

2001

## 2001-2003 Catalog

Governors State University

Follow this and additional works at: <http://opus.govst.edu/catalogs>

---

### Recommended Citation

Governors State University, "2001-2003 Catalog" (2001). *Catalogs*. Paper 26.  
<http://opus.govst.edu/catalogs/26>

This Book is brought to you for free and open access by OPUS Open Portal to University Scholarship. It has been accepted for inclusion in Catalogs by an authorized administrator of OPUS Open Portal to University Scholarship. For more information, please contact [opus@govst.edu](mailto:opus@govst.edu).

# GOVERNORS STATE UNIVERSITY



2001-2003 CATALOG

---

---

# GOVERNORS STATE UNIVERSITY

(708) 534-5000

2001-2003 Catalog

## Table of Contents

3	Academic Degree Programs
4	University Governance
5	Academic Calendar
7	General Information
8	Admissions Information
16	Tuition and Fees
18	Financial Assistance
31	Student Services, Activities, and Information
36	Student Life Policies
37	Academic Regulations
42	Special Academic Programs and Opportunities
42	Center for Extended Learning & Communications Services
42	Board of Governors B.A. Degree Program
45	Teacher Education and Certification
49	Bachelor's Degree Requirements
55	Master's Degree Requirements
59	Undergraduate Studies
59	College of Arts and Sciences
79	College of Business and Public Administration
91	College of Education
101	College of Health Professions
109	Graduate Studies
109	College of Arts and Sciences
121	College of Business and Public Administration
129	College of Education
145	College of Health Professions
159	Course Descriptions
265	Appendix
273	Faculty and Administrative Staff
283	Index
287	Map

**Notice**

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

This catalog is for the 2001-2003 academic years. Students should keep the catalog for referral throughout their academic career. Students who first enroll at Governors State University during the 2001-2003 academic years must fulfill the requirements stated in this catalog and its addendum (when published), as applicable, or they may elect to substitute the requirements in any subsequent catalog published while they are enrolled in the university. A student must, however, meet the requirements from one catalog only, rather than choosing a portion from one catalog and the remainder from another.

**Affirmative Action Statement**

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

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

The general university phone number is (708) 534-5000.  
The GSU Web page address is <http://www.govst.edu>



---



---

# ACADEMIC DEGREE PROGRAMS OFFERED BY GOVERNORS STATE UNIVERSITY

---

## Bachelor's Degree Programs

---

Accounting	Communication Disorders
Art	Communications
Biology	Computer Science
<i>Teacher Education</i>	Criminal Justice
Board of Governors Degree	Early Childhood Education
Business and Administration	Elementary Education
<i>Finance</i>	English
<i>Human Resources Management</i>	<i>Teacher Education</i>
<i>International Business</i>	Health Administration
<i>Management</i>	Integrative Studies
<i>Management Information Systems</i>	Management Information Systems
<i>Marketing</i>	Nursing
<i>Operations Management</i>	Psychology
<i>Public Administration</i>	<i>Mental Health</i>
Business and Technology	Social Sciences
Chemistry	Social Work
<i>Teacher Education</i>	

---

## Master's Degree Programs

---

Accounting	Environmental Biology
Addictions Studies	Health Administration
Analytical Chemistry	Management Information Systems
Art	Multicategorical Special Education
Business Administration	Nursing
Communication Disorders	Occupational Therapy
Communications and Training	Physical Therapy
Computer Science	Political and Justice Studies
Counseling	Psychology
<i>Community Counseling</i>	<i>School Psychology</i>
<i>Marriage and Family</i>	Public Administration
<i>School Counseling</i>	Reading
Early Childhood Education	Social Work
Education	
Educational Administration	
English	

---

---

# UNIVERSITY GOVERNANCE

## **Board of Trustees**

---

Jack Beaupre, Bourbonnais  
Kristi DeLaurentiis, Secretary, Frankfort  
Bruce Friefeld, Chairperson, Mokena  
Harry Klein, Homewood  
Bill McGee, Vice Chairperson, Hazel Crest  
Kathleen Field Orr, Flossmoor  
Lorine Samuels, New Lenox  
Ivy White, Student Trustee, Chicago

## **Officers of the University**

---

Stuart Fagan, President  
Paul Keys, Provost/Vice President for Academic Affairs  
Timothy Arr, Interim Vice President for Administration and Planning  
Brandon Senter, Vice President for Development and Public Affairs

---



---

## 2001-2002 ACADEMIC CALENDAR

The trimesterly academic calendar appears in the schedule of classes for each trimester.

Fall Trimester 2001	Winter Trimester 2002	Spring/Summer Trimester 2002
------------------------	--------------------------	------------------------------------

---

Financial Aid Priority Date for the 2001-2002 Academic Year is May 1, 2001.

Contact the Financial Aid Office for Final Deadlines for Each Trimester.

Registration (Hours: Mon.-Sat. 9 a.m. - 10 p.m.) Classes Begin/Blocks 1 & 2 <b>UNIVERSITY CLOSED—Holiday</b> 100% Refund Deadline/Blocks 1 & 2 <b>UNIVERSITY CLOSED—Holiday</b> Graduation Application Deadline 50% Refund Deadline/Blocks 1 & 2 <b>UNIVERSITY CLOSED—Holiday</b> Withdrawal Deadline/Block 2 Block 2 Classes End Late Registration/Block 3  Block 3 Classes Begin Faculty submit grades for Block 2 (5 p.m.) <b>UNIVERSITY CLOSED—Holiday</b> 100% Refund Deadline/Block 3 Withdrawal Deadline/Block 1 50% Refund Deadline/Block 3 Withdrawal Deadline/Block 3 <b>UNIVERSITY CLOSED—</b> <b>Thanksgiving Recess</b> Salute to Graduates  Faculty submit final grades for "I's," "M's" and "E's" (5 p.m.) Blocks 1 & 3 Classes End End of Trimester/Diploma Date Faculty submit grades for Blocks 1 & 3 (5 p.m.) <b>UNIVERSITY CLOSED—Holiday</b>  <b>COMMENCEMENT</b>	Mon., July 9- Tues., Sept. 4 Mon., Aug. 27 <b>Mon., Sept. 3</b> Mon., Sept. 10  Mon., Sept. 17 Mon., Sept. 24  Mon., Oct. 1 Wed., Oct. 17 Thurs., Oct. 18- Wed., Oct. 24  Thurs., Oct. 18  Mon., Oct. 22  Wed., Oct. 31 Mon., Nov. 5 Wed., Nov. 14 Wed., Nov. 21 <b>Thurs., Nov. 22-</b> <b>Sun., Nov. 25</b>  Mon., Dec. 3 Sat., Dec. 8 Sat., Dec. 8  Thurs., Dec. 13 <b>Sat., Dec. 22-</b> <b>Tues., Jan. 1</b>	Mon., Nov. 12- Tues., Jan. 15 Mon., Jan. 7 <b>Mon., Jan. 21</b> Tues., Jan. 22  Mon., Jan. 28 Tues., Feb. 5 <b>Tues., Feb. 12</b> Wed., Feb. 13 Wed., Feb. 27 Thurs., Feb. 28- Wed., March 6  Thurs., Feb. 28  Mon., March 4  Wed., March 13 Mon., March 18 Wed., March 27 Wed., April 3  Wed., April 3- Thurs., April 4  Mon., April 15 Sat., April 20 Sat., April 20  Thurs., April 25  <b>Sat., June 1 and Sun., June 2</b>	Mon., March 18- Tues., May 14 Mon., May 6  Fri., May 17 <b>Mon., May 27</b> Tues., May 21 Mon., June 3  Mon., June 10 Tues., June 25 Mon., June 24- Fri., June 28 and Mon., July 1- Tues., July 2 Wed., June 26  Fri., June 28 <b>Thurs., July 4</b> Wed., July 10 Mon., July 15 Wed., July 24 Wed., July 31  Mon., Aug. 12 Sat., Aug. 17 Sat., Aug. 17  Thurs., Aug. 22
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# 2002-2003 ACADEMIC CALENDAR

The trimesterly academic calendar appears in the schedule of classes for each trimester.

	Fall Trimester 2002	Winter Trimester 2003	Spring/Summer Trimester 2003
Financial Aid Priority Date for the 2002-2003 Academic Year is May 1, 2002. Contact the Financial Aid Office for Final Deadlines for Each Trimester.			
Registration (Hours: Mon.-Sat 9 a.m. - 10 p.m.)	Mon., July 8 - Tues., Sept. 3	Mon., Nov. 11 - Tues., Jan. 14	Mon., March 17 - Tues., May 13
Classes Begin/Blocks 1 & 2	Mon., Aug. 26	Mon., Jan. 6	Mon., May 5
<b>UNIVERSITY CLOSED—Holiday</b>	<b>Mon., Sept. 2</b>	<b>Mon., Jan. 20</b>	
100% Refund Deadline/Blocks 1 & 2	Mon., Sept. 9	Tues., Jan. 21	Fri., May 16
<b>UNIVERSITY CLOSED—Holiday</b>			<b>Mon., May 26</b>
Graduation Application Deadline	Mon., Sept. 16	Mon., Jan. 27	Tues., May 20
50% Refund Deadline/Blocks 1 & 2	Mon., Sept. 23	Tues., Feb. 4	Mon., June 2
<b>UNIVERSITY CLOSED—Holiday</b>		<b>Wed., Feb. 12</b>	
Withdrawal Deadline/Block 2	Mon., Sept. 30	Thurs., Feb. 13	Mon., June 9
Block 2 Classes End	Wed., Oct. 16	Wed., Feb. 26	Tues., June 24
Late Registration/Block 3	Thurs., Oct. 17- Wed., Oct. 23	Thurs., Feb. 27- Wed., March 5	Mon., June 23- Fri., June 27 and Mon., June 30- Tues., July 1
Block 3 Classes Begin	Thurs., Oct. 17	Thurs., Feb. 27	Wed., June 25
Faculty submit grades for Block 2 (5 p.m.)	Mon., Oct. 21	Mon., March 3	Fri., June 27
<b>UNIVERSITY CLOSED—Holiday</b>			<b>Fri., July 4</b>
100% Refund Deadline/Block 3	Wed., Oct. 30	Wed., March 12	Wed., July 9
Withdrawal Deadline/Block 1	Mon., Nov. 4	Mon., March 17	Mon., July 14
50% Refund Deadline/Block 3	Wed., Nov. 13	Wed., March 26	Wed., July 23
Withdrawal Deadline/Block 3	Wed., Nov. 20	Wed., April 2	Wed., July 30
<b>UNIVERSITY CLOSED—</b>	<b>Thurs., Nov. 28</b>		
<b>Thanksgiving Recess</b>	<b>Sun., Dec. 1</b>		
Salute to Graduates		Wed., April 2- Thurs., April 3	
Faculty submit final grades for "I's," "M's" and "E's" (5 p.m.)	Mon., Dec. 2	Mon., April 14	Mon., Aug. 11
Blocks 1 & 3 Classes End	Sat., Dec. 7	Sat., April 19	Sat., Aug. 16
End of Trimester/Diploma Date	Sat., Dec. 7	Sat., April 19	Sat., Aug. 16
Faculty submit grades for Blocks 1 & 3 (5 p.m.)	Thurs., Dec. 12	Thurs., April 24	Thurs., Aug. 21
<b>UNIVERSITY CLOSED—Holiday</b>	<b>Mon., Dec. 23- Wed., Jan. 1</b>		
<b>COMMENCEMENT</b>		<b>Sat., June 7 and Sun., June 8</b>	

---



---

# GENERAL INFORMATION

## History

---

Governors State was chartered by the General Assembly in 1969. It is designed to serve undergraduate transfer students and those seeking master's degrees.

The university's main campus is located in University Park, thirty-five miles south of Chicago and easily accessible by car or commuter train. The campus is located on 750 acres of wooded landscape with several lakes and nature trails and includes the nationally renowned Nathan Manilow Sculpture Park.

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

## Role and Mission

---

Governors State University's primary mission is teaching. It provides an affordable and accessible undergraduate and graduate education to its culturally and economically diverse lifelong learners. The liberal arts and sciences are the foundation of the university's academic programs, which generally emphasize professional preparation.

Governors State University has a strong commitment to cultural diversity in every facet of university life. The university values its multicultural community of students, faculty, and staff as they learn together throughout their lives. It addresses the needs of the traditional and nontraditional learners through the breadth of its curriculum, through flexible teaching strategies, and through advanced instructional technologies.

Governors State University is an active partner in the economic and social development of the surrounding metropolitan regions, preparing informed and concerned citizens and providing them a global perspective in an interdependent world.

## Accreditation

---

Governors State University is accredited by the North Central Association of Colleges and Schools. The university is also a member of the Illinois Council of Baccalaureate and Higher Degree Programs, and many programs are accredited by their respective professional accrediting agencies.

North Central Association of Colleges and Schools  
Commission on Institutions of Higher Education  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602-2504  
(312) 263-0456; (800) 621-7440  
FAX: (312) 263-7462; Internet: Info@ncacihe.org

## Alumni Association

---

The Governors State University Alumni Association provides an opportunity for graduates of the university to continue involvement in the development of their university. Through its publications and programs, the association keeps graduates in touch with one another and informed about their alma mater.

## Governance

---

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

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

## Academic Year

---

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

Block 1: Classes scheduled for the entire 15 weeks

Block 2: Classes scheduled for the first 7 1/2 weeks

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

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



---



---

# ADMISSIONS INFORMATION

## Admission to the University

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

Office of Admissions  
Governors State University  
University Park, IL 60466-0975

You may call 1-800-GSU-8GSU for information. The university's World Wide Web address is <http://www.govst.edu>.

Admission documents sent in support of applications are not returnable or transferable.

## Application and Credentials Filing Periods

### DEGREE-SEEKING

Students are strongly encouraged to apply early. Those who submit applications close to the final deadline may not be directly admitted to their major as some majors have limited enrollment. Also, students who apply close to the deadline may have difficulty scheduling classes once admitted.

#### FALL 2001

Filing Period	Notification Time
March 1 - July 13, 2001	April - August

Applications for all colleges\*\* will be considered if all required credentials have been received during this period.

June 1, 2001	April - August
--------------	----------------

Priority Filing Date. Completed applications by this date may have the advantage when space is limited and for registration priority.

#### WINTER 2002

Filing Period	Notification Time
Aug. 1 - Nov. 16, 2001	September - December

Applications for all colleges\*\* will be considered if all required credentials have been received during this period.

Oct. 15, 2001	September - December
---------------	----------------------

Priority Filing Date. Completed applications by this date may have the advantage when space is limited and for registration priority.

#### SPRING/SUMMER 2002

Filing Period	Notification Time
Dec. 3, 2001 - March 29, 2002	January - April

Applications for all colleges\*\* will be considered if all required credentials have been received during this period.

Feb. 18, 2002	January - April
---------------	-----------------

Priority Filing Date. Completed applications by this date may have the advantage when space is limited and for registration priority.

#### FALL 2002

Filing Period	Notification Time
March 1 - July 12, 2002	April - August

Applications for all colleges\*\* will be considered if all required credentials have been received during this period.

June 2, 2002	April - August
--------------	----------------

Priority Filing Date. Completed applications by this date may have the advantage when space is limited and for registration priority.

#### WINTER 2003\*

Filing Period	Notification Time
Aug. 1 - Nov. 15, 2002	September - December

Applications for all colleges\*\* will be considered if all required credentials have been received during this period.

Oct. 15, 2002	September - December
---------------	----------------------

Priority Filing Date. Completed applications by this date may have the advantage when space is limited and for registration priority.

**SPRING/SUMMER 2003\***

Filing Period	Notification Time
Dec. 2, 2002 - March 31, 2003	January - April
Applications for all colleges** will be considered if all required credentials have been received during this period.	
Feb. 18, 2003	January - April
Priority Filing Date. Completed applications by this date may have the advantage when space is limited and for registration priority.	

\*Dates subject to change. \*\*Refer to section majors with Special Admissions Requirements.

## Admission Classifications and Requirements

### Undergraduate Degree-Seeking Students

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

All baccalaureate programs offered by the university are designed for students who have successfully completed two years of college, including a well-developed program of general education.

**Requirements:** Applicants must:

1. have earned (or will have earned by the term they wish to enroll) an associate of science or an associate of arts degree from a regionally-accredited institution of higher education; OR have earned (or will have earned by the term they wish to enroll) at least 60 semester hours (or 90 quarter hours) of credit from a regionally-accredited institution of higher education with at least a "C" average (2.0 on a scale of 4.0) in any 60 semester (or 90 quarter) hours;
2. be in good academic standing at the last institution attended; and
3. have satisfied any applicable collegial and/or major admission criteria for undergraduate study in the specific major to which they apply. (Please refer to the information related to specific major areas of interest in this publication. Special collegial and/or major admission criteria and additional credentials may be required.)

**To apply:** submit an application, credentials, and official transcripts from each post-secondary institution directly to the Office of Admissions.

### UNDECLARED/NON-DEGREE-SEEKING

You may apply as a non-degree-seeking or undeclared student by completing and submitting the application form available in the Admissions Office, from our Website at [www.govst.edu/users/gapply/app.htm](http://www.govst.edu/users/gapply/app.htm) and in any schedule of classes. Five days after applying, you may call (708) 534-7272 to obtain your P.I.N. (Personal Identification Number) and your earliest registration date for Touchtone registration. Applications by mail will be accepted up to the first day of the given trimester.

### Undergraduate Undeclared Students

*Students who have not declared an undergraduate major.*

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

Students classified as undeclared will be assigned a counselor in the Division of Student Development. Undeclared students who have not decided on a career path will receive career counseling from their counselors and develop a program of course work that will facilitate the career decision-making process. Once a career decision is made, the student will apply to a degree program. Upon admission, an academic advisor will be assigned and a study plan completed.

Students classified as undeclared who choose not to seek a degree at GSU must change their status to non-degree seeking.

After registering for twelve credit hours, students who have not applied and been admitted to a major must secure authorization before registering for a subsequent trimester.

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

**Requirements—Applicants must:**

1. have earned (or will have earned by the term they wish to enroll) an associate of arts or an associate of science degree from a regionally accredited institution of higher education; or have earned (or will have earned by the term they wish to enroll) at least sixty 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 sixty semester (or 90 quarter) hours; and
2. be in good academic standing at the last institution attended.

**To apply:** Submit an application to the Office of Admissions.

### **Undergraduate Non-Degree-Seeking Students**

*Students who do not intend to earn a degree.*

Course work completed as a non-degree-seeking student is not applicable to any degrees offered by GSU. Students in this classification are not eligible for university administered financial aid.

**Requirements**—Applicants must have earned an associate of arts or an associate of science degree from a regionally accredited institution OR have earned at least 60 semester (or ninety quarter) hours of credit with at least a “C” average (2.0 on a scale of 4.0) from a regionally accredited institution.

**To apply:** Submit an application to the Office of Admissions.

### **Graduate Degree-Seeking Students**

*Students who declare a graduate major.*

**Requirements**—Applicants must:

1. have earned (or will have earned by the term they wish to enroll) at least a bachelor’s degree from a regionally accredited post-secondary institution;
2. be in good standing at the last institution attended; and
3. have satisfied any applicable collegial and/or major admission criteria for graduate study in the specific major to which they apply. (Please refer to the information related to specific major areas of interest in this publication. Special collegial and/or major admission criteria and additional credentials may be required.)

**To apply:** Submit an application, credentials, and official transcripts from each post-secondary institution to the Office of Admissions.

### **Graduate Undeclared Students**

*Students with a bachelor’s or higher degree who have not declared a graduate major.*

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

Students classified as undeclared will be assigned a counselor in the Division of Student Development. After registering for six credit hours, students who have not applied and been admitted to a major must secure authorization before registering for a subsequent trimester.

Students classified as undeclared who choose not to seek a degree at GSU must change their status to non-degree-seeking.

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

**Requirements**—Applicants must:

1. have at least a bachelor’s degree (or will have earned one by the term they wish to enroll) from a regionally accredited post-secondary institution; and
2. be in good academic standing at the last institution attended.

**To apply:** Submit an application for admission to the Office of Admissions.

### **Graduate Non-Degree-Seeking Students**

*Students with bachelor’s or master’s degrees who do not intend to earn a degree at Governors State.*

Course work completed as a non-degree-seeking student is not applicable to any degrees offered by GSU.

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

**Requirements:** Applicants must have at least a bachelor’s degree from a regionally accredited institution.

**To apply:** Submit an application for admission to the Office of Admissions.

### **Second Master’s Degree**

*Students who have earned a master’s degree and seek a second graduate degree.*

**Requirements**—Applicants must:

1. provide evidence of a master’s degree from a regionally accredited post-secondary institution;
2. be in good academic standing at the last institution attended; and
3. have satisfied any applicable collegial and/or major admission criteria for graduate study in the specific major to which they apply. Please refer to the information related to specific major areas of interest in this publication for special collegial and/or major admission criteria and additional credentials which may be required.

**To apply:** Submit an application, credentials, and official transcripts from each post-secondary institution to the Office of Admissions.

## International Students

*An international student is a citizen of a country other than the United States who is authorized to stay in the United States for a temporary period as a non-immigrant.*

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

GSU is authorized under federal law to enroll nonimmigrant alien students studying under an F-1 visa. Although applicants on J-1 visas may enroll, the university does not participate in the exchange visitor program and is not authorized to issue form IAP-66, which is required to extend the J-1 visa status.

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

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

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

## REQUIREMENTS FOR ADMISSION

Satisfactory educational records.

Submit official TOEFL report (undergraduate 500 paper-based or 173 computer-based; graduate 550 paper-based or 213 computer-based total)

Evidence of financial support to meet all financial needs for the duration of their studies at GSU.

## HOW TO APPLY FOR ADMISSION

1. Submit an application for admission as a degree-seeking student.
2. Submit official academic credentials. These may include any or all of the following:
  - a. national examination results;
  - b. diploma and/or certificate;

c. complete records of all college, university, or other post-secondary work;

d. college or university transcripts, if applicable.

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

3. Submit official TOEFL score report.

## Additional Information

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

All documents for admission must be submitted at least two months before the trimester in which enrollment is sought. All transcripts, letters, and other admission material become the property of GSU.

NOTE: Students must submit application and all credentials at least two months before the trimester in which enrollment is sought.

A credentials evaluator is available to assist students in obtaining visas and legal documents and to evaluate credentials. Since the university is a commuter institution, students are responsible for arranging their own housing and transportation to and from the campus. Many students live in the immediate area or in Chicago and commute either by car or train to Governors State University. For further information, please contact the Office of International Students.

**MAJORS WITH SPECIAL ADMISSION REQUIREMENTS**

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

**MAJORS**

**UNDERGRADUATE**

Art  
 Biology Teacher Education  
 Business and Technology  
  
 Chemistry  
     Teacher Education  
 Communication Disorders  
 English  
     Teacher Education  
 Nursing  
 Social Work

**COLLEGE**

Arts and Sciences  
 Arts and Sciences  
 Business and Public Administration  
 Arts and Sciences  
  
 Health Professions  
 Arts and Sciences  
  
 Health Professions  
 Health Professions

**GRADUATE**

Accounting  
  
 Addictions Studies  
 Art  
 Business Administration  
  
 Communication Disorders  
 Computer Science  
 Counseling  
 Early Childhood Education  
 Education  
 Educational Administration  
 Environmental Biology  
 Health Administration  
 Management Information Systems  
 Multicategorical  
     Special Education  
 Nursing  
 Occupational Therapy  
 Physical Therapy  
 Psychology  
 Public Administration  
  
 Reading  
 Social Work

**COLLEGE**

Business and Public Administration  
 Health Professions  
 Arts and Sciences  
 Business and Public Administration  
 Health Professions  
 Arts and Sciences  
 Education  
 Education  
 Education  
 Arts and Sciences  
 Health Professions  
 Business and Public Administration  
  
 Education  
 Health Professions  
 Health Professions  
 Health Professions\*\*  
 Education  
 Business and Public Administration  
 Education  
 Health Professions\*\*

\*\* This program will not be admitting for the Fall of 2001

**Board of Governors B.A. Degree Program Students**

Applicants may be admitted to the Board of Governors Bachelor of Arts Degree program, which features maximum transfer of credit from courses taken elsewhere, credit for prior experiential learning, and individually designed degree programs.

Applicants must have a total of 60 semester or 90 quarter hours of academic work from regionally accredited institutions or the equivalent. One may apply for conditional admission to the BOG/B.A. Degree Program with 30-59 semester hours.

1. Submit an application for admission to the Office of Admissions.
2. Request that official transcripts from each post-secondary institution attended be sent directly to the Office of Admissions.
3. Submit prior learning portfolio materials, if any, to the Board of Governors Degree Program Office.
4. Distance learners should request the university's publication "Distance Learning Guide."

NOTE: Students may apply for academic credit for prior learning through the preparation of a portfolio which documents specific learning gained through non-academic experiences. Contact the Board of Governors Degree Program Office for additional information on portfolio seminars at (708) 534-4092 or (800) GSU-8GSU, Ext. 4092.

**Supplemental Admission Information**

**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 into another major or into undeclared/non-degree-seeking status.
2. If a student has been admitted as an undeclared/non-degree-seeking student and is seeking admission to a major.
3. If a student has lost continuing student status as defined by university policy.
4. If a student is seeking a level change, i.e., from undergraduate to graduate status; from graduate to undergraduate status.



## Special Admissions (New and Readmissions)

1. Applicants not meeting one or more of the published minimum university criteria for admission and/or who fall into one or more of the categories cited below must petition for admission 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 not in good conduct standing at the last institution attended must petition for admission to the dean of Student Affairs and Services.
3. Students on probation and who have lost continuing student status must petition for admission under the Policy on Readmissions and Special Admissions.
4. Students on their first academic suspension must petition for readmission under the Policy on Readmissions and Special Admission.
5. If a student is twice suspended from the university for academic reasons, the student will not be considered for readmission to the university at any later date.

All petitions to the Committee on Readmissions and Special Admissions must be submitted no later than March 29 for spring/summer, July 12 for fall, and November 15 for winter admission consideration.

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

## English Language Proficiency Requirement

---

The university wishes to ensure that applicants have attained sufficient mastery of the English language necessary to achieve academic success. Applicants to a degree program whose native (primary) 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 score of 173 for undergraduate admission consideration, or 213 for graduate consideration on the new version of the Test of English as a Foreign Language (TOEFL) or 500 for undergraduates or 550 for graduates under the paper-based version of TOEFL. This requirement does not take the place of the university proficiency requirement in writing or language proficiency requirements for specific majors as stated in this catalog.

## Admission to a Degree Program—Non-U.S. Credentials

---

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

1. Submit an application by published deadlines as outlined in this catalog.
2. Submit official academic credentials. These may include any or all of the following:
  - a. National examination results;
  - b. diploma and/or certificate;
  - c. complete records of all college, university, or other post-secondary work; and
  - d. college or university transcripts, if applicable.

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

3. Submit official TOEFL report (173 minimum for undergraduate; 213 minimum for graduate) on the computer-based system; or 500 for undergraduates or 550 for graduates under the paper-based scoring system.
4. Additional special admission credentials for desired major. Please refer to other sections for any necessary special admission requirements.

**NOTE:** Applicants on or seeking F-1 or J-1 visas should refer to the section Admission Information for International Students.

## **Proficiency Examination Interim Policy**

All undergraduate degree-seeking and undeclared students must attempt the mathematics and English proficiency examinations before or during the first trimester of enrollment. Students will not be permitted to register for a second trimester unless both examinations have been taken.

### **Mathematics:**

Students will not be permitted to register for a third trimester unless both mathematics exams have been passed.

### **English:**

1. If the requirement is not met by the end of the second trimester, the student **MUST** enroll in ENGL301 in order to register for other courses during the third trimester of enrollment
2. Students who enroll in ENGL301 and pass the final examination in that course will have met the university proficiency requirement. This requirement must be met during the third trimester of enrollment or further registration may be limited.

The following information identifies those examinations you are required to take:

1. English Examination (all students)
2. Math I Examination (all students except CBPA majors)
3. Math II Examination (all students)
4. Math III (CBPA only)
5. Reading Examination (CE elementary education majors only)

## **Registration**

All newly admitted and continuing students who do not have a university hold on their record are eligible to register. Tuition and applicable fees are due as billed. See the schedule of classes for the specified dates for each trimester.

Governors State University has an installment payment plan that allows students to pay tuition over a period of time. Students having no scholarship allowance are eligible. See the schedule of classes for additional information.

As a convenience to students, the university accepts tuition and fee payment via MasterCard or VISA credit cards.

**Orientation.** All undergraduate degree-seeking students are encouraged to attend an orientation program before registering for classes. Notification of the orientation schedule will be sent to students along with admission material.

### **Undergraduate Proficiency Examination**

**Requirements.** All undergraduate degree-seeking students must pass university-approved examinations to assess their proficiency in English and basic mathematics. These examinations must be taken before or during the first trimester of enrollment. *Undergraduate students classified as degree-seeking students will be permitted to register for a second trimester only if both examinations have been taken. To enroll for a third trimester, students must have passed both examinations or be enrolled in instructional activities related to the proficiency examinations.*

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

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

**Continuing Student Status.** Continuing students at Governors State University are defined as degree-seeking students whose enrollment at Governors State has not been interrupted for more than two consecutive trimesters. 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 the admission and curricular requirements of the university, college, and specific major in effect at the time of readmission.

**Add and Drop.** Students may add courses anytime during the registration period, and may drop courses during the registration period and up to the tenth day of regularly scheduled classes with no penalty.

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

## **Illinois Articulation Initiative (IAI)**

---

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

There are two components to the IAI. First is the General Education Core Curriculum (GECC). This is the statewide transfer general education curriculum common to all IAI member institutions. Governors State University accepts all courses in this curriculum toward its general education requirements. Students may, however, transfer to GSU without completing the GECC. Students may also transfer from an out-of-state institution.

The second component of the IAI is the baccalaureate major requirements developed by the statewide content-area panels. Governors State University accepts those courses designated by the panels for the majors offered at GSU. The university is also participating in a review and approval process for IAI courses in the majors and expects that virtually all courses will be included on the IAI Web page. These courses may be used either as specific courses in the major or as electives.

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

For more information on the IAI, see the Website at [www.itransfer.org](http://www.itransfer.org).

## TUITION AND FEES

### On-Campus Tuition Schedule Per Trimester

	Illinois Resident	Non-Illinois Resident
<b>Undergraduate Tuition</b>		
Full-time (12 hours or more)	\$1,176.00	\$3,528.00
Part-time (per hour)	98.00	294.00
<b>Graduate Tuition</b>		
Full-time (12 hours or more)	\$1,250.00	\$3,780.00
Part-time (per hour)	105.00	315.00

### Extended Learning Tuition Schedule Per Trimester

Extended Learning rates apply to courses taught at locations other than the main campus and to telecourses and independent studies by correspondence. A minimum service fee of \$10 per credit-hour is assessed in addition to the following tuition charges.

	Illinois Resident	Non-Illinois Resident
<b>Undergraduate Tuition</b>		
Full-time (12 hours or more)	\$1,176.00	\$1,176.00
Part-time (per hour)	98.00	98.00
<b>Graduate Tuition</b>		
Full-time (12 hours or more)	\$1,250.00	\$1,250.00
Part-time (per hour)	105.00	105.00

NOTE: Tuition and fees are subject to change.

### Mandatory Fees

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

**Student Activity Fee.** The Student Activity Fee is \$25 per trimester; \$12.50 per 7 1/2 Week Block. The fee supports programs and activities to enrich the extracurricular life of students. Some of the programs and activities receiving funding support are the Child Care Center, the student newspaper, musical and cultural events, student clubs and organizations, the Student Senate, and student leadership development.

**Student Center Fee.** The Student Center fee is \$21 per trimester. The fee supports the operation of the Student Center which provides facilities for meetings, student offices, a typing center, lounges, recreation areas, study areas, and a number of other related programs and services.

**Counseling and Career Services Fee.** The Counseling and Career Services fee is \$21 per trimester. The fee supports programs that will increase the academic success and retention of all students. Also, this fee will assist students in the transition process from student to first professional job following graduation. Some of the programs receiving funding support are job development, on-campus job recruitment, resume writing services, career and academic counseling programs and services.

**Computer Technology Fee.** A fee of \$20 per trimester is assessed to all currently enrolled on-campus students. These fees are used for expanding computer access to students and upgrading computer hardware and software.

### Program and Service Fees

**Parking Fee.** The university maintains five (5) parking lots adjacent to its main building. Operation and maintenance of the lots, snow removal, repair/replacement, etc., along with quick-start/escort service, are funded from parking fees paid by staff and students. Staff pay for parking by payroll deduction. Students are assessed parking fees with their enrollment fees.

**Student Health Insurance.** Participation in a student health insurance program is optional. A basic annual plan for a single student is available from a private company. Information on the health insurance plan and fee rates for spouse and/or dependent coverage is available in the Student Life Division.

**Audit Fee.** A non-refundable fee of \$50 is assessed per audited course.

**Assessment Fee.** Participants in the Board of Governors B.A. Degree Program who elect to do a portfolio are charged a one-time seminar fee of \$49, a one-time processing fee of \$50, and \$20 for each course evaluated in the final portfolio. Students who are unable to attend the seminar are charged \$85 for the seminar book and videotape, a one-time processing fee of \$50, and \$20 for each course evaluated in the final portfolio.

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

**Graduation Fee.** A non-refundable graduation fee is assessed to cover the cost of application processing, diploma, cap and gown, and commencement. The fee is \$20 for a baccalaureate degree and \$25 for a master's degree.

## **Determination of Undergraduate/Graduate Tuition Rates**

---

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

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

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

## **Residency**

---

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

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

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

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

## **Refunds**

---

Students, including students attending the university for the first time, who withdraw from 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. Students who withdraw from courses after the tenth day, but before the twenty-first day of regularly scheduled classes for a trimester or block, are entitled to a fifty percent refund of tuition and fees. Refund periods are listed in the schedule of classes for each trimester.

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

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

Refunds are mailed via check approximately three weeks from the request date.

## **Unsatisfied Financial Obligations**

---

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



---



---

# FINANCIAL ASSISTANCE

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

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

## Eligibility Criteria

---

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

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

## Programs Available

---

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

## Application Procedures

---

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

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

To determine eligibility for all forms of need-based aid, students must complete a Free Application for Federal Student Aid (FAFSA). The forms are available at all colleges and universities, the public library, Governors State University Financial Aid Office, or by calling 1-800-433-3243. Students with FAFSA's received at the Financial Aid Office by May 1 will receive priority consideration for campus-based financial aid. Students who apply after May 1 will be considered for campus-based aid only if the funds are available. Additional information and supporting documentation may be requested if the application is selected for verification.

## Financial Aid Disbursement

---

Financial Aid is posted to the student's account after the 50% tuition refund deadline, which is the fourth week of the term. The Financial Aid Office offers a \$300 book advance to students that meet certain criteria. A book advance is an advance on your financial aid funds and will be deducted from your disbursement of awards just as tuition and fees are deducted. Book advances are available the week before classes (Block I only) and during the first week of the trimester only.

## Veterans Assistance

---

The United States Department of Veterans' Affairs administers all veteran-related services and programs and serves the student veteran by providing advising and counseling. For information, contact the Office of Financial Aid.

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

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

### Federal Grants, Loans, and Tuition Waivers

#### **Federal Pell Grant**

Available to undergraduate students based on need. Must be degree seeking and enrolled for at least six credit hours. Applies to tuition, fees, and other educational expenses. No repayment obligation.

*How to apply:* Complete the FAFSA. Forms available at the GSU Financial Aid Office.

#### **Federal SEOG (Supplemental Educational Opportunity Grant)**

Available to undergraduate students with exceptional need and eligible for the Pell Grant. Must be a degree-seeking student and enrolled for at least six credit hours. A source of funds to supplement other federal aid programs (such as the Pell Grant) if the student continues to show need. Applies to tuition, fees, and other educational expenses. No repayment obligations.

*How to apply:* Complete the FAFSA. Forms available at the GSU Financial Aid Office.

#### **Federal Work-Study (FWS)**

Available to undergraduate and graduate students who are degree seeking. Student qualifies based on financial need. Part-time positions are available in a variety of areas throughout the university.

*How to apply:* Complete the FAFSA. Forms available at the GSU Financial Aid Office.

#### **Federal Perkins Loan**

Available to undergraduate and graduate students based on need. Must be a degree-seeking student and enrolled in at least six credit hours. Low interest (5%) loans available with repayment beginning nine months after graduation or when a student drops below half-time status. Long-term repayment includes cancellation of debt under certain specific conditions.

*How to apply:* Complete the FAFSA. Forms available at the GSU Financial Aid Office.

#### **Federal Direct Subsidized Loan**

Available to undergraduate and graduate students based on need. Must be a degree seeking student and enrolled in at least six credit hours. Variable interest rate, adjusted annually on July 1, not to exceed 8.25% (current rate = 7.76%). Repayment will begin six months after graduation or when a student drops below half-time status. Maximum loans of \$5,500 for undergraduates and \$8,500 for graduates each academic year.

*How to apply:* Complete the FAFSA. Forms available at GSU Financial Aid Office.

#### **Federal Direct Unsubsidized Loan**

Available to undergraduate and graduate students. Do not have to demonstrate financial need. Must be a degree-seeking student and enrolled for at least six credit hours. Variable interest rate adjusted annually on July 1, not to exceed 8.25% (current rate = 7.76%). Student pays interest. Maximum loan of \$5,500 for undergraduates and \$8,500 for graduates each academic year. Must make quarterly payments of interest beginning 60 days after receipt or may defer interest payments until after graduation.

*How to apply:* Complete the FAFSA. Forms available at GSU Financial Aid Office.

#### **United States Department of Veterans' Affairs Educational Benefits**

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

*Apply to:* GSU Financial Aid Office.

## State Scholarships, Grants, and Tuition Waivers

---

### ISAC Monetary Award

Available to undergraduate students based on need. Must be a degree-seeking student enrolled in at least six credit hours and a State of Illinois resident. Applies to tuition and fees only. No repayment obligation.

**How to apply:** Complete the FAFSA. Forms available at GSU Financial Aid Office.

### Illinois Veterans Grant

Available to undergraduate and graduate students. Veteran with an honorable discharge, an Illinois resident six months before entering the service and claimed residency six months after discharge; served at least one year after or less than one year before August 11, 1967. Covers tuition and mandatory fees. No repayment obligation.

**Apply to:** Illinois Student Assistance Commission.

### National Guard Scholarship

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

**Apply to:** National Guard Unit or Illinois Student Assistance Commission.

### Police, Fire, Correctional Officer Grant Program

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

**Apply to:** Illinois Student Assistance Commission.

### Dependents of MIA/POW Scholarship

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

**Apply to:** Illinois Department of Veterans Affairs in Springfield, Ill.

### Debolt Teacher Shortage Scholarship

Available to undergraduate and graduate students who are Illinois residents and who are certified teachers or students preparing for certification. Student must be enrolled in at least six credit hours and agree to teach in shortage area. Scholarship is \$2,500 per trimester for tuition, fees, and other educational expenses. Repayment is required only if student does not teach in the shortage area for a specified period of time.

**Apply to:** Illinois Student Assistance Commission (information and forms available at the GSU Financial Aid Office).

### Minority Teachers of Illinois

Available to undergraduate minority students who are Illinois residents preparing for teacher certification. Student must agree to teach upon graduation. Student must be enrolled for twelve or more credit hours. Scholarship is \$2,500 per trimester for tuition, fees, and other educational expenses.

**Apply to:** Illinois Student Assistance Commission (information and forms available at the GSU Financial Aid Office).

### Special Education Teacher Tuition Waiver

Available to undergraduate and graduate students who are Illinois residents seeking initial certification in an area of special education. Students must agree to teach in special education upon graduation. Covers tuition and fees.

**Apply to:** Illinois Student Assistance Commission.

### Quern Information Technology Grant

Available to undergraduate and graduate students who are Illinois residents pursuing a degree in information technology. Students must be enrolled in at least six credit hours and have completed a FAFSA.

**Apply to:** Illinois Student Assistance Commission (information and forms available at GSU Financial Aid Office).

**Illinois Baccalaureate Nursing Assistance Program**

Available to undergraduate students and registered nurses who are Illinois residents enrolled in the Nursing program, and in need of financial assistance. Available in the form of a grant or a loan. Repayment required if student does not practice in Illinois for specified period.

*Apply to:* Illinois Department of Public Health, Springfield, Ill. (information and forms available at GSU in the College of Health Professions or at the GSU Financial Aid Office).

**Department of Rehabilitation Service Scholarship**

Available to undergraduate students who have an employment disability as determined by the Illinois Department of Rehabilitation Services. Tuition assistance with no repayment obligation.

*Apply to:* Illinois Department of Rehabilitation Services, Springfield, Ill., or your local DORS offices.

**Illinois General Assembly Tuition Waiver**

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

*Apply to:* State Senator or Representative.

## **GSU Scholarships, Tuition Waivers & Student Employment**

---

**GSU Undergraduate Tuition Waiver**

Available to undergraduate students (criteria may vary by college). Must be enrolled for at least six credit hours. Tuition waivers available for a maximum of two trimesters. Covers tuition only. No repayment obligation.

*Apply to:* College deans (BOG, CBPA, CAS, CHP, CE) or unit directors.

**GSU Graduate Tuition Waiver**

Available to graduate students (criteria may vary by college). Must be enrolled for at least six credit hours. Tuition waivers available for a maximum of two trimesters. Covers tuition only. No repayment obligation.

*Apply to:* College deans (CBPA, CAS, CHP, CE) or unit directors.

**GSU Minority Graduate Tuition Waiver**

Available to minority graduate students (criteria may vary by college). Must be enrolled for at least six credit hours. Tuition waivers available for a maximum of two trimesters. Covers tuition only. No repayment obligation.

*Apply to:* College deans (CBPA, CAS, CHP, CE) or unit directors.

**Supervising Student Teacher Tuition Waiver**

Available to a current teacher who has supervised a GSU student teacher. Must be used within 12 months of being issued. Covers tuition, fees, and conference fees for up to three credit hours. No repayment obligation.

*Apply to:* GSU College of Education (CE).

**Senior Citizen Tuition Waiver**

Eligibility criteria includes a restriction that annual income cannot exceed a certain amount. This income restriction amount was \$16,000 in year 2000; see Financial Aid Office for current amount.

*Apply to:* GSU Office of Financial Aid.

**Graduate Assistantship**

Available to graduate students only. Must be degree seeking and enrolled for at least six credit hours. Earn \$400 to \$600 per month and a tuition waiver for twenty hours of work per week.

*Apply to:* Dean's office of college of enrolled major (CBPA, CAS, CHP, CE).

**Student Employment**

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

*Apply to:* The Job Location and Development Office at GSU.

### **Job Location & Development**

Available to undergraduate and graduate students who are enrolled for at least one credit hour at GSU.  
Part-time, off-campus positions.

*Apply to:* Job Location and Development Office at GSU.

### **Public Service Scholarship**

The Public Service Scholarship Program is for students who are enrolled in five (5) credit hours or less. It is designed to help those students whose life circumstances (finances, employment, commitments, etc.) might hinder their ability to continue working on a degree, even on a limited, part-time basis. Scholarship is available to undergraduates enrolled at Governors State University in five (5) or less credit hours and to those who meet basic need-based federal and state financial aid eligibility requirements. Students must be enrolled in a degree-seeking program leading to a long-term career that directly serves the community, or be committed to working in a public sector career and declare a major in one of the qualifying direct service disciplines. In addition, student must be in good academic standing. Covers tuition, fees, and \$100 book allowance.

*How to apply:* Complete the FAFSA and the Public Service Scholarship application and meeting with the special projects manager in the Financial Aid Office at GSU. Forms available at GSU Financial Aid Office.

<p style="text-align: center;"><b>GSU ALUMNI AND FOUNDATION SCHOLARSHIPS AND AWARDS BY COLLEGE</b></p>
------------------------------------------------------------------------------------------------------------

## **College of Arts and Sciences (CAS)**

---

### **Dr. Daniel Bernd Endowed Scholarship in English Literature**

*Eligibility:* Undergraduate English majors, degree seeking, with 3.5 GPA. Financial need is not a factor. U.S. citizen and a resident of Illinois. Must be committed to and successful in the study of English literature.

Amount of award: \$1,000.

*How to apply:* For consideration write a letter of interest to a member of the English faculty.

*Selection:* English faculty nominates and selects winner.

### **David Bernstein Endowed Scholarship in English**

*Eligibility:* Undergraduate CAS majors in English or English Education, degree seeking, with 3.5 GPA. Financial need is not a factor. U.S. citizen & resident of Illinois. Enrolled for at least six units of credit. Must have completed two trimesters at Governors State University.

Amount of award: \$1,000.

*How to apply:* Students wishing to be considered should write to the division chair describing their qualifications, emphasizing their contributions to the division through classroom participation, tutoring, etc.

*Selection:* Division chair of Liberal Arts makes selection.

### **Dr. William E. Engbretson Endowed Scholarship in Art and Sculpture**

*Eligibility:* Undergraduate and graduate CAS sculpture students, degree seeking, and in good academic standing. Financial need is not a factor. Six or more credit hours. Must demonstrate excellence in the creation of sculpture.

Amount of award: \$800.

*How to apply:* Student may write a letter to the professor requesting consideration for the award.

*Selection:* The professor of sculpture makes selection.

### **Drs. Goldenstein and Lingamneni Scholarship in Criminal Justice**

*Eligibility:* Undergraduate and graduate students in Criminal Justice program or Board of Governors students with nine hours in Criminal Justice and 3.0 GPA. Must commit to 100 hours of community service to be completed within the scholarship year. Must be preparing for a career in criminal justice field. Financial need is a factor.

Amount of award: \$700.

*How to apply:* Students must submit a letter which covers plans for fulfilling community service requirements, their need for assistance, and plans for a career in criminal justice.

*Selection:* Criminal justice faculty selects the winner.

**Leo & Margaret Goodman-Malamuth Endowed Scholarship in Media Communications Technology**

**Eligibility:** Undergraduate and graduate Communications majors must be degree-seeking. Undergraduate 3.5, Graduate 3.75 GPA. Must have completed at least nine hours at GSU and must be enrolled for at least six hours in the trimester of award.

Amount of award: Up to \$1,000.

**How to apply:** Write a letter of no more than 750 words on “How I Intend to Use My Studies in New Media Communications Technology to Affect Socioeconomic, Educational, and/or Political Change.”

**Selection:** Chair, Division of Liberal Arts.

## College of Business and Public Administration (CBPA)

---

**American Logistics Association Endowed Scholarship**

**Eligibility:** Undergraduate and graduate CBPA majors in pursuit of a career in logistics. Must be degree-seeking, and in good academic standing. Must be a veteran or active in the military or a federal civil service employee, or dependent of a veteran with an honorable discharge or dependent of federal civil service employee. Financial need is not a factor. Also, must be a member of a household within a 50-mile radius of Chicago.

Amount of award: Up to \$1,000.

**How to apply:** Applicants must write a letter of application. Letter should cover applicant's observance of restrictions, experience in logistics, and academic/career aspirations in logistics-related field. Two letters of recommendation from GSU faculty and/or administrators, or from employment supervisors. Send all materials to director of Financial Aid, GSU.

**Selection:** Selection committee will review applications and support. Finalists chosen will be sent to chairman of the ALA Scholarship Committee for final selection.

**Beverly Bank Weekend College Scholarship**

**Eligibility:** Degree-seeking graduate, full or part-time. Low to moderate income students from the local community who are pursuing a degree in the CBPA Weekend Executive M.B.A. Program. Minimum 2.5 GPA. Undergraduates about to enter graduate school may apply.

Amount of award: \$1,250.

**How to apply:** Submit application form with a letter/essay of 500 to 1,000 words containing a brief bio and describing academic interests, work experience, and career goals. A letter of recommendation from GSU faculty or administration may accompany the application. All required documentation should be sent to GSU's director of Financial Aid.

**Selection:** Selection committee along with dean of CBPA will review all applications. Dean will notify Office of Financial Aid of the winner by Sept. 1.

**CBPA Student Advisory Council Endowed Scholarship**

**Eligibility:** Undergraduate and graduate CBPA students. Must be degree seeking, with 3.5 GPA, a U.S. citizen, and resident of Illinois. Must have completed 12 graded hours at GSU and must be enrolled for at least six hours.

Amount of award: \$1,000.

**How to apply:** Applicants must send two letters of recommendation to the dean in the College of Business and Public Administration. Correspondence must discuss the student's commitment to school and community service as well as his/her leadership qualities.

**Selection:** Composed of Selection Committee, dean of the college and the president and vice-president of the college's Student Advisory Board. Failure to submit all required documentation will disqualify applicants.

**Donald Dolan Endowed Business Scholarship**

**Eligibility:** Undergraduate and graduate CBPA students. Must be degree-seeking and in good academic standing. Financial need is a factor. U.S. citizen and resident of Illinois. Enrolled or about to enroll for at least six hours.

Amount of award: Up to \$1,000.

**How to apply:** Applicants should send a letter of application to the coordinator of academic advising. The letter should emphasize career aspirations in the field of production and manufacturing. Evidence of academic standing and need for financial assistance are to accompany application.

**Selection:** Committee consisting of the dean of the College of Business and Public Administration, a representative of the GSU Foundation, the director of Financial Aid, and a representative of the donor will screen and select winner. Winner announced by Sept. 1.

**Donald and Helen Morrison Endowed Scholarship in Business**

**Eligibility:** Undergraduate or graduate, degree-seeking students in CBPA. Must be U.S. citizen and a resident of Illinois. Financial need is not a factor. Student must be enrolled at GSU in a major that will prepare him/her to assume an entrepreneurial role in business or industry.

Amount of award: Up to \$1,000.

**How to apply:** Prepare an essay of 500 to 1,000 words. Must include a biography, education and work experience, career goals, and how the student plans to make a difference in the world. Application, essay, and letter of recommendation from dean, division chair, or faculty member should be sent to GSU's Office of Financial Aid.

**Selection:** Selection committee as designated by Mr. & Mrs. Morrison. Winner announced by Sept. 1.

**Wilbur L. Morrison Endowed Scholarship in Business**

**Eligibility:** U.S. citizen and resident of Illinois. Full or part-time, degree-seeking students must be enrolled at GSU with evidence of a course of study leading to a degree in business, with preference going to those planning to pursue a career in retailing or marketing.

Amount of award: \$800.

**How to apply:** Prepare an essay of 500 to 1,000 words. Must include a biography, education and work experience, career goals, and reasons the committee should consider applicant for the award. Essay and applications should be sent to the Office of Financial Aid.

**Selection:** All documentation submitted to selection committee as designated by Mr. Morrison. Names of winners will be announced by Sept. 1.

**Southwest Beer Distributors/Dribeck Importers Awards for Excellence in Business Scholarship**

**Eligibility:** Graduate and undergraduate, full or part-time degree-seeking students in CBPA. Applicants must have completed at least nine hours at GSU and have a 3.5 or better GPA and be enrolled for at least six hours of credit; must document need for financial assistance to remain in school. Must be a U.S. citizen and an Illinois resident.

Amount of award: Up to \$1,000 based on number of hours for which student is enrolled.

**How to apply:** Applicants should send a letter (approximately 750 words) describing the importance of the degree to his/her career plans and the reasons for needing financial assistance. A brief bio is to accompany the application and letter. All application materials are to be sent to the director of Financial Aid. Letters of recommendation may be included.

**Selection:** Screening committee will select the winner based on need, quality of the letter, and academic performance. Winner will be announced by Sept. 1.

**Percy and Elizabeth Wagner Endowed Scholarship in Real Estate**

**Eligibility:** Undergraduate and graduate, degree seeking, 3.0 GPA. Financial need is not a factor. Student must show intention of pursuing a career in business, especially in real estate or in finance. Must be enrolled in a curriculum at GSU that will prepare him/her for a career in one of the previously mentioned professions. Must have a cumulative grade point average of 3.0 on a 4.0 scale. Must be a U.S. citizen and a resident of Illinois. Work experience in real estate and/or finance may be included.

Amount of award: \$1,000.

**How to apply:** Applicants should send bio and letter to the director of GSU's Office of Financial Aid. Letter should document work experience (if any), commitment to the field, career plans, reason for the choice, qualities to prove eligibility, etc. Faculty members and administrators may recommend students for the award.

**Selection:** CBPA may name representative to serve on the selection committee. The name of the winner will be announced by Sept. 1.

## College of Education (CE)

---

### David R. Barr Scholarship in K-12 Education

**Eligibility:** Graduate and undergraduate students preparing to teach or already teaching (preference to those teaching or preparing to teach in school districts with great need). GPA of 3.25 or better required. Financial need is a factor. U.S. citizen, resident of area served by GSU. Enrolled for at least 6 credit hours.

Amount of award: Tuition waiver (2 trimesters).

**How to apply:** Submit a biography or essay of 500-1,000 words detailing how the program will benefit the student's career. Two letters of recommendation also needed. Forward essay and letters of recommendation to the Office of Financial Aid.

**Selection:** Mr. Barr along with a selection committee will review applications. Winner announced by Sept. 1.

### Dr. Judith A. Cooney Memorial Scholarship in Counseling

**Eligibility:** Graduate students only. Must be degree seeking, enrolled in counseling program, full or part-time with at least six credit hours, nine credit hours to receive full award. Must have candidacy or completing candidacy during term of application. Financial need is a factor and must be documented. Minimum 3.3 GPA.

Amount of award: \$1,000.

**How to apply:** Complete an application form and submit it with a letter of 500 to 1,000 words addressing: commitment to working with people, overcoming life obstacles, reason for financial need, and clarity of career goals. Two letters of recommendation are required, addressing applicant's suitability for a career in counseling, including such qualities as compassion, humor, courage, ethical behavior, commitment. All documentation should be sent to Dr. Addison Woodward, chair, Division of Psychology and Counseling.

**Selection:** Selection committee will review all applications and choose the winner. The chair will send name of winner to the Office of Financial Aid by Sept. 1.

### Michael Lewis Family Endowed Scholarship in Prevention

**Eligibility:** Open to graduate, degree-seeking students in counseling. Must be working or committed to working in the human services field of prevention. Must have completed at least nine hours at GSU with a cumulative GPA of 3.25 or better. Students with disabilities are given special consideration.

Amount of award: Up to \$750.

**How to apply:** Application, documentation of GPA, letter of 1,000 words or less describing current work and commitment to a career in the field, and at least one letter of reference testifying to present work (volunteer or paid) or interest in field to be sent to Dr. Michael Lewis, College of Education.

### Dr. W. Prince McLemore Tuition Scholarship

**Eligibility:** Undergraduate Elementary Education majors. Degree seeking, 3.0 GPA. Financial need is not a factor. Must have completed at least nine hours at GSU and must be enrolled for at least six hours. Must be a minority student. Recipient will be required to volunteer at least two nights during the Alumni Phonathon.

Amount of award: \$250 to \$500.

**How to apply:** Candidates must submit a letter of application to division chair of Education addressing candidate's qualifications. Contact GSU Office of Financial Aid.

**Selection:** Chair selects the winner. Office of Alumni Relations coordinates selection process.

### Dr. Basil Sklan Endowed Scholarship in Mental Health

**Eligibility:** Undergraduate and graduate College of Education students with commitment to the field of mental health. Degree seeking, 3.5 GPA. Financial need is a factor. U.S. citizen and resident of Illinois. Enrolled or going to enroll for at least six units of credit.

Amount of award: Up to \$600.

**How to apply:** Nominations are made by division chair of Psychology and Counseling. Student must write an essay describing his/her commitment to mental health field.

### Dr. Peggy Williams Memorial Endowed Scholarship

**Eligibility:** Undergraduate Elementary Education majors who are specializing in Reading/Language Arts. Degree seeking and a 3.0 GPA. Financial need is not a factor.

Must have completed at least nine hours at GSU and must be enrolled for at least six hours. Must be a minority student. Recipient will be required to volunteer at least two nights during the Alumni Phonathon.

Amount of award: \$250 to \$500.

**How to apply:** Candidates must send letter of application to division chair of Education. Letter should feature candidate's qualifications. Office of Alumni Relations coordinates selection process. Contact GSU Office of Financial Aid.

**Selection:** Chair selects the winner.



## College of Health Professions (CHP)

---

### Marie Gray Bertz Memorial Endowed Scholarship

**Eligibility:** Undergraduate women returning to school who have not been enrolled at another institution for at least two years before coming to GSU and pursuing a career in health professions. Student must be in good academic standing. Financial need is not a factor. Degree seeking, registered for at least six credit hours. Recipient will be required to volunteer at least two nights during the Alumni Phonathon.

Amount of award: \$250 to \$500.

**How to apply:** Students should submit a letter of interest to the dean in CHP. The division chair, faculty, etc., may also submit nominations to the dean. Contact GSU Office of Financial Aid.

**Selection:** Office of Alumni Relations coordinates selection process. The winner will be notified by Sept. 1.

### Kimberly Edwards Endowed Scholarship in Nursing

**Eligibility:** Undergraduate and graduate CHP students with a special commitment to work in pediatric nursing or with children are preferred. Degree seeking, & good academic standing. Financial need is a factor. U.S. citizen and Illinois resident, enrolled or intending to enroll for at least six hours.

Amount of award: Up to \$500.

**How to apply:** Recommendations from the faculty of CHP. Students may apply with the director of Financial Aid by letter describing commitment to work in health professions, financial need, and a brief bio of work experience and academic background.

**Selection:** A committee will be formed to include the dean of CHP and representative of the GSU Foundation to screen and select finalists. The winner will be notified by Sept. 1.

### Virginia M. Pizza Endowed Scholarship in Geriatric Care

**Eligibility:** Undergraduate and graduate students preparing for careers in geriatric nursing and/or services. Degree seeking, 3.25 GPA. Financial need is not a factor. U.S. citizen and resident of Illinois. Enrolled for at least six hours (graduate) or nine hours (undergraduate).

Amount of award: Up to \$1,250.

**How to apply:** Prepare letter of interest and eligibility to deans for consideration.

**Selection:** The deans will select qualified candidates whose applications/nominations they will forward to GSU's Office of Financial Aid. The winner will be notified by Sept. 1.

### Psi Iota Xi Sorority Scholarship in Communication Disorders

**Eligibility:** Interested students should inquire about this award in the College of Health Professions Dean's Office. The award is usually \$250 depending on the success of the sorority's fundraising activities each year.

Amount of award: Up to \$250.

**How to apply:** College of Health Professions Dean's Office for application and eligibility criteria.

**Selection:** The CHP faculty and dean make decision.

### Annie L. Lawrence Scholarship for Students of Nursing and Health Sciences

**Eligibility:** Enrolled or about to enroll for at least six credit hours, seeking a degree in GSU's College of Health Professions. Must be a citizen of the U.S. and a resident of Illinois. Financial need is not a factor. Undergraduate students must have a minimum GPA of 2.5; graduate students 3.0. The scholarship is awarded to students in these disciplines on the following schedule: Nursing-year 2000, Communication Disorders-year 2002, Occupational Therapy-year 2004, Physical Therapy-year 2006, then repeat beginning in 2008.

Amount of award: \$500.

**How to apply:** Letters of recommendation from the faculty and administrators of CHP along with completed application from student and a written essay of 500 to 1,000 words describing their commitment to a career in the health professions, their work experience and/or academic background, and a brief bio. Applications and essays are to be submitted to the director of Financial Aid.

**Selection:** A selection committee and a representative of GSU Foundation will screen applications and select a finalist, who will be named by Sept. 1.

**Monsignor Ignatius D. McDermott Endowed Scholarship**

**Eligibility:** CHP graduate or undergraduate, full or part-time, degree seeking students. Enrolled or about to enroll for at least six credit hours. Must be a U.S. citizen and resident of Illinois. Good academic standing at GSU or former college/university with a minimum GPA of 2.75. Preference given to students in Addictions Studies or Social Work, although any CHP student is eligible. Financial need not a factor.

Amount of award: Up to \$1,000. (depending on hours enrolled).

**How to apply:** Send essay of 500 to 1,000 words describing commitment to making a difference in society and relating your experience/career aspirations in the field of addiction and recovery. Include a brief bio. Letters of support are required (faculty, current, or previous employer in the field, or GSU administrators).

Apply to: GSU Office of Financial Aid

**Selection:** A committee chaired by a GSU trustee or a designee, with representatives from Development Office, Financial Aid, and the College of Health Professions will screen applications and select winner. Winner will be announced by Sept. 1.

## **GSU Alumni and Foundation Scholarships and Awards - Available to Students in a Variety of Programs**

---

**Alumni Academic Award**

**Eligibility:** Undergraduate and graduate degree seeking students who have a cumulative GPA of 3.75 and enroll for at least 6 credit hours.

Amount of Award: \$400 per academic year (\$200 per trimester).

**How to apply:** Complete an application which is available in the GSU Financial Aid Office.

**Selection:** Applications will be accepted and reviewed on a first come, first served basis. Recipients will be required to volunteer at least two nights during the Alumni Phonathon.

**Tessa Anderson College After 30 Scholarship**

**Eligibility:** Undergraduate student over the age of 30 admitted to the College of Arts and Science, College of Education, or the Board of Governors Degree Program (BOG has priority). Degree seeking, good academic standing. Financial need is a factor. U.S. citizen and resident of Illinois. Enrolled for at least six credit hours. Does not qualify for federal/state funds. Recipient will be required to volunteer at least two nights during Alumni Phonathon.

Amount of award: \$500-\$1,000.

**How to apply:** Students should submit a letter of interest to the dean of one of the colleges listed above and write an essay explaining tuition hardship and what they will do with the college experience.

**Selection:** Office of Alumni Relations coordinates the selection process.

**Dr. Gerald C. Baysore Endowed Distinguished Service Award**

**Eligibility:** Employees of Governors State University who, in the judgment of the university president, during each year most fully embodied the following four qualities: absolute integrity, total competence, generous dedication, unflinching civility.

Amount of award: Ranges from \$500 to \$750.

**Community College Honors Scholarship**

**Eligibility:** New undergraduate degree-seeking students with a cumulative GPA of 3.5 from prior school and must plan to attend GSU full-time (12 hours or more). Awarded to one student from each community college in the program.

Amount of Award: Full tuition and fees and provides allowances for books, supplies, and transportation for a maximum of four trimesters (if cumulative GPA of 3.5 is maintained).

**How to apply:** Complete an application (available in the Financial Aid Office of the community colleges) along with letters of recommendation from the official of your community college based on scholarship, leadership qualities, interest in GSU and service to the college and/or community.

**Selection:** Applications will be reviewed and selection made by GSU's director of Financial Aid.

### **Collegial Minority Scholarship Program**

**Eligibility:** Undergraduate and graduate minority students in the colleges of CE, CAS, CBPA, or CHP. Degree seeking, undergraduate with 3.0 GPA or graduate with a 3.25 GPA.

**Amount of award:** Full tuition for one year.

Financial need is a factor. U.S. citizen or permanent resident. Registered for a minimum of six credit hours. Recipient will be required to volunteer at least two nights during the Alumni Phonathon. Not be in default of a loan or owe a refund on a grant under Title IV programs.

**How to apply:** Submit essay of less than two pages detailing interest, goals, objectives, and a statement of student's financial situation. Contact Office of Financial Aid.

**Selection:** Deans of colleges (CHP, CAS, CBPA, and CE) nominate candidate. Office of Alumni Relations coordinates the selection process.

### **Dr. Lowell Goldberg Health and Community Service Endowed Award**

**Eligibility:** Undergraduate and graduate students committed to service. Degree seeking, with a 3.5 GPA. Financial need is not a factor. U.S. citizen and resident of Illinois.

**Amount of award:** Up to \$700.

**How to apply:** Division chair will solicit recommendations. Submit biography of 500-1,000 words outlining your service activities and career goals. Letters and essays are to be sent to the director of the Office of Financial Aid.

**Selection:** The chair of Selection Committee, named by the Goldberg family. The director of GSU's Office of Financial Aid will name the winner by Sept. 1.

### **Rey B. Gonzalez Scholarship**

**Eligibility:** New undergraduate and graduate Latino degree-seeking students with a cumulative GPA of at least 3.0 from a prior school and enrolled in a minimum of six credit hours at GSU.

**Amount of Award:** Tuition for a maximum of six trimesters if a 3.0 cumulative GPA is maintained.

**How to apply:** Complete an application (available in the Financial Aid Office) and submit a letter of approximately 200 words describing your education and career goals, your community volunteer service, your leadership qualities and how this scholarship will help you achieve your goals.

**Selection:** Applications will be reviewed and recipients selected by the Screening Committee. Recipient must participate in ALAS.

### **Joyce E. Gordon Scholarship**

**Eligibility:** Student must be pursuing a BOG degree (alternatively social work or public administration); must have completed a BOG portfolio and a minimum of 12 hours of course work at GSU, or 12 hours in CHP or CBPA; be enrolled in a minimum of nine (9) credit hours for the fall term; demonstrated record of community service and/or volunteer work; U.S. citizen and a resident of Illinois; African-American preferred, but other not excluded.

**Amount of award:** \$250

**How to apply:** Administrators of the BOG program may solicit students or students may submit letters of application to the director of Financial Aid. Applications serve to document eligibility and to stress community service/volunteerism.

**Selection:** Chief administrator of the BOG program will serve on the selection committee. Director of Financial Aid will name the winner by Sept. 1.

### **Donald W. Hansen Memorial Endowed Scholarship**

**Eligibility:** Undergraduate and graduate, degree-seeking with 3.8 GPA. Financial need is not a factor. Must be registered for minimum of six credit hours; have completed at least 15 hours of graded work at GSU within the previous two years, and be able to document leadership and/or community service. Recipient will be required to volunteer at least two nights during the Alumni Phonathon.

**Amount of award:** Up to \$1,200.

**How to apply:** Submit two letters of recommendation to deans of colleges (CHP, CAS, CE, and CPBA). Contact the Office of Financial Aid.

**Selection:** Office of Alumni Relations coordinates the selection process.

### **Latino Achievement Scholarship**

**Eligibility:** New undergraduate and graduate Latino degree-seeking students with a cumulative GPA of at least 3.0 from prior school and enrolled in a minimum of six credit hours at GSU.

**Amount of Award:** Tuition for a maximum of six trimesters if a 3.0 cumulative GPA is maintained.

**How to apply:** Complete an application (available in the Financial Aid Office) and submit a letter describing your educational and career goals, your community service and extracurricular activities, and how this scholarship will help you achieve your goals.

**Selection:** Applications will be reviewed and recipients selected by the Screening Committee.

**Harry P. McHale Memorial Endowed Scholarship**

**Eligibility:** Undergraduate and graduate. CAS full-time student, or employed as a classroom teacher and enrolled at GSU, degree-seeking, 3.5 GPA. Financial need is not a factor. Must be registered voter in Illinois. Must have completed at least two math courses, the lower of which may not be below Algebra I, with final grades of "B" or better. Proof of voter registration and math requirement satisfaction (transcript) must accompany application. Applicant must be 30 years or older.

Amount of award: Up to \$1,000.

**How to apply:** Applicants must submit essay to dean's office reflecting on the teacher who most influenced them and must address reasons for pursuing a degree.

**Selection:** A member of the McHale family will be represented on the selection committee. GSU's Office of Financial Aid will announce winner(s) by Sept. 1.

**Lewis Manilow Scholarship for Students to Whom They Will Make a Difference**

**Eligibility:** Available to graduate and undergraduate, full or part-time, degree seeking students in any college or the BOG program who demonstrate drive, determination, and ability to succeed in the field of their choice. GPA 3.0 or better. Special consideration given to students in the field of health, technology, and business. Financial need can be a factor.

Amount of award: Tuition.

**How to apply:** Submit an essay of 500-1,000 words describing your history, work experience (if applicable), personal and career goals, and how the scholarship will help you achieve these goals. Application, essay and supporting letters and documentation to be sent to the GSU Office of Financial Aid.

**Selection:** The Selection Committee, consisting of Manilows and representatives from the Office of Financial Aid, the GSU Foundation, and the applicants' colleges. The director of Financial Aid will announce the winner by Sept. 1.

**Dr. Keith W. Smith Memorial Endowed Scholarship**

**Eligibility:** Graduate students who wish to pursue a career in higher education. Degree seeking in good academic standing. Financial need is a factor. Applicant is selected based on scholarship need and career goals.

Amount of award: Up to \$1,000.

**How to apply:** Deans nominate students. Students may write to their deans arguing their case, but must be clear about their plans for a career working in higher education (teaching, research, administration, etc.). Students must write letter of application (500 to 1,000 words) documenting financial need and a brief bio. Application letters (and letters of support) are to be sent to the director of the GSU Office of Financial Aid.

**Selection:** The Selection Committee will review all nominations and applications. The director of the Office of Financial Aid at GSU will announce winner(s) by Sept. 1.

**Governors State University Civil Service Endowed Scholarship**

**Eligibility:** Civil service employee or dependent child of a civil service employee. Must be degree seeking. Financial need is not a factor. Must be a GSU civil service employee for at least two years or be a dependent child of a civil service employee with two years of service. Pursuing first degree with a cumulative GPA of 2.0 or better. Enrolled for at least six credit hours at GSU or another college or university.

Amount of award: Up to \$300.

**How to apply:** Civil Service Senate.

**Dr. Wayne B. Hamilton Memorial Scholarship**

**Eligibility:** Adult learner with a GPA of 3.5 or better. Student must be a U.S. citizen and a resident of Illinois. Enrolled for a minimum of six credit hours and demonstrate the determination to complete all course work necessary to earn a degree and indicate how that degree will change his/her life. Special consideration given to students who document financial need.

Amount of award: Two-semester, partial or full tuition waiver up to \$850.

**How to apply:** Submit application along with a bio and letter/essay of 500 to 1,000 words describing educational and work history, accomplishments which support candidacy, and career goals. A letter of recommendation from GSU faculty or administration may accompany the application. All required material should be sent to director of Financial Aid at Governors State University.

**Selection:** The University Selection Committee reviews applications, with representation from the Provost's Office. GSU's director of Financial Aid will announce the winner by Sept. 1.

## **Frequently Requested Telephone Numbers**

---

### **ILLINOIS STUDENT ASSISTANCE COMMISSION (ISAC)**

(800) 934-3572	Default
(800) 899-4722	Map, IVG and National Guard
(217) 782-3418	MIA-POW

### **PELL PROCESSOR**

(800) 433-3243	Duplicate SAR & FAFSA Questions
(319) 337-5665	School Changes

### **DIRECT LOANS**

(800) 848-0979	Borrower Services
----------------	-------------------

### **U.S. DEPARTMENT OF VETERANS AFFAIRS**

#### **GI BILL-CHAPTER 30, 35, 106 etc.**

(800) 827-0466	
(800) 827-1000	Outside (312) or (708)

### **INTERNAL REVENUE SERVICE**

(800) 829-1040	1722 Form (Duplicate Tax Return)
----------------	----------------------------------

---



---

# STUDENT SERVICES, ACTIVITIES, AND INFORMATION

## University Library

---

The University Library provides reference and information services 75 hours per week at the circulation desk and the reference desk. Electronic resources are available from the library's Website 24 hours per day, seven days per week. Library staff members offer tours of the library, and library faculty members provide library instruction to individuals and groups upon request.

Books and other materials in the library are identified and located through Illinet Online, an online catalog providing users with access to the library's collection and its holdings by author, title, keyword, and subject. Illinet Online also provides users with information on the holdings, now numbering more than 22,000,000 items, of the other 44 libraries that are members of the Illinois Library Computer System Organization.

The library subscribes to more than 70 electronic databases in which users can locate full-text books and journal articles, as well as citations to articles, books, and other materials, in a variety of subject areas related to the curriculum at Governors State University. The library's Website serves as a gateway to these resources from both on and off campus. Instructions are available on the Web pages and at the reference desk. Distance education students are entitled to special library services - see the library's distance education Web pages for information on accessing these services.

The library maintains an extensive collection of print, audiovisual, and electronic materials. These materials are, with few exceptions, available on open shelves, readily accessible to users. The collection encompasses more than 310,000 volumes; 26,000 media items, including videocassettes, compact disks, filmstrips, slides, and kits; more than 600,000 items on microfiche/film; more than 2,100 journal subscriptions; as well as CD-ROMs, DVDs, and computer disks. The library is a select depository for both United States and Illinois government documents, and staff members provide assistance in retrieving government information in the library's collection and from the Internet.

Library resources include videocassettes for university telecourses; test files which contain sample materials used for psychological and educational testing and measurement; curriculum materials, sample textbooks, and juvenile literature which support the teacher education program; and reserve materials assigned by faculty to support current courses. Library facilities

provided for users include student study and lounge areas; computer workstations to access electronic and Internet library services; equipment for using audiovisual materials; and card and coin-operated photocopiers, microform reader-printers, and laser printers. The library also provides adaptive technology for the use of its disabled students and accepts referrals from the university's Office of Disability Services to train students in the use of the software and the equipment.

Books and journal articles that are not available in the Governors State University Library often can be obtained for students through interlibrary loan or cooperative networks. Request forms are available on the library's Web pages and at the library.

Users of the online catalog can initiate their own interlibrary loan requests from the other Illinet Online participants. The materials requested will be sent to the GSU Library for patron pickup. The library also has cooperative agreements with other academic libraries that permit Governors State University students to have access to their collections using their valid GSU I.D.

For more information about library services, visit the library Website, <http://www.govst.edu/library>, or call the reference desk, (708) 534-4111.

## Academic Computing Services

---

Academic Computing Services (ACS) provides micro-computer facilities for students, faculty, and staff. The ACS complex comprises classrooms and an open lab area. All computers are connected to a computing service that provides Internet access. The ACS staff issues GSU Internet accounts to students holding a valid GSU I.D. card. Hardware in the ACS lab area includes Pentiums, Power Macintosh G3 PCs, laser printers, and a scanner. Operating systems include Windows 98 and Macintosh 8.1. Software categories include Microsoft Office 2000, programming languages, graphics, and clients, such as Netscape Communicator 4.7. Students enrolled at Governors State and holding a valid student I.D. card may use the ACS facilities. ACS is located on the second floor of the D Wing, just past the library. ACS is opened Monday through Thursday, 8:30 a.m.-10:30 p.m.; Friday, 8:30 a.m.-5 p.m.; Saturday, 8:30 a.m.-5 p.m.; and Sunday, 1-9 p.m. Student lab aides are available to answer questions and assist users. For current information about ACS, please visit [www.govst.edu/its/support/acs/home.html](http://www.govst.edu/its/support/acs/home.html).

## **The Office of Equal Opportunity and Diversity**

---

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

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

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

## **Office of Disability Services**

---

Students with a documented learning, medical, physical, or psychological disability may request accommodations by contacting and registering with the coordinator of Disability Services at (708) 235-3968.

## **The Student Center**

---

Housed in A Building Wing, this area has been designed to bring students together through a variety of programs and services. It has a swimming pool, gymnasium, fitness room (free weights and exercise machines), racquetball court, locker, and shower facilities. Also included are a television lounge; table recreation area; vending, dining, and study areas; computer/word processing area; student leader offices; and meeting room. The student newspaper, *The INNOVATOR*; other media; and the Student Life staff have offices in the center. The student commons area is a gathering place for student interaction within the center. The Student Center is open seven days a week during the fall and winter trimesters and closed only Sundays during the summer trimester.

## **Career Services**

---

The Office of Career Services offers a broad variety of programs and services to assist students and alumni in the areas of career planning, resume development, job search strategies, computer assisted job searches as well as job placement. The office maintains a career library which contains numerous career planning and job search resources. Additional career and job search information can be found on the Career Services Website [www.govst.edu/users/gcareers](http://www.govst.edu/users/gcareers).

## **Child Care**

---

Students, staff, faculty, alumni, and Campus Community Center members may register to enroll their children ages three through twelve in one of the university's child care programs. The programs are licensed by the Illinois Department of Children and Family Services and participate in the State Subsidized Child Care Food Program. Programs are available with all day, before/after school, evening, day camp, and weekend options. The center and office is located south of Stuenkel Road (University Parkway), adjacent to the barn.

## **Clubs and Organizations**

---

Students may take advantage of the many clubs and organizations that exist at Governors State University. These clubs provide students with the opportunity to meet others with the same majors or special interests. The majority of organizations are related to academic programs, while others support a variety of social and special interests. New clubs and organizations can be formed by any group of students. For information or assistance, contact the Student Life Service Office at (708) 534-4550.

## **Counseling Center**

---

Among the various services offered by the Counseling Center are individual and group counseling, study skills seminars, stress management workshops, career counseling, and relaxation training. The professional staff of the Counseling Center offers confidential counseling for students seeking to resolve academic, career, social, interpersonal, and other personal questions and concerns. Counselors provide academic advising to undeclared students and facilitate the Student Transition Orientation Program.

## **Quick Start/Escort Service**

---

Quick Start/Escort Service provides students, staff, and visitors safe conduct to their cars, especially late at night. Both services are available seven days a week. Quick Start/Escort Service helps motorists with battery problems, frozen locks, and empty gas tanks. Quick Start attendants also assist in fixing flat tires. The attendant will refer the motorist to a local towing service if unable to fix the problem with the car. If a motorist is locked out of his/her car, personnel from the Department of Public Safety will assist in unlocking it. The Quick Start /Escort Service attendant can be located by dialing the Department of Public Safety at extension 4900.

## Identification Cards

---

Picture/I.D. cards are available for all students at the Student Life Service Office in A Building, 1st Floor, Room A1120, Student Center. I.D. cards are required for use of all university facilities, including the library and the computer centers; free or reduced admission to events requires this card also.

## Information and Records

---

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

## Intramural and Recreational Activities

---

Students, faculty, staff, and community members can participate in activities, such as recreational racquetball, basketball, and other sports in a tournament format. They can also enroll in recreational classes taught on campus. The Family Outing Center provides for on-and off-campus use of recreational equipment. For additional information contact the Student Life Service Office at extension 4550.

## Leadership Development

---

Opportunities for students to expand their leadership potential are offered each trimester. This can include travel to conferences, seminars, workshops, and retreats. Additional information may be obtained from the Student Life Service Office at extension 4550.

## Center for Learning Assistance

---

The purpose of the Center for Learning Assistance is to help students meet their educational goals by enhancing basic academic and course related skills. Services are provided free of charge and include individual and group tutorials, workshops in study skills, note-taking techniques, and test anxiety reduction. Each trimester, the center offers workshops for students who plan to take the university mathematics proficiency examinations.

## Writing Center

---

The Writing Center provides assistance to undergraduate and graduate students through one-on-one tutoring sessions, group tutorials, and the online writing lab, the GROWL. The center also offers assistance for students who plan to take standardized English and writing examinations. For more information, call (708) 235-4508 or visit the Website at [www.govst.edu/owl](http://www.govst.edu/owl).

## Access to a College Education Student Support Services (ACESSS)

---

ACESSS is a federally supported program by the U.S. Department of Education that provides high quality services to retain and graduate students. To be eligible for services, students must be either first generation in their families earning bachelor's degrees or come from low income families. If students have physical or documented learning disabilities, they also could be eligible for ACESSS. Services provided include academic advising, personal counseling, assessment of skills, and suggestions for career options. Staff monitor academic progress; provide information on graduate schools; and offer workshops in study skill development, time management, financial aid, and motivation for success. Participants are offered a wide variety of cultural activities to provide enriching experiences as they progress toward their degrees. ACESSS is located on the second floor of A Wing in the Student Center. For more information, phone the program director at (708) 235-3967.

## Multicultural Programs

---

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

## The Center for Performing Arts

---

This 1,200-seat performing arts center opened in December 1995. The Center is dedicated to providing a wide array of quality arts, popular, educational, and family programming to the immediate community and its surrounding metropolitan region. Major star attractions are featured, as well as a variety of Illinois artists and performing arts companies. The Center also is the meeting place for area businesses and organizations. For information and reservations, call (708) 235-2222.



## **Public Safety**

---

Police, public safety, and emergency medical services in cooperation with the University Park Fire Department are available at all times from the university's Department of Public Safety, extension 4900.

## **Student Handbook**

---

The Student Handbook provides students with information on policies, student fees, student services, grievance procedures, etc., as well as an administrative overview. Student Handbooks are distributed at the student orientation program for undergraduate students, or may be picked up in the office of the dean of Student Affairs and Services.

## **Student Government**

---

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

## **Student Recognition**

---

Each spring the Student Life Division coordinates a Student Recognition Night for student leaders and their guests. This includes the Student Leader of the Year Award, Club of the Year Award, Special Achievement Award, Who's Who Among Students in American Colleges and Universities, and other awards for student recipients. Call (708) 534-4554 for more information.

## **Student Life Services**

---

The following services are available from the Student Life Service and Box Office.

Student I.D. cards  
 Student lockers  
 Word processing & typewriter use  
 Information provided on:  
 Housing  
 Leadership Development  
 Health Insurance  
 Carpooling  
 Fax Service for a Fee  
 Student Governance  
 Recreation Membership  
 Clubs & Organizations  
 Student Newspaper  
 Literary Magazine  
 Student Committees  
 Student Media  
 Events & Activities  
 Recreation Programs  
 Event Tickets/Movies

**Shuttle Service:** The Student Life Division operates a scheduled evening shuttle service to the Metra Station for 4:30 and 7:30 p.m. classes. Contact the Student Life Service Office for more information at (708) 534-4550.

## **Special Events**

---

### *Lecture/Concert Series*

A lecture or concert or other special event is offered to the university community each trimester. These events are coordinated through the Student Life Division.

### *Student Life*

Special events are held to celebrate the following:

Welcome Week  
 Hispanic Heritage Month  
 African-American History Month  
 Women's History Month  
 Festival of Lights  
 Chinese Festival  
 Native American Day

## **Student Community Events**

---

Student Life coordinates a Fall Welcome Back Student Family Picnic. Additionally, a Spring Commencement Picnic is coordinated for graduating students and their families.

## **Student Travel/Conference Fund**

---

Some assistance is available through the Student Life Division for students to represent GSU at local and national conferences for their leadership development. Students may not receive university credit for these experiences. Limited funding is available; contact the Student Life Staff Office at (708) 534-4555.

## **Student Media**

---

The *INNOVATOR* is the bimonthly student newspaper and is the main source of information about campus life. Staff positions on The *INNOVATOR* are open to all students. Students interested in starting additional student publications should contact the Student Life Service Office.

## **The Pond**

---

*The Pond* is a literary magazine for student volunteer writers. It is sponsored through the Student Communications Media Board.

## **Testing Office**

---

Through the Testing Office, students can obtain information about and register for the university's proficiency examinations. Students can also obtain information and registration materials for national tests such as the Graduate Record Examination (GRE), the Graduate Management Admissions Test (GMAT), and the Law School Admission Test (LSAT). The Testing Office administers the U.S. and Illinois Constitution examinations required for Illinois teacher certification and a proficiency examination battery which uses the College Level Exam Program (CLEP). The Testing Office administers correspondence and telecourse examinations for students who are unable to attend regularly scheduled examinations.

---



---

## STUDENT LIFE POLICIES

### Affirmative Action/Equal Opportunity

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

### Accommodating Religious Observances

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

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

### Sexual Harassment

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

### Services for Students with Disabilities

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

### Drug and Alcohol Abuse

Consistent with its educational mission, Governors State University is committed to providing education about the effects of the use of drugs and alcohol and to furthering efforts to prohibit possession, use, or abuse of these substances. The Division of Student Development provides periodic workshops and seminars about health risks and university disciplinary action, as well as the legal sanctions related to the use, manufacture, sale, and/or distribution of drugs and alcohol. In addition, the office assists in preventative education by the distribution of informational materials. These informational materials are distributed to newly admitted students at orientation and are available in division offices, Student Affairs and Services offices, or can be picked up from academic advisors.

### Smoking

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

# ACADEMIC REGULATIONS

## Student Responsibility

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

## Student Grade Reports

Approximately two weeks after the end of each trimester, the Registrar's Office mails a grade report to each student indicating courses taken, grades received, credits earned, and grade point average. Also included in the report is a cumulative record of credit hours earned and grade point average for course work completed at Governors State University.

## Grading

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

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

## Grade Point Average

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

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

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

## Incomplete Course Work

Upon written request by the student, an instructor may assign a grade of incomplete ("I") provided that reasons for not completing the course work are acceptable to the instructor. The instructor will determine the time allowed to complete the course work, provided it does not go beyond the twelfth week of the next trimester. When the course work is submitted, the instructor will replace the incomplete with the appropriate grade. After the deadline for submitting work has passed, the incomplete will be changed to an "F" grade (or an "NC" for pass/no credit courses) unless the instructor has submitted a request for an extension of incomplete ("E") in writing.

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

## **Grade Appeals**

---

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

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

## **Pass/No Credit Option**

---

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

## **Repeating Courses**

---

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

Veterans and eligible persons receiving monthly educational benefits can only be certified to repeat a course if a certain grade is required by GSU.

## **Independent Study**

---

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

Veterans and eligible persons receiving monthly educational benefits can only be certified if the independent study courses lead to a standard college degree. These courses must consist of a prescribed program of study with interaction between the student and the regularly employed faculty and be offered without any regularly scheduled conventional classroom or lab session.

## **Mathematics Placement**

---

Students will be permitted to enroll in designated courses requiring quantitative skills (for example, statistics, calculus, and algebra) based upon their performance on a mathematics placement examination. Information on these designated courses and the mathematics placement examination is available from the Division of Student Development and from academic advisors.

## **Degree Requirements**

---

Students who are admitted to Governors State University for the 2001-2002 and 2002-2003 academic years must fulfill the degree requirements stated in this catalog and its addendum, as applicable, or they may elect to substitute the requirements in any subsequent catalog published while they are enrolled in the university. A student must, however, meet the requirements from one catalog only, rather than choosing a portion from one catalog and the remainder from another.

A student who is readmitted to Governors State University who did not attend at least one of the past three consecutive trimesters must meet the requirements of the current catalog unless written approval to continue under an earlier catalog is obtained from the dean of the college in which the student is enrolled. The written permission must be forwarded to the Registrar's Office along with the graduation application.

## **Concurrent Registration**

---

Students may enroll at another institution while working toward a degree at Governors State University and should consult with their advisor before enrolling.

Permission to apply such credit toward degree requirements must be approved by the program coordinator.

## **Audit Registration**

---

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

Veterans and other eligible recipients receiving monthly educational benefits cannot be certified for audited courses per 38 CFR 21.4252(i) of the Code of Federal Regulations.

## **Change in Major**

---

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

## **Confidentiality of Records**

---

The Registrar's Office assumes responsibility for the maintenance and integrity of student records. As an agent for the university and official custodian of student academic records, the office will release nondirectory information only at the student's request and with his/her approval. For specific information see the university policy on Release of Information Pertaining to Students as required by the Family Educational Rights and Privacy Act of 1974 in the appendix of this catalog.

## **University Holds**

---

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

## **English Proficiency of Instructors**

---

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

## **Honors**

---

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

GPA of 3.80 to 3.94	Honors
GPA of 3.95 to 4.00	High Honors

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

## **The University Honors Program**

---

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

Curricular Components:

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

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

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

## **Transcripts**

---

Students may request official transcripts of their records by writing to the Registrar's Office. Students should allow three working days for processing time from the date the transcript request is received. Students who have an outstanding financial obligation to the university or who have not satisfied certain academic obligations may not receive transcripts until the obligation is met.

## **Academic Honesty**

---

Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical

considerations are not intended to discourage people from studying together or from engaging in group projects. The university policy on academic honesty appears in the appendix.

## **Academic Standing**

---

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

## **Academic Probation/Suspension**

---

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

## **Reinstatement Following Academic Suspension**

---

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

## **Withdrawal from the University**

---

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

## **Academic Amnesty**

---

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

## **Withdrawal from Courses**

---

Students who register for a course but who do not attend classes must officially withdraw from the course to avoid receiving a failing grade. Students may officially withdraw from any or all course(s) through the end of the tenth week of classes for any regularly scheduled Block 1 course or through the end of the fifth week in any regularly scheduled Block 2 or Block 3 course by calling Governors State University's Touchtone registration system. (Note: Some short-term courses have more restricted deadlines.) Specific dates for withdrawal are published in the schedule of classes for each trimester. Students may appeal for exceptions to these deadlines. The appeals must be in writing and received in the Registrar's Office no later than the last day of the trimester in which the course is scheduled. If the appeal is rejected, the student may appeal to the dean of Student Affairs and Services.

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

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



---



---

# SPECIAL ACADEMIC PROGRAMS AND OPPORTUNITIES

## **Center for Extended Learning and Communications Services (CELCS)**

---

The Center for Extended Learning & Communications Services (CELCS) provides a variety of academic services and information technology resources in support of the university's degree programs both on campus and off campus. In addition, CELCS is a critical facilitating mechanism in support of the university's priorities for diversity, internationalization, and service to the region. CELCS is committed to assisting the colleges in developing, delivering, and supporting programs designed primarily for non-traditional students. The unit develops opportunities and provides mechanisms to expand GSU's student population, making the university's educational programs highly accessible. CELCS also facilitates uses of information technology to make learning more efficient and productive for students. Its goal is to use technology in its best forms to achieve academic excellence and facilitate successful outcomes for the nontraditional student.

## **Board of Governors Bachelor of Arts Degree Program**

---

The BOG B.A. degree program is designed to enable mature adults with job and family commitments to complete a bachelor's degree. BOG students may receive credit for prior learning towards their degrees from:

- \* courses taken at other accredited higher education institutions;
- \* proficiency examinations; and/or
- \* portfolios that document college-level learning from work and life experience.

BOG students take the remaining courses required for their degrees on campus in the four colleges of Governors State University, at GSU's off-campus sites in the Chicago area, through telecourses, through correspondence courses, through the Internet, or at other regionally accredited universities. By working closely with an assigned BOG advisor, it is possible to fulfill all requirements for the BOG degree away from the GSU campus.

The BOG/B.A. is a learner-centered degree program that allows students maximum flexibility to select and tailor

courses to their individual career goals. BOG students may select a broad, interdisciplinary set of courses for a well-rounded education. BOG students can earn a minor in the disciplines of the GSU colleges. (Students who want a bachelor's degree in a specific field of study should apply directly to the appropriate GSU college rather than the BOG program.) BOG students may concentrate their course work in one college, perhaps to obtain the qualifications to enroll in an M.A. degree program. BOG advisors will advise students as they select the courses that will advance them toward personal and professional goals while fitting into the constraints of their family and work commitments.

Since 1973 nearly 4,500 adults have graduated from GSU through the BOG/B.A. program. More than 40% have gone on to graduate degree programs at GSU or elsewhere. Most graduates have advanced in their careers as a direct result of securing a B.A. degree. The average age of a BOG student upon graduation is 40 years. More than 60% are women, many of whom are returning to the workforce after raising children. The BOG/B.A. program is ideal for accomplished mid-career professionals who are encountering barriers to promotion or job mobility because of the lack of a degree. Each trimester more than 500 BOG students enroll in courses throughout the university, on campus, or beyond.

## **Admissions Requirements to the BOG/B.A. Program**

---

Candidates should complete and submit a GSU undergraduate admission application form, by the deadline, for the trimester they desire. Students should contact all prior academic institutions and request that official transcripts be mailed to the BOG Office or the Office of Admissions. Students are encouraged to utilize the self-managed application process by requesting that transcripts be mailed to them. Once all transcripts have been received, the student should attach all unopened envelopes containing official transcripts to the GSU undergraduate application.

Because GSU is an upper-division university, most BOG students begin their studies with at least 60 semester credit-hours on transcript. However, students who have earned at least 30 semester credit-hours are also eligible for admission to the BOG program. Students enrolled with fewer than 60 semester credit-hours will be

conditionally admitted pending completion of additional credit-hours by portfolio or dual enrollment. Students should note that they may apply up to 80 hours of lower-division credits toward the 120 semester credit-hours required for the BOG/B.A. degree. It is mandatory for students to have an initial advising session with their BOG advisor during their first semester of enrollment.

Students who have earned their first bachelor's degree from a regionally accredited institution are not eligible for admission to the BOG program. The BOG Office may deny admission to applicants for either a poor academic record, lack of significant prior learning, or both.

### **Prior Learning Assessment**

---

Many adult students at GSU, and especially those enrolled in the BOG/B.A. program, bring to the university a wealth of prior learning which they have acquired outside formal schooling. Portfolios enable BOG students to apply their experiential learning for college credit toward the B.A. degree. Prior learning from life experience, whether through work, in-service training, community service, avocational pursuits, or systematic individual study, may be assessed by GSU faculty to be equivalent to what a student learns by completing a college course in that field.

Researching and writing a portfolio is a challenging self-study process. The BOG Office offers seminars to assist students with writing their portfolios. Print and video materials provide step-by-step guidance in assembling, analyzing, writing, and documenting one's case for academic credit for experiential learning. GSU faculty and/or outside experts evaluate the portfolio and make final decisions on the credit awards.

The BOG Office also works with GSU colleges to evaluate experiential learning for academic credit for students enrolled in other bachelor's degree programs offered by the four colleges at GSU. Students seeking Credit through Evaluation of Experiential Learning for any GSU degree program are encouraged to contact their college advisors about doing a CEEL portfolio.

### **Graduation Requirements for the BOG/B.A. Program**

---

BOG students must meet the following requirements to graduate from GSU:

1. Complete at least 120 total semester credit-hours or their equivalent.
2. At least 40 of these 120 hours must be at the upper-division level. Up to 80 credit-hours may be in lower-division courses. Students must have a minimum GSU GPA of 2.0 to graduate.
3. Complete at least 24 residential credit-hours through GSU. These courses may be taken on the University Park campus, at off-campus sites, or through distance learning media.
4. Students who first attended college before summer 1998 must satisfy BOG/B.A. degree general education requirements, i.e., 12 credit-hours in each of the humanities, social sciences, and the natural sciences/math over the course of one's college career. Students who first attended college in summer 1998 and after must satisfy the same general education requirements as other students at GSU. See listing of requirements elsewhere in this catalog.
5. Pass the GSU English writing and basic mathematics proficiency examinations.
6. No more than four (4) one-hour workshops and no more than two (2) two-hour workshops for a maximum of eight hours of workshop course credit can be applied toward graduation without prior written permission from a BOG advisor.
7. All BOG students fall under the same academic standing policy as other students at GSU. See relevant pages in this catalog.

Most BOG students take one or two courses each trimester. Credit-bearing short courses and workshops at GSU may also apply toward the BOG/B.A. While we encourage BOG students to attend courses at the GSU campus, it is also possible to complete all requirements for the BOG bachelor of arts degree through distance learning courses. BOG students must complete at least 15 semester residential-hours from GSU either on campus or through distance learning course work. For more information, call (708) 534-4092 or (800) 478-8478, ext. 4092. Our e-mail address is bog@govst.edu; on the Web our address is: <http://www.govst.edu/bog>; and our fax number is (708) 534-1645.

## Weekend Programming

---

Weekend Programming includes courses designed for students in a number of majors and/or professions, and is an alternative for students who work full time or who have other commitments during the week that keep them from attending weekday classes. GSU offers a variety of credit and non-credit courses and workshops each trimester on Fridays, Saturdays, and Sundays in a rotation that allows students the opportunity to progress towards earning a degree or enhancing their professional skill set. Weekend Programming offers sequences of courses that enable students to fulfill some of the requirements for various bachelor's degrees. For information about Weekend Programming, consult the current trimester schedule of classes, or call either (708) 534-4099 or (800) 478-8478. Our Website address is [www.govst.edu/dxl](http://www.govst.edu/dxl)

## Extended Learning Programming




---

Governors State University recognizes that providing service to a diverse clientele over a wide geographic area requires significant levels of off-campus instruction. In support of its outreach efforts, the university offers a selection of degree and professional development courses at numerous locations in the Chicago Metropolitan area and the surrounding region. Sequences of courses from degree programs are offered at a number of off-campus teaching sites, including undergraduate Criminal Justice courses at Triton College and the Cook County Sheriff's Administration Building in Chicago. Sequences of courses at the master's degree level include Public Administration at Parkland Community College in Champaign and the James R. Thompson Center in Chicago, Political and Justice Studies at the Cook County Sheriff's Administration Building, Special Education at the Chicago Board of Education, and Addictions Studies (health science) at the Thompson Center.

For additional information about these and other regularly scheduled courses offered in the region, call the office of Extended Learning Services at (708) 534-4099 or (800) 478-8478, or visit our Website: [www.govst.edu/dxl](http://www.govst.edu/dxl).

## Media-Based Instruction

---

Governors State University provides alternative access to university programs in all of the colleges through independent study by correspondence courses, through television courses, and Internet courses. These mediated courses provide instruction for the place-bound student and convenience for the on-campus student. Television course videotapes can be obtained through the University Library and other library sites. Some course videotapes are available from Follett's GSU Bookstore. Further information about these courses may be obtained by contacting the Division of Extended Learning at (708) 534-4099 or (800) 478-8478. Mediated courses are designated with either a  for correspondence courses, a  for telecourses, or a  for Internet courses in the Course Description section of this catalog. Multiple symbols indicate a mixed-media course.

## Interactive Electronic Classroom Courses

---

The South Metropolitan Regional Higher Education Consortium composed of Governors State University (GSU), University of St. Francis, Joliet Junior College (JJC), Moraine Valley Community College (MVCC), Prairie State College (PSC), Kankakee Community College (KCC), South Suburban College (SSC), Lewis University, Olivet Nazarene University, and St. Xavier University are bringing courses and programs to each campus via a live, interactive telecommunications television relay system. This system uses the technology of live color television via compressed video. All students are able to see the instructor and interact with both their fellow students and the instructor at all times. Discussions, assignments, and other activities take place the same as in any other college classroom.

Each consortium institution can serve as either a sending institution or a receiving institution. Because of this arrangement, we are able to receive lower-division courses from the community colleges in the consortium, providing GSU students with courses that serve to fulfill general education or prerequisite requirements. Information about courses sent by GSU, or received by GSU from other institutions, is listed in the GSU schedule of classes each trimester. Because consortium colleges have some variations in their academic calendars, start dates for each class may vary. The name and telephone number(s) of the registration contact(s) at the other sending institutions are included with the course information. Students registering for GSU's interactive courses should follow the regular registration procedures. To learn more about the interactive electronic classes call (708) 534-4099 or (800) 478-8478 or visit our Website at <http://www.govst.edu/dxl>. All interactive sections held at GSU meet in Room B2215 or A2150 as assigned.

---



---

# TEACHER EDUCATION AND CERTIFICATION

The following information is intended to serve as a general guide for students wishing to qualify for an Illinois teaching certificate. More detailed information is available from the advisors associated with the programs listed below.

Governors State University has been approved by the Illinois State Board of Education (ISBE) to offer programs of study leading to the corresponding certificate (or endorsement) as follows:

## GSU Degree Program

## Certificate/Endorsement

### Undergraduate Programs:

Biology (Education)	Initial High School Certificate
Chemistry (Education)	Initial High School Certificate
Early Childhood Education	Initial Early Childhood Certificate
Elementary Education	Initial Elementary Certificate
English (Education)	Initial High School Certificate

### Graduate Programs:

Communication Disorders	Initial Elementary, High School, or Special Certificate Endorsed in Speech and Language Impaired
Counseling (School Counseling)	School Service Personnel Certificate Endorsed in School Counseling
Early Childhood Education	Initial Early Childhood Certificate
Educational Administration	Administrative Certificate Endorsed for General Administration or Chief School Business Official
Multicategorical Special Education	Initial Elementary, High School or Special Certificate Endorsed in Educable Mentally Handicapped, Learning Disabilities and Social/ Emotional Disorders
Psychology (School Psychology)	School Service Personnel Certificate Endorsed in School Psychology
Reading	Initial Elementary, High School or Special Certificate Endorsed in Reading

### Middle Grades Endorsement

Students who are completing a program leading to the initial elementary or initial secondary certificate or who currently hold an Initial or Standard Elementary Certificate may obtain an endorsement which qualifies them for teaching in the middle grades. Students choosing to pursue this endorsement must take three hours in the psychology of early adolescent development and three hours in curriculum, instruction, and methods related to the middle grades.

Two courses required for this endorsement are offered by Governors State University: EDUC540, Educational Psychology: Early Adolescent Psychology Applied to Teaching, and EDUC543, Curriculum and Instruction in the Middle School.

Depending on the subject area for which the student seeks to qualify and the student's academic preparation, other courses may be required. Information is available in the Undergraduate Advising Center, Division of Education, or from program advisors in the College of Arts and Sciences.

## Requirements for Certification through Approved Programs

To be recommended by Governors State University for any of the above certificates (or endorsements), an applicant must:

1. have earned the required degree from an institution recognized by the ISBE for teacher education;
2. have acquired requisite experience for the Administrative Certificate;
3. have completed a Governors State University state-approved program leading to the desired certificate (or endorsement);
4. have passed the university examinations in writing and basic mathematics for a Early Childhood, Elementary, or High School Certificate;
5. be at least 19 years of age;
6. be in good health;
7. be a citizen of the United States or legally present and authorized for employment; and
8. possess good character.

Applicants for certificates or endorsements based on approved programs must seek and receive the recommendation of the university within one calendar year of completing an approved program and must meet any applicable requirements established by Illinois statute or rules and regulations during this one-year period. Individuals applying for any of these certificates or endorsements must successfully pass examinations required by the Illinois State Board of Education to receive the certificate or endorsement.

## General Education Requirements

Course work for meeting general education requirements must be college-level work and may not include remedial courses even if college credit is granted. Generally, this course work must be at the 100-level or higher and applicable toward a degree at the institution providing the instruction. Courses with grades below "C" will not be applied toward the general education requirements even if such course(s) were used for prior degree(s). Students must have a GPA of 2.75 or higher in general education courses taken at Governors State University.

Students seeking the **Initial Elementary Education Certificate** or the **Initial Early Childhood Certificate** must complete the general education requirements of the B.A. in Elementary Education or the B.A. in Early Childhood Education in this catalog. Students seeking the **M. A. in Early Childhood Education** must complete the following general education requirements, including at least one three-hour course in non-Western or third world cultures:

	Credit Hours
Written Communication .....	6
Oral Communication .....	3
Mathematics .....	6
Biological and Physical Science (including one lab course) .....	12
U.S. History .....	3
Literature .....	3
English, Foreign Language, Art, Music, Theater, Linguistics, History, and/or Philosophy .....	6
U.S. Government .....	3
Art and Music .....	3
Political Science, Anthropology, Cultural Geography, Economics, Psychology, and/or Sociology .....	6
Health .....	2
Specialization .....	18
<b>Total</b>	<b>71</b>

Students seeking any of the **Initial High School or Initial Special Certificates** must complete the following general education requirements which must include at least one three-hour course in non-Western or third world cultures. For specific course requirements within each area, please see the more complete description for your degree program.

	Credit Hours
Written Communication .....	6
Oral Communication .....	3
Mathematics .....	3
Biological and Physical Science (including one lab course) .....	9
American History .....	3
Literature in English .....	3
English, Foreign Language, Art, Music, Theater, Linguistics, History, and/or Philosophy .....	9
U.S. Government .....	3
Psychology .....	3
Political Science, Anthropology, Cultural Geography, Economics, Psychology, and/or Sociology .....	3
Health .....	2
<b>Total</b>	<b>47</b>

### **Professional Education Requirements**

Students who are seeking the **Initial Early Childhood, Initial Elementary, Initial High School, or Initial Special Certificate** endorsed in educable mentally handicapped, learning disabilities, and social/emotional disorders must complete all professional education requirements, except EDUC499, with a GPA of 3.0 or higher, completing all courses with a grade of "C" or better. These requirements include 100 hours of field experience. To be recommended for certification, a student must achieve a grade of "B" or better in student teaching.

Students seeking the **Initial Early Childhood Certificate** or the **Initial Elementary Education Certificate** must complete the professional education requirements listed under the description of degree requirements of the B.A. in Elementary Education or Early Childhood Education in this catalog. Students seeking an **Initial High School Certificate**, valid for grades 6 through 12, must complete the following professional education requirements:

<b>Initial High School Certificate Biology or Chemistry</b>	<b>Credit Hours</b>
EDUC 310 Foundations of Education .....	3
PSYC 320 Educational Psychology .....	3
SPED 510 Survey of Exceptional Students .....	3
EDUC 433 Principles of Science Education .....	3
EDUC 434 Teaching Secondary School Science .....	3
EDUC 499 Student Teaching (secondary) .....	9

<b>Initial High School Certificate English</b>	<b>Credit Hours</b>
EDUC 310 Foundations of Education .....	3
PSYC 320 Educational Psychology .....	3
SPED 510 Survey of Exceptional Students .....	3
EDUC 465 Methods of Teaching English .....	3
EDUC 520 Developmental Reading in Middle and Secondary Schools .....	3
EDUC 499 Student Teaching (secondary) .....	9

Students seeking an **Initial Special Certificate**, valid from birth to grade twelve, must complete the following professional education requirements:

<b>Initial Special Certificate Endorsed in Educable Mentally Handicapped, Learning Disabilities, and Social/Emotional Disorders</b>	<b>Credit Hours</b>
EDUC 310 Foundations of Education .....	3
PSYC 320 Educational Psychology .....	3
SPED 510 Survey of Exceptional Students .....	3
EDUC 499 Student Teaching .....	5

<b>Initial Special Certificate Endorsed in Speech and Language Impaired</b>	<b>Credit Hours</b>
EDUC 310 Foundations of Education .....	3
PSYC 320 Educational Psychology .....	3
SPED 510 Survey of Exceptional Students .....	3

## **Admission to Student Teaching**

---

Students must apply for admission to student teaching before enrolling in any of the student teaching courses, EDEC499, ELED499, or EDUC499. An application for admission to student teaching must be submitted to the director of field experiences in the Division of Education. The application must be submitted by January 31 for fall placement or by March 1 for winter placement. Student teaching is not offered during the spring/summer trimester. This application for student teaching will certify that the student applying has or will have met the following requirements:

1. Completed at least 42 hours of general education requirements with a GPA of 2.75 or higher in courses taken at Governors State University;
2. Completed professional education course requirements, except student teaching, including a minimum of 100 hours of field experience with a GPA of 3.0 or higher, completing all courses with a grade of "C" or better;
3. Have no more than nine General Education hours remaining to be completed in the major in which he/she is enrolled; and
4. Met all state qualifications applicable to the subject matter area(s) in which the student will student teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates.
5. Receive a positive recommendation from the appropriate program faculty.

---

## **Evaluation of Student Knowledge, Skills, and Dispositions**

---

Governors State University is strongly committed to rigorous evaluation of its students preparing for professional positions in the public schools. The university believes that this evaluation must include the student's knowledge, skills, and dispositions<sup>1</sup>.

Thus, the faculty evaluates each student's performance in both academic and practical settings and assesses the dispositions displayed as the student confronts problems, works with children and other adults, and pursues his/her own development. The standards and processes regarding evaluation of student performance and disposition are outlined in the appropriate program section of this catalog or in other program-related materials such as student handbooks for the programs.

At the undergraduate level, the university assesses the extent to which students:

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

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

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

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

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

---



---

# BACHELOR'S DEGREE REQUIREMENTS

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

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

## Undergraduate Student Status

---

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

## Articulation Agreements

---

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

## Student Study Plan

---

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

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

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

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

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

## Orientation

---

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



## Undergraduate Degree Programs Offered

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

<b>Major/Concentration/Sequence</b>	<b>College</b>
Accounting	Business and Public Administration
Art	Arts and Sciences
Biology	Arts and Sciences
<i>Teacher Education</i>	
Board of Governors Degree	
Business and Administration	Business and Public Administration
<i>Finance</i>	
<i>Human Resource Management</i>	
<i>International Business</i>	
<i>Management</i>	
<i>Management Information Systems</i>	
<i>Marketing</i>	
<i>Operations Management</i>	
<i>Public Administration</i>	
Business and Technology	Business and Public Administration
Chemistry	Arts and Sciences
<i>Teacher Education</i>	
Communication Disorders	Health Professions
Communications	Arts and Sciences
Computer Science	Arts and Sciences
Criminal Justice	Arts and Sciences
Early Childhood Education	Education
Elementary Education	Education
English	Arts and Sciences
<i>Teacher Education</i>	
Health Administration	Health Professions
Integrative Studies	Arts and Sciences
Management Information Systems	Business and Public Administration
Nursing	Health Professions
Psychology	Education
<i>Mental Health</i>	
Social Sciences	Arts and Sciences
Social Work	Health Professions

<b>Minors</b>	<b>College</b>
Art	Arts and Sciences
Accounting	Business and Public Administration
Addictions Studies	Health Professions
Biology	Arts and Sciences
Business and Administration	Business and Public Administration
Chemistry	Arts and Sciences
Computer Science	Arts and Sciences
Criminal Justice	Arts and Sciences
English	Arts and Sciences
Integrative Studies	Arts and Sciences
Management	Business and Public Administration
Management Information Systems	Business and Public Administration
Mathematics	Arts and Sciences
Psychology	Education
Public Administration	Business and Public Administration
Speech-Communications	Arts and Sciences
Social Work	Health Professions

## Student Responsibility

---

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

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

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

## General Requirements

---

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

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

1. Complete a minimum of 120 credit-hours.
2. Satisfy the university writing and basic mathematics proficiency examination requirements.
3. Complete a minimum of 45 upper-division credit-hours, which may include upper-division transfer credit.
4. Satisfy the university general education requirements.
5. Be in academic good standing with a minimum 2.0 cumulative GPA.
6. Satisfy the residency requirements.
7. Demonstrate that all degree requirements, as defined in the approved student study plan, have been met.
8. Remove all grades of incomplete (I or E) by the graduation processing date.
9. Meet all financial obligations to the university.
10. Complete the collegial and university procedures that cover implementation of the above requirements.

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

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

## Transfer Credit for Undergraduate Students

---

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

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

1. Seventy-five semester-hours may be accepted upon review by the program faculty.
2. Ordinarily only credits earned with a grade of "C" or better or "P" (pass) will be considered for transfer credit at the lower-division level. Credits with grades of "D" may be considered for transfer if the cumulative grade point average for transfer credit is at least 2.00 (on a 4.00 scale) or if the credit was accepted for the associate's degree.
3. Only credits earned with a grade of "C" or better or "P" (pass) will be considered upper-division transfer credit or satisfactory completion of course prerequisite or corequisite.
4. No more than 12 credit-hours earned as an undeclared student may be applied toward degree requirements.
5. Only credits earned with a grade of "C" or better or "P" (pass) may be applied to meet university general education requirements.
6. Transfer credits are applied toward specific degree requirements on a course-by-course basis by the academic advisor.
7. Some individual degree programs have limited the time period within which transfer course credit must have been earned in order to be applied toward degree requirements.

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

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

## University General Education Requirement

---

All undergraduate degree-seeking students are required to meet the university general education requirement before graduation.

Governors State University general education requirements include the IBHE IAI General Education Curriculum (GECC). Students may fulfill this requirement in any one of four ways:

1. Transfer to Governors State University having earned an A.A. or A.S. degree from a regionally-accredited Illinois community college. Please note: the Associate of Fine Arts (AFA), Associate of Engineering Sciences (AES), the proposed Associate of Physical Science (APS) and the Associate of Applied Sciences (AAS) do not meet this requirement.
2. Complete the Illinois Articulation Initiative General Education Core Curriculum (GECC) and have it noted on their transcript.
3. Complete an approved undergraduate teacher education program at Governors State University.
4. Complete the following distribution requirements, with a grade of "C" or better in each course, either by presenting acceptable transfer courses or completing specific courses at Governors State University.

For students who started at any community college, college, or university before summer of 1998:

Communications (Written or Oral): 2 courses (6 semester credits\*)

Humanities and Arts: 2 courses (6 semester credits)

Science and Mathematics: 2 courses (6 semester credits)

Social Sciences: 2 courses (6 semester credits)

Any Combination of the Above: 15 semester credits

**TOTAL: 39 semester credits**

For students who started at any community college, college, or university summer of 1998 or after:

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

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

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

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

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

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

\*For colleges and universities on the quarter calendar system, 3 quarter credits equal 2 semester credits.

Information on specific courses that may be applied to the general education course requirements may be obtained from the Admissions Office or from academic advisors.

## Academic Standing

---

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

## Writing Across the Curriculum Requirement

---

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

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

## Residency Requirements

---

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

## University Minors

---

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

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

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

4. satisfy all applicable collegial requirements, including minimum grade requirements for courses applied to the minor; and
5. complete and apply for the minor at the time of degree completion by submitting an approved student study plan for each minor with the application for graduation.

## Second Bachelor's Degree

---

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

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

## Application for Graduation

---

Students should apply for review of their degree requirements within the first month of the last trimester before graduation. Students should complete both an Application for Graduation form and a Student Progress Report form, available in the Registrar's Office. Upon completion of these forms, students should arrange to meet with their assigned academic advisors 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. The application is approved by the advisor, division chair, and dean. A \$20 fee is billed to the student, covering the cost of application processing, diploma, cap and gown, and commencement.

## **Commencement**

---

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

## **Diplomas**

---

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

---



---

# MASTER'S DEGREE REQUIREMENTS

Graduate education is the pursuit of knowledge at an advanced level. Graduate education is distinct and different from undergraduate education both in kind and 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. Specifically, graduate education imposes certain obligations, and a student receiving a master's degree must have demonstrated the following:

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

## Graduate Student Status

---

There are two categories of graduate degree-seeking students.

Graduate degree-seeking students are those students admitted to a graduate degree program.

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

## Student Study Plan

---

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

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

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

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

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

## Graduate Degree Programs Offered

---

Major	College
Accounting	Business and Public Administration
Addictions Studies	Health Professions
Analytical Chemistry	Arts and Sciences
Art	Arts and Sciences
Business Administration	Business and Public Administration
Communication Disorders	Health Professions
Communications & Training	Arts and Sciences
Computer Science	Arts and Sciences
Counseling	Education
<i>Community Counseling</i>	
<i>Marriage and Family</i>	
<i>School Counseling</i>	
Early Childhood Education	Education
Education	Education
Educational Administration	Education
English	Arts and Sciences
Environmental Biology	Arts and Sciences
Health Administration	Health Professions
Management Information Systems	Business and Public Administration
Multicategorical Special Education	Education
Nursing	Health Professions
Occupational Therapy	Health Professions
Physical Therapy	Health Professions
Political and Justice Studies	Arts and Sciences
Psychology	Education
<i>School Psychology</i>	
Public Administration	Business and Public Administration
Reading	Education
Social Work	Health Professions

### Student Responsibility

---

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

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

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

### Master's Degree Candidacy

---

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

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

### General Requirements

---

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

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

1. Complete the number of credit-hours specified by program requirements (minimum 32) by taking graduate-level courses of which at least two credit-hours are designated as a master's final project.
2. Complete a minimum of 12 graded credit-hours in graduate-only courses (numbered 800-999).
3. Complete all course work for the degree requirements with a grade of "C" or better.
4. Be admitted to master's degree candidacy at least one trimester before the trimester in which the degree is to be awarded.

5. Complete a master's final project which can include a thesis, project, practicum/internship, or in some other way demonstrate an integration of graduate work that is accepted by a committee of three approved faculty.
6. Complete all course work for the degree, except the final project, within four years of admission to candidacy. The final project must be completed within five years of admission to candidacy.
7. Complete no more than 17 credit-hours from the same faculty member, including credit-hours related to the master's final project.
8. Apply to degree requirements no more than eight graduate credit-hours awarded for experiential learning through the established procedures.
9. Apply to degree requirements no more than six graduate credit-hours earned as an undeclared student.
10. Be in academic good standing with a minimum 3.0 cumulative GPA.
11. Satisfy the residency requirement.
12. Remove all grades of incomplete (I or E) by the graduation processing date.
13. Complete the collegial and university procedures that cover implementation of the above requirements.

In addition to the requirements stated above, a graduate student must:

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

## **Master's Final Project**

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

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

1. **Master's Thesis**—The master's thesis presents evidence of a thorough review and understanding of the literature germane to the subject; the ability to do independent research; and the preparation of a manuscript which conforms to generally recognized standards of scientific and scholarly writing in the discipline.
2. **The Master's Project**—The master's project is a sustained work that intellectually supports the degree

program but which may not be, in its entirety, a written document or an internship (for example, creative project in the fine arts). It provides evidence of the ability and effort to carry out a major application of theory or advanced methods relative to the master's level work in the profession or discipline.

3. **The Graduate Practicum/Internship**—The graduate practicum/internship provides an opportunity for the student to evaluate the relevance of theoretical and academic perspectives in the professional field.
4. **Additional Study**—One or more graduate-only (numbered 800-999) courses may be designated as a master's final project alternative.
5. **Comprehensive Examination**—A comprehensive examination in combination with one or more of the above alternatives may be designated as a master's final project alternative.

## **Transfer Credit for Graduate Students**

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

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

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



6. Transfer credits are applied toward specific degree requirements on a course-by-course basis by the academic advisor.

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

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

## Academic Standing

---

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

## Residency Requirements

---

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

## Requirements for a Second Master's Degree

---

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

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

## Application for Graduation

---

Students should apply for review of their degree requirements within the first month of the last trimester before graduation. Students should complete an Application for Graduation form and a Student Progress Report form, available in the Registrar's Office. Upon completion of these forms, students should arrange to 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. The application is approved by the advisor, division chair, and dean and should be forwarded to the Registrar's Office two months before the end of the last trimester of enrollment. Students must meet all financial obligations to the university. A \$25 fee is billed to the student, covering the cost of application processing, diploma, cap and gown, and commencement.

## Commencement

---

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

## Diplomas

---

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

---

---

# COLLEGE OF ARTS AND SCIENCES

Roger K. Oden, Dean

The College of Arts and Sciences provides educational opportunities founded upon the traditions of the liberal arts and evolving within the learning opportunities they afford. In addition to providing the background necessary for entry into a variety of careers, the undergraduate degree programs offered by the college develop critical thinking and problem solving abilities while assisting students in discovering new knowledge and forms of knowledge, preparing for the future, and opening avenues for the continued learning required by today's workplace.

The curriculum of each program within CAS is structured to provide students with the opportunity to perceive themselves within the historical, cultural, scientific, technological, international, and intellectual experience of humanity. They are assisted in this endeavor by faculty who have distinguished records as teachers and scholars and who understand the needs of students within a rapidly changing world of information and resources.

In natural, physical, and computer sciences students develop a solid conceptual background and develop the skills and techniques required to apply scientific concepts to the solution of problems in areas as diverse and interconnected as environmental protection, resource utilization, and industrial development. The social sciences allow students meaningful engagement with the concerns of individuals and groups living together in the modern world, while the humanities and fine arts focus on human values and perspectives as expressed in intellectual and artistic works. Communication and media courses provide learning experiences that range from interpersonal communication to the communications technology revolution and its implementation in the workplace.

Technology is rapidly changing the workplace, requiring that students in all majors learn and use information and other technologies and develop intercultural skills. CAS students have the opportunity of learning in extensive facilities on campus and at the university's satellite sites. The well equipped facilities include computer, biology, chemistry, and electronic imaging laboratories; language training laboratories; film and television studios with sophisticated production and editing equipment; photography facilities; and art studios and galleries. The college's Internet and other new technology delivery modalities enhance access and completion and the knowledge and skills of students matriculating throughout the college.

CAS sponsors educational events and provides extracurricular activities for students and residents of the region. The calendar of events includes concerts, art exhibits, workshops, and symposia on a wide range of subjects related to social, natural, and physical sciences. Throughout the year, the intellectual life of the university community is enriched by the Distinguished Scholar-Statesman-Artist-Scientist Lecture Series, the Third World Conference, and the Media Symposia series.

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

"IAI" course designations refer to the statewide Illinois Articulation Initiative discussed on page 15 of this catalog and found at Website [www.itransfer.org](http://www.itransfer.org).

---

## Undergraduate Programs

Art (B.A.)

Biology (B.S.)

*Biology (B.S.) Teacher Certification*

Chemistry (B.S.)

*Chemistry (B.S.) Teacher Certification*

Communications (B.A.)

Computer Science (B.S.)

Criminal Justice (B.A.)

English (B.A.)

*English (B.A.) Teacher Certification*

Integrative Studies (B.A.)

Social Sciences (B.A.)

### Minors

Art

Biology

Chemistry

Computer Science

Criminal Justice

English

Integrative Studies

Mathematics

Speech-Communications

## Certifications

---

The college offers programs approved by the Illinois State Board of Education for teacher certification in the areas of biology, chemistry, and English. Also, the B.S. in Chemistry has American Chemical Society certification for those students who complete the approved degree program.

## Faculty of the College of Arts and Sciences

---

### Division of Liberal Arts

Joyce Kennedy, Chairperson  
 Emmanuel Alozie  
 Anthony Andrews  
 Teresa Barrios-Aulet  
 Mary Bookwalter  
 Arthur Bourgeois  
 Donald Culverson  
 Adriela Fernandez  
 Cheryl Hague  
 Deborah Holdstein  
 Thomas Kelly  
 Jacquelyn Kilpatrick  
 Ana Kong  
 Frances Kostarelos  
 Patricia Koutouzos  
 Mary Lanigan  
 Larry Levinson  
 Jagan Lingamneni  
 Michele McMaster  
 Joyce Morishita  
 Melvyn Muchnik  
 Rashidah Jaami' Muhammad  
 Roger K. Oden  
 Milan Panic  
 June Patton  
 John Payne  
 Michael Purdy  
 Todd Rohman  
 Paul Schranz  
 Eli Segal  
 Michael Stelnicki  
 William Tafoya  
 Anthony Wei  
 Bruce Wilson

### Division of Science

Edwin Cehelnik, Chairperson  
 Joseph Addison  
 Ronald Brubaker  
 Mary Carrington  
 Karen D'Arcy  
 Timothy Gsell  
 Pamela Guimond  
 Peter Gunther  
 Reino Hakala  
 Robert Kaufmann  
 Phyllis Klingensmith  
 Shailendra Kumar  
 Gregory Moehring  
 Joyce Mohberg  
 Soon-Ok Park  
 Winfried Rudloff  
 Ali Setork  
 Steve Shih  
 George Sweiss  
 Tomi Thompson  
 Jane Wells  
 Kong-Cheng Wong  
 John Yunger  
 Shensheng Zhao

## DEGREE REQUIREMENTS FOR UNDERGRADUATE PROGRAMS

---

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

### Bachelor of Arts in Art

---

The undergraduate major in Art offers a wide range of courses. Studio courses in painting, drawing, design, printmaking, photography, digital imaging, and sculpture enable students to become mature artists in command of diverse materials and capable of expressing an individual view. Capacity for heightened perception and imagination is combined with an awareness of visual elements, principles of design, artistic statement, and criticism. Classes in art history treat art objects as historical documents related in subject, style, technique, and material to other works of art and interpret their context and purpose. Courses range from contemporary international and regional artistic expressions to those of ancient America, Africa, and Asia. Individualized instruction and advisement are offered by dedicated faculty who view themselves not only as teachers, but as producing and exhibiting artists and publishing scholars. This undergraduate major enables students to become practicing artists and gives them the broad intellectual background sought by professional schools, cultural

institutions, and the business community. With the expanding use of the arts in contemporary life and the heightened visual awareness of our society, the employment outlook for Art majors continues to be promising.

### Special Admissions Requirements

In addition to meeting university admissions criteria, students must submit examples of previous works, such as drawings, prints, photographs, research papers, paintings, or sculptures which will be reviewed during an admissions interview.

### Degree Requirements

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

- I. General Education Requirement (37-41 Hours)**  
See front of catalog for General Education Requirements.
- II. Recommended Lower-Division Preparation (18 Hours)**  
The following courses should be taken at the lower-division level:
- Art History**  
9 Hours in Art History  
9 Hours in related fields: history, literature, anthropology, philosophy, or art
- Art Studio**  
6 Hours Drawing  
3 Hours 2-D Design  
3 Hours 3-D Design  
6 Hours in Art History
- Photography**  
6 Hours Photography  
3 Hours 2-D Design  
6 Hours Drawing  
3 Hours Art History
- 60 Total Transfer Hours**  
Art courses up to 75 hours may be transferred based on portfolio review only.
- III. Core Art Requirements (15 Hours)**  
The following courses must be taken at the upper-division level:
- ART 304 Drawing: Studio  
or  
ART 305 Drawing: Life Study ..... 3  
ART 325 Advanced Problems in Design ..... 3  
ART 360 Art Seminar: Concepts and Methods ..... 3  
ART 515 20th Century Art: Europe and  
the Americas ..... 3  
ART 490 Senior Project ..... 3
- IV. Non-Western Art Requirement: (3 Hours)**  
*Select one of the following:*  
ART 505 Worlds of Art (3)  
ART 521 Art and Cultures of the South Pacific (3)  
ART 523 Pre-Columbian Art and Cultures (3)  
ART 525 Native American Art and Societies (3)  
ART 527 African Art and Cultures (3)  
ART 530 Asian Art and Thought (3)

- V. Western Art Requirement: (3 Hours)**  
*Select one of the following:*  
ART 514 American Art... (3)  
ART 516 Great Artists: .... (3)  
ART 518 Women Artists (3)  
ART 520 Art in Context: ....(3)  
ART 542 History of Photography (3)
- VI. Concentration Requirement: (6 Hours)**  
Two foundation courses are required within one of three tracks.
- Art History Track**  
ART 442 Advanced Art History Seminar (3)  
ART 505 Worlds of Art (3)
- Studio Track**  
ART 501 Drawing: Advanced Life Study (3)  
and either:  
ART 533 Sculpture: Fiber, Clay & Metal (3)  
or  
ART 570 Introduction to Non-Toxic Printmaking (3)
- Photography & Digital Imaging**  
ART 435 Photographic Imaging Methods (3)  
and either:  
ART 301 Photographic Foundations (3)  
or  
ART 509 Electronic Drawing and Design (3)  
or  
ART 544 Digital Photographic Imaging (3)
- VII. Art Selectives (18 Hours)**  
No more than 12 hours may be taken in one art discipline, e.g., painting and drawing, printmaking, sculpture, art history, photography, or digital imaging. The remaining six hours must be taken from another discipline in the track or within another track.
- VIII. Electives (15 Hours)**  
Electives may be taken from any course in the university. Courses from other institutions will be considered.
- IX. Total - 120 Hours**

## Minor in Art

The minor in Art provides students with the fundamentals of the discipline enabling them to shape perception, communicate distinct attitudes, and expand their personal boundaries. Students will develop skills, sensitivity, and aesthetic judgment. Classes in art history interpret works of art within their context and purpose. An ample number of selectives (9 hours) permit the student to pursue individual interests either within a particular studio area such as drawing/painting, printmaking, digital arts, photography, and sculpture or within a spectrum of either Western or non-Western art history offerings. The art minor is open to all undergraduates who submit a proposal of study (and portfolio of past artwork) to the appropriate art faculty advisor for individual placement.

### I. Required Courses (6 Hours)

ART 325	Advanced Problems in Design .....	3
ART 304	Drawing: Studio .....	3
	(or upon advisement, ART305 Drawing: Life Study (3) for students with an extensive drawing background)	

### II. Art History (6 Hours)

3 Hours Western Art (American art, great artists, women artists, folk art)  
3 Hours non-Western Art (South Pacific, Pre-Columbian, African, Asian)

### III. Selectives (9 Hours)

Studio and/or art history courses

### IV. Total - 21 Hours

Open to all undergraduates who meet the above portfolio review stipulation.

## Bachelor of Science in Biology

The curriculum for the undergraduate major in Biology provides a strong background in the basic concepts of molecular, organismic, and population biology. In addition, laboratory courses provide the training needed for highly developed laboratory skills. Graduates are qualified for a wide range of entry level positions as biologists in areas such as pharmaceuticals, biotechnology, education, microbiology, and the environment. Students also are prepared for advancement to medical, dental, and veterinary studies, or for graduate level work in biology, including the master's program in Environmental Biology at GSU.

### Degree Requirements

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

In addition, only grades of "C" or better will be accepted for transfer for the following courses normally taken at the lower-division level: eight hours of general biology with laboratory, three hours of botany with laboratory, three hours of zoology with laboratory, eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, and college algebra.

#### I. General Education Requirement

See front of catalog for General Education Requirements.

#### II. Required Courses (74 Hours)

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

General Biology with Laboratory .....	8
General Chemistry with Laboratory .....	8

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

Botany with Laboratory .....	3
Zoology with Laboratory .....	3
Organic Chemistry with Laboratory .....	8
BIOL 360 Comparative Anatomy .....	3
BIOL 361 Comparative Anatomy Laboratory .....	1
BIOL 430 Microbiology .....	3
BIOL 431 Microbiology Laboratory .....	1
MATH 355 Applied Calculus .....	3
PHYS 352 Intermediate Physics I .....	3
PHYS 353 Intermediate Physics I Laboratory .....	1
PHYS 362 Intermediate Physics II .....	3
PHYS 363 Intermediate Physics II Laboratory .....	1

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

BIOL 322 Ecology .....	3
BIOL 323 Ecology Laboratory .....	1
BIOL 340 Genetics .....	3
BIOL 370 Cell Biology .....	3
BIOL 371 Cell Biology Laboratory .....	1
BIOL 450 Animal Physiology .....	3
BIOL 451 Animal Physiology Laboratory .....	1
BIOL 460 Plant Physiology .....	3

BIOL 461 Plant Physiology Laboratory .....	1
BIOL 465 Evolution .....	3
STAT 520 Statistical Methods .....	3

**III. Computer Science Selective (3 Hours)**

Select one of the following which may be taken at either the lower-division or upper-division level:

CPSC 305 Introduction to Computer Technology (3)
CPSC 320 Computer Programming: QBASIC and Visual BASIC (3)
CPSC 610 Computing for Scientists (3)

**IV. Upper-Division Applications Selectives (9 Hours)**

Select nine hours from the following courses:

BIOL 455 Behavioral Ecology (3)
BIOL 510 Biological Literature (1)
BIOL 522 Ornithology (1)
BIOL 523 Ornithology Laboratory (2)
BIOL 530 Biotechnology (2)
BIOL 531 Biotechnology Laboratory (1)
BIOL 555 Mammalogy (2)
BIOL 556 Mammalogy Laboratory (1)
BIOL 560 Plant Systematics (2)
BIOL 561 Plant Systematics Laboratory (1)
BIOL 570 Immunology (3)

Other biology courses as approved by the academic advisor.

**V. Electives (34 Hours)**

May include credit hours needed to meet General Education Requirements. May include credit hours needed to meet minor requirements. Additional courses such as Analytical Chemistry (CHEM315/316) and Biochemistry (CHEM544/545) are strongly recommended. Either of these courses will complete a minor in Chemistry.

**VI. Total - 120 Hours**

## Biology Minor

---

An undergraduate minor in Biology is offered for students who wish to supplement a major in another discipline with significant preparation in biology. The minor will generally enhance prospects for employment in education, industry, or the health professions, and for admission to graduate or professional school.

**General Requirements**

Students must meet all university requirements for a minor. In addition, students must:

1. complete at least one course at the upper-division level; and
2. submit transfer courses potentially applicable to the minor to the biology advisor during the first week of the trimester of intended graduation.

**I. Required Courses (14 Hours)**

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

General Biology I & II with Labs .....	8
----------------------------------------	---

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

BIOL 316 Plant Diversity .....	2
BIOL 317 Plant Diversity Laboratory .....	1
or lower-division Botany with Lab	
BIOL 320 Animal Diversity .....	2
BIOL 321 Animal Diversity Laboratory .....	1
or lower-division Zoology with Lab	

**II. Selective (6 Hours or more)**

BIOL 308 Human Evolution (3)
BIOL 312 Human Genetics (3)
BIOL 322 Ecology (3)
BIOL 323 Ecology Laboratory (1)
BIOL 360 Comparative Anatomy (3)
BIOL 361 Comparative Anatomy Laboratory (1)
BIOL 455 Behavioral Ecology (3)

Other upper-division level biology courses may be accepted at the discretion of the advisor for the minor.

**III. Total Credit Hours - 20 Hours**

## **Bachelor of Science in Biology with a Teacher Education Sequence**

The curriculum for the undergraduate major in Biology with a teacher education sequence provides a strong background in the basic concepts of molecular, organismic, and population biology for the student who is interested in a career in science teaching at the secondary level.

### **Teacher Certification**

This program is approved by the Illinois State Board of Education and leads to the Initial High School Certificate qualifying students to teach biology and general science. Students who major in Biology with a sequence in Secondary Education may obtain an endorsement that prepares them for teaching in the middle school. Students wishing to pursue this endorsement must take three hours in the psychology of early adolescent development and three hours in curriculum instruction and methods related to the middle school. Students should contact the Office of Secondary Education for specific course numbers.

### **Admission to Biology Teacher Education**

In addition to meeting all university admissions requirements for undergraduate students, applicants must meet the following requirements to continue in the program:

1. have a cumulative GPA of 2.5 in all undergraduate work;
2. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to pursue this program;
3. submit evidence of having passed the Basic Skills Test of the Illinois Certification system; and
4. complete EDUC310 (Foundations of Education, or equivalent) with a grade of "B" or better.

### **Admission to Student Teaching**

Students must apply for admission to student teaching before enrolling in EDUC499, Student Teaching. An application for admission to student teaching must be submitted to the director of field experiences in the Division of Education. The application must be submitted by January 31 for the fall trimester and March 1 for the winter trimester preceding the academic year in which the student intends to teach. Student teaching is not offered in the spring/summer trimester. This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 42 hours of general education requirements with a GPA of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a GPA of 3.0 or higher and completed all courses with a grade of "C" or better;
3. have no more than six hours remaining to be completed in the major in which the student is enrolled with a GPA of 3.0 or higher and completed all courses with a grade of "C" or better;
4. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates; and
5. received a positive recommendation from the Secondary Education Student Progress Committee.

### **Degree Requirements**

Students must meet all university requirements for a bachelor's degree; and, in addition, students must complete the General Education Requirement for Teacher Certification, Initial High School Certificate listed below. Completion of this requirement meets the General Education Requirement.

In addition, students must:

1. have a cumulative GPA of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a GPA of 2.75 or higher for all general education courses taken at Governors State University;
4. have a GPA of 3.0 or higher in biology and chemistry courses with a grade of "C" or better in each course;

5. have a GPA of 3.0 or higher for EDUC310, PSYC320, EDUC433, EDUC434, and SPED510, with a grade of "C" or better in each course;
6. earn a grade of "C" or better in EDUC499;
7. complete a minimum of 100 hours of supervised pre-student teaching experiences;
8. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
9. complete at least one three-hour course in non-Western or third world cultures;
10. meet any additional requirements listed in the Teacher Certification section of this catalog; and
11. complete the following course work with a grade of "C" or better: eight hours of general biology with laboratory, three hours of botany with laboratory, three hours of zoology with laboratory, eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory.

**I. General Education Requirements for Teacher Certification, Initial High School Certificate, Biology (54 Hours)**

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

General Chemistry with Lab .....	8
General Biology with Lab .....	8

The following courses can be taken at either the lower-division or upper-division level and must include at least one three-hour course in non-Western or third world cultures:

Written Communication .....	6
Oral Communication .....	3
Literature in English .....	3
American History .....	3
U.S. Government .....	3
Humanities and Fine Arts .....	9
Social Sciences .....	3
Introduction to Psychology .....	3
Health .....	2

MATH 355 Applied Calculus .....	3
---------------------------------	---

**II. Required Courses (76 Hours)**

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

Botany with Laboratory .....	3
Zoology with Laboratory .....	3
Organic Chemistry with Laboratory .....	8
BIOL 360 Comparative Anatomy .....	3
BIOL 361 Comparative Anatomy Laboratory .....	1
BIOL 430 Microbiology .....	3
BIOL 431 Microbiology Laboratory .....	1
EDUC 310 Foundations of Education .....	3
PHYS 352 Intermediate Physics I .....	3
PHYS 353 Intermediate Physics I Laboratory .....	1
PHYS 362 Intermediate Physics II .....	3
PHYS 363 Intermediate Physics II Laboratory .....	1
PSYC 320 Educational Psychology .....	3

SPED 510 Survey of Students with Exceptionalities .....	3
---------------------------------------------------------	---

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

BIOL 322 Ecology .....	3
BIOL 323 Ecology Laboratory .....	1
BIOL 340 Genetics .....	3
BIOL 370 Cell Biology .....	3
BIOL 371 Cell Biology Laboratory .....	1
BIOL 450 Animal Physiology .....	3
BIOL 451 Animal Physiology Laboratory .....	1
BIOL 460 Plant Physiology .....	3
BIOL 461 Plant Physiology Laboratory .....	1
EDUC 433 Principles of Science Education .....	3
EDUC 434 Teaching Secondary School Science .....	3
EDUC 499 Student Teaching: Secondary Biology .....	9
STAT 520 Statistical Methods .....	3

**III. Computer Science Selective (3 Hours)**

Select one of the following which may be taken at either the lower-division or upper-division level:

CPSC 305 Introduction to Computer Technology (3)
EDCP 500 Introduction to Microcomputers in Education (3)

**IV. Total - 133 Hours**

## **Bachelor of Science in Chemistry**

The curriculum for the undergraduate major in Chemistry provides a strong background in the basic concepts of analytical, biochemical, inorganic, organic, and physical chemistry. Laboratory courses provide hands-on experience in the operation of a number of modern scientific instruments. Upon graduation, the student is prepared for employment in government and industrial laboratories in a variety of entry level positions. The program provides the necessary preparation for graduate work at the M.S. or Ph.D. level in chemistry and meets all requirements for admission to the M.S. in Analytical Chemistry at Governors State University.

### **American Chemical Society Certification**

The B.S. in Chemistry at Governors State University is approved by the American Chemical Society. The American Chemical Society approves professional programs designed to meet guidelines that define high quality undergraduate education. Students qualify for certification by completing the degree requirements below, including at least six trimester hours of advanced courses and sufficient laboratory course work for a total of 500 laboratory hours. All qualified graduates will receive certification by the American Chemical Society. Certified graduates are eligible for full membership in the American Chemical Society immediately upon graduation.



## Degree Requirements

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

In addition, only grades of "C" or better will be accepted for transfer for the following courses normally taken at the lower-division level: eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, eight hours of physics with laboratory, and eight hours of calculus.

### I. General Education Requirement

See front of catalog for General Education Requirements.

### II. Required Courses (66 Hours)

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

Calculus .....	8
General Chemistry with Laboratory .....	8

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

Organic Chemistry with Laboratory .....	8
Physics with Laboratory .....	8
CHEM315 Analytical Chemistry .....	3
CHEM316 Analytical Chemistry Laboratory .....	2
MATH455 Differential Equations .....	3

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

CHEM366 Physical Chemistry I: Lecture .....	3
CHEM367 Physical Chemistry I: Laboratory .....	1
CHEM368 Physical Chemistry II: Lecture .....	3
CHEM369 Physical Chemistry II: Laboratory .....	1
CHEM426 Instrumental Analysis .....	3
CHEM427 Instrumental Analysis Laboratory .....	1
CHEM433 Advanced Inorganic Chemistry .....	3
CHEM434 Advanced Inorganic Chemistry Laboratory .....	1
CHEM450 Organic Synthesis and Structural Methods .....	2
CHEM455 Chemical Literature .....	1
CHEM544 Biochemistry: Lecture .....	3
CHEM545 Biochemistry: Laboratory .....	1
STAT 520 Statistical Methods .....	3

### III. Computer Science Selective (3 Hours)

Select one of the following which may be taken at either the lower-division or upper-division level:

CPSC 305 Introduction to Computer Technology (3)
CPSC 320 Computer Programming: QBASIC and Visual BASIC (3)
CPSC 330 Computer Programming: FORTRAN (3)
CPSC 340 Computer Programming: Pascal (3)

### IV. Biology Selective (3 Hours)

Select three hours of lower-division or upper-division biology course work.

### V. Advanced Selectives (6 Hours)

Select six hours from the following courses.

BIOL 641 Toxicology (3)
CHEM490 Chemistry Research (1-3)
CHEM505 Environmental Chemistry Lecture (3)

CHEM506 Environmental Chemistry Laboratory (1)
CHEM535 Industrial Chemistry (3)
CHEM550 Polymer Chemistry (3)

Other science courses as approved by academic advisor.

### VI. Electives (42 Hours)

May include credit-hours needed to meet General Education Requirements.

### VII. Total - 120 Hours

## Chemistry Minor

An undergraduate minor in Chemistry is offered to students majoring in other fields who wish to supplement their preparation in a major discipline with a substantial amount of course work in chemistry. The minor in Chemistry is particularly appropriate for those students who would like to develop a theoretical understanding of chemistry and fundamental laboratory skills. A minor in Chemistry will generally enhance the prospects of students for employment in industry and education and for admission to graduate or professional schools.

### Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

- complete at least one course at the upper-division level; and
- submit transfer courses to the advisor for the minor for approval by the first week of the trimester of intended graduation.

#### I. Required Courses (16 Hours)

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

General Chemistry I and II with labs .....	8
--------------------------------------------	---

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

CHEM341 Organic Chemistry I: Lecture .....	3
CHEM342 Organic Chemistry I: Laboratory .....	1
CHEM343 Organic Chemistry II: Lecture .....	3
CHEM344 Organic Chemistry II: Laboratory .....	1

#### II. Selective (4 or more Hours)

Select one course with its corresponding lab:

CHEM315 Analytical Chemistry (3)
CHEM316 Analytical Chemistry Laboratory (2)
or
CHEM544 Biochemistry (3)
CHEM545 Biochemistry Laboratory (1)

Other upper-division level chemistry courses may be accepted in this category at the discretion of the advisor for the minor.

**Total Credits Hours - 20 or 21**

## **Bachelor of Science in Chemistry with a Teacher Education Sequence**

The curriculum for the undergraduate major in Chemistry with a teacher education sequence provides a strong background in the basic concepts of analytical, organic, physical, and inorganic chemistry for the student who is interested in a career in science teaching at the secondary level.

### **Teacher Certification**

This program is approved by the Illinois State Board of Education and leads to the Initial High School Certificate qualifying students to teach chemistry. Students who major in Chemistry with a sequence in Secondary Education may obtain an endorsement that prepares them for teaching in the middle school. Students wishing to pursue this endorsement must take three hours in the psychology of early adolescent development and three hours in curriculum instruction and methods related to the middle school. Students should contact the Office of Secondary Education for specific course numbers.

### **Admission to Chemistry Teacher Education**

In addition to meeting all university admission requirements for undergraduate students, applicants must meet the following requirements to continue in the program:

1. have a cumulative GPA of 2.5 in all undergraduate work;
2. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to pursue this program;
3. submit evidence of having passed the Basic Skills Test of the Illinois Certification System;
4. complete EDUC310 (Foundations of Education, or equivalent) with a grade of "B" or better.

### **Admission to Student Teaching**

Students must apply for admission to student teaching before enrolling in EDUC499, Student Teaching. An application for admission to student teaching must be submitted to the director of field experiences in the Division of Education. The application must be submitted by January 31 for the fall trimester and March 1 for the winter trimester preceding the academic year in which the student intends to teach. Student teaching is not offered in the spring/summer trimester. This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 42 hours of general education requirements with a GPA of 2.75 or higher in courses taken at Governors State University;

2. completed professional education course requirements, except student teaching, including a minimum of 100 clock hours of field experience with a GPA of 3.0 or higher, completing all courses with a grade of "C" or better;
3. have no more than six hours remaining to be completed in the major in which he/she is enrolled with a GPA of 3.0 or higher, completing all courses with a grade of "C" or better;
4. met all state requirements applicable to the subject matter area(s) in which he/she will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates; and
5. receive a positive recommendation from the Secondary Education Student Progress Committee.

### **Degree Requirements**

Students must meet all university requirements for a bachelor's degree. Students must complete the General Education Requirement for Teacher Certification, Initial High School Certificate listed below. Completion of this requirement meets the General Education Requirement.

In addition, students must:

1. have a cumulative GPA of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a GPA of 2.75 or higher for all general education courses taken at Governors State University;
4. have a GPA of 3.0 or higher in chemistry and physics courses with a grade of "C" or better in each course;
5. have a GPA of 3.0 or higher for EDUC310, PSYC320, EDUC433, EDUC434, and SPED510, with a grade of "C" or better in each course;
6. have earned a grade of "C" or better in EDUC499;
7. complete a minimum of 100 hours of supervised pre-student teaching experiences;
8. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
9. complete at least one three-hour course in non-Western or third world cultures;
10. meet any additional requirements listed in the Teacher Certification section of this catalog; and
11. complete the following course work with a grade of "C" or better: eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, eight hours of physics with laboratory, and eight hours of calculus.

**I. General Education Requirement for Teacher Certification, Initial High School Certificate, Chemistry (59 Hours)**

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

General Chemistry with Laboratory .....	8
Calculus .....	8

The following courses can be taken at either the lower-division or upper-division level and must include at least one three-hour course in non-Western or third world cultures:

Physics with Laboratory .....	8
Written Communication .....	6
Oral Communication .....	3
American History .....	3
Literature in English .....	3
Humanities and Fine Arts .....	9
U.S. Government .....	3
Social Sciences .....	3
Introduction to Psychology .....	3
Health .....	2

**II. Required Courses (64 Hours)**

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

Organic Chemistry with Laboratory .....	8
CHEM315 Analytical Chemistry .....	3
CHEM316 Analytical Chemistry Laboratory .....	2
EDUC 310 Foundations of Education .....	3
PSYC 320 Educational Psychology .....	3
SPED 510 Survey of Students with Exceptionalities .....	3

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

CHEM366 Physical Chemistry I: Lecture .....	3
CHEM367 Physical Chemistry I: Laboratory .....	1
CHEM368 Physical Chemistry II: Lecture .....	3
CHEM369 Physical Chemistry II: Laboratory .....	1
CHEM426 Instrumental Analysis .....	3
CHEM427 Instrumental Analysis Laboratory .....	1
CHEM433 Advanced Inorganic Chemistry .....	3
CHEM434 Advanced Inorganic Chemistry Laboratory .....	1
CHEM505 Environmental Chemistry Lecture .....	3
CHEM506 Environmental Chemistry Laboratory .....	1
CHEM544 Biochemistry: Lecture .....	3
CHEM545 Biochemistry: Laboratory .....	1
EDUC 433 Principles of Science Education .....	3
EDUC 434 Teaching Secondary School Science .....	3
EDUC 499 Student Teaching: Secondary Chemistry .....	9
STAT 520 Statistical Methods .....	3

**III. Computer Science Selective (3 Hours)**

Select one of the following which may be taken at either the lower-division or upper-division level:

CPSC 305 Introduction to Computer Technology (3)
EDCP 500 Introduction to Microcomputers in Education (3)

**IV. Biology Selective (3 Hours)**

Select three hours of lower-division or upper-division biology course work.

**V. Total - 129 Hours**

## Bachelor of Science in Computer Science

The undergraduate major in Computer Science provides a balance between theoretical and applied study and is intended for students who are primarily interested in the application of computers and information technology to problem solving. The curriculum is designed to prepare students for entry-level positions in business and industry, in local, state, and federal government agencies, and in research and technical organizations as programmers, network professionals, database professionals, systems designers, and software engineers. The curriculum also prepares students for graduate work in computer science.

### Degree Requirements

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

In addition, students must complete the following course work with a grade of "C" or better: three hours of high-level computer languages, three hours of an Introduction to C++ programming course, three hours of Introduction to Software Engineering, three hours of college algebra, CPSC345, CPSC405, CPSC415, and MATH340.

**I. General Education Requirement**

See front of catalog for General Education Requirements.

**II. Required Courses (36 Hours)**

The following courses may be taken at the lower-division level:

Computer Programming, high-level language (e.g. COBOL, FORTRAN, BASIC, PASCAL etc.) .....	3
Introduction to C++ .....	3

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

CPSC 345 Computer Programming: C++ .....	3
CPSC 390 Introduction to Software Engineering .....	3
CPSC 405 Computer Organization .....	3
CPSC 415 Data Structures .....	3
CPSC 435 Operating Systems .....	3
CPSC 438 Discrete Structures .....	3
CPSC 442 Introduction to Computer Networks .....	3
CPSC 445 Database Systems .....	3
CPSC 450 Introduction to Algorithms .....	3
CPSC 455 Organization of Programming Languages .....	3

- III. **Additional Requirements (20 Hours)**
  - College Algebra ..... 3 \*
  - Physical/Biological Sciences (one physical science and one biological science course with labs) ..... 8 \*
  - MATH 340 Discrete Mathematics ..... 3 \*
  - MATH 355 Applied Calculus ..... 3 \*
  - STAT 520 Statistical Methods ..... 3
- IV. **Electives (64 Hours)**  
 Must include at least 12 hours of CPSC courses numbered 400 or above.  
  
 May include credit-hours needed to meet General Education Requirements.
- V. **Total - 120 Hours**

### Computer Science Minor

An undergraduate minor in Computer Science is offered for students majoring in other fields who wish to supplement their preparation in a major discipline with a substantial amount of course work in computer science. The minor in Computer Science is particularly appropriate for those students who anticipate significant use of a computer during the pursuit of their chosen majors or who would like to develop additional marketable skills to supplement and complement their major studies.

#### Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

1. have earned a grade of "C" or better in the prerequisite(s) for 400-level courses in computer science and mathematics;
2. complete at least one course at the upper-division level; and
3. submit transfer courses to the advisor for the minor for approval by the first week of the trimester of intended graduation.

- I. **Required Courses (24 Hours)**
  - CPSC 305 Introduction to Computer Technology ..... 3
  - CPSC 320 Computer Programming: QBASIC & Visual BASIC ..... 3
  - CPSC 342 Computer Programming: Intro to C++ ..... 3
  - CPSC 345 Computer Programming C++ ..... 3
  - CPSC 390 Introduction to Software Engineering ..... 3
  - CPSC 405 Computer Organization ..... 3
  - CPSC 415 Data Structures ..... 3
  - MATH 340 Discrete Mathematics ..... 3

- II. **Total - 24 Hours**

\*May be used to meet General Education Requirement.

### Bachelor of Arts in Communications

Students in the undergraduate major in Communications have an opportunity to develop a practical and theoretical understanding of the processes and impact of communications and media on individuals, groups and society. They are provided with opportunities to learn about speech communication, journalism, public relations, TV/video production, and multimedia communications.

In addition to a common core of communication courses, students majoring in Communications may choose a sequence of courses in journalism, multimedia communications, public relations, speech communication, and TV/video production. Each sequence includes practical skills as well as the general understanding necessary for career development. The degree program focuses on human values and the ethical considerations within communications. To gain real world experience, students may apply for internships in commercial and not-for-profit organizations, as well as Chicago area media, or in the university's Communications Services center that does commercial production of teleconferences, teleclasses, and telecourses.

Graduates of the program work in career areas such as advertising, consulting, customer service, sales, human resources and training, media management, media writing, public affairs, and TV production/directing in network and cable systems. The university has full access to the Internet/WWW and is globally connected through a satellite uplink.

#### Degree Requirements

Students must meet all university requirements for a bachelor's degree. In addition, students must maintain a grade of "C" or better in all required Communications courses.

- I. **General Education Requirement**  
 See front of catalog for General Education Requirements.
- II. **Required Courses (28 Hours)**  
 The following courses should be taken at the lower-division level:
  - Communication Skills (including speech, TV production, and media writing) ..... 6
 The following courses can be taken at either the lower-division or upper-division level:
  - COMS 310 Concept of Human Communication ..... 3
  - MCOM420 Media and Society ..... 3
 The following courses must be taken at the upper-division level:
  - COMS 300 Introduction to Communications ..... 1
  - COMS 420 Communication Research ..... 3
  - COMS 561 Technology and Human Communication ..... 3
  - MCOM468 Senior Seminar ..... 3
  - MCOM511 Communication Ethics ..... 3

**Advanced Writing choose from:**

ENGL 525 Advanced Writing ..... 3  
 MCOM450 Writing for Print Media ..... 3

**III. Communications Sequences (14-22 Hours)**

*Select one of the following five sequences:*

**Journalism Selective Courses (14-16 Hours)**

MCOM450 Writing for Print Media ..... 3  
 MCOM480 Internship: . . . ..... 2-4

*Select one of the following:*

MCOM510 Theory and History of a Free Press ..... 3  
 MCOM512 Media Communications Law ..... 3

*Select two of the following:*

MCOM550 Newswriting and Reporting ..... 3  
 MCOM555 Broadcast Journalism ..... 3  
 MCOM570 Media Workshop: . . . ..... 1-4

**TV/Video Production Selective Courses (14-22 Hours)**

MCOM440 Television Production ..... 4  
 MCOM480 Internship: . . . ..... 2-4

*Select one of the following:*

MCOM565 Broadcasting in America ..... 3  
 MCOM566 Broadcast Programming History ..... 3

*Select one of the following:*

MCOM510 Theory and History of a Free Press ..... 3  
 MCOM512 Media Communications Law ..... 3

*Select two of the following:*

MCOM520 Audio Production ..... 4  
 MCOM534 Video Production Editing ..... 3  
 MCOM535 Television: Remote Techniques ..... 3  
 MCOM539 Advanced Television Production ..... 4  
 MCOM546 Advanced Video Editing ..... 3

**Public Relations Selective Courses (17-19 Hours)**

MCOM551 Introduction to Public Relations ..... 3  
 MCOM450 Writing for Print Media ..... 3  
 MCOM480 Internship: . . . ..... 2-4

*Select one of the following:*

MCOM510 Theory and History of a Free Press ..... 3  
 MCOM512 Media Communications Law ..... 3

*Select two courses from the following:*

MCOM552 Public Relations Case Studies ..... 3  
 COMS 550 Public Relations ..... 3  
 COMS 552 Communicating with Clients and Customers ..... 3

**Speech Communications Selective Courses (15 Hours)**

COMS 330 Interpersonal Skills ..... 3  
 COMS 450 Corporate and Community Communication Systems ..... 3  
 COMS 533 Group Communication ..... 3  
 COMS 540 Intercultural Communication ..... 3

*Select one of the following:*

COMS 435 Persuasive Speaking ..... 3  
 COMS 535 Debate and Public Advocacy ..... 3

**Multimedia Communications Selective Courses (18-21 Hours)**

MCOM440 Television Production ..... 4  
 MCOM480 Internship: . . . ..... 2-4  
 MCOM534 Video Production Editing ..... 3  
 MCOM570 Media Workshop ..... 3

*Select two courses from the following:*

MCOM520 Audio Production ..... 4  
 MCOM535 Television: Remote Techniques ..... 3  
 MCOM546 Advanced Video Editing ..... 3  
 MIS 440 Telecommunications and Distributed Data Systems ..... 3  
 HP&T 520 Training Product Design ..... 3  
 ART 544 Digital Photographic Imaging ..... 3  
 ART 546 Advanced Electronic Software Workshop ..... 1

**IV. Communications Electives (6-9 Hours)**

*Select six to nine hours of communications courses with advisor approval.*

**V. Electives (65-72 Hours)**

May include credit hours needed to meet General Education Requirements.

**VI. Total - 120 Hours**

**Speech-Communications Minor**

An undergraduate minor in Speech-Communications is offered for students majoring in other fields. This minor is particularly appropriate for those students who anticipate significant use of communications skills in their chosen field and who wish to develop additional marketable skills.

**Requirements for the Minor**

COMS 310 Concept of Human Communication ..... 3  
 COMS 330 Interpersonal Skills ..... 3  
 COMS 435 Persuasive Speaking ..... 3  
 Nine hours from communication courses 500-level or below ..... 9

**Total -18 Hours**

## Bachelor of Arts in 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 of the B.A. in Criminal Justice 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; 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.

This major examines the various aspects of criminal justice from a broad perspective developed primarily from the social sciences. In this process, emphasis is placed on critical thinking, particularly in analyzing current problems, completing an internship, and carrying out a research project. Special attention also is given to the role of cultural similarities and differences as they manifest themselves in the area of criminal justice. Graduates of the program will have the theoretical background for pursuing graduate work in several of the social sciences or professional education in areas such as law and will have the practical skills that are in high demand in the justice related professions.

### Degree Requirements

Students must meet all university requirements for a bachelor's degree. In addition, students must earn a minimum grade of "C" in all the upper-division Criminal Justice core courses at Governors State University.

- I. **General Education Requirement**  
See front of catalog for General Education Requirements.
- II. **Required Courses (69 Hours)**  
The following courses should be taken at either the lower- or upper-division level:
  - Computer Applications (Equivalent to CPSC305) ..... 3
  - \*Psychology ..... 3
  - \*Ethics ..... 3
  - \*Sociology ..... 3
  - \*Interpersonal Communication ..... 3
  - \*Non-Western Culture ..... 3

CJUS 310 Criminal Justice Organization and Process .....	3
CJUS 320 Correctional Process .....	3
CJUS 330 Juvenile Justice .....	3
CJUS 345 Crime Causation Theories and Social Control.....	3
CJUS 355 Law Enforcement and the Community .....	3
CJUS 360 Criminal Law and Procedure .....	3

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

CJUS 390 Junior Seminar .....	1
CJUS 410 Contemporary Issues in Justice Systems .....	3
CJUS 415 Justice System Research Design .....	3
CJUS 420 Correctional Policy and Practice .....	3
CJUS 430 Critical Issues in Juvenile Justice .....	3
CJUS 445 White Collar Crime .....	3
CJUS 453 Computer Applications in Criminal Justice .....	3
CJUS 455 Computer Security, Law, and Justice .....	3
CJUS 460 Judicial Process and Constitutional Issues in Criminal Justice .....	3
CJUS 475 Justice Systems Planning .....	3
CJUS 480 Internship: . . . ..	3
CJUS 490 Senior Seminar .....	2

\*Can be used for General Education Requirements.

### III. Electives (51 Hours)

May include credit hours needed to meet General Education Requirements.

### IV. Total - 120 Hours

NOTE: Students in this major are encouraged to complete a minor in Addictions Studies, Business and Administration, Psychology, or another field that complements their degree and career objectives.

## Criminal Justice Minor

### Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

1. complete a minimum of nine hours of course work at Governors State University from the list of core courses (CJUS410, CJUS415, CJUS420, CJUS430, CJUS445, CJUS453, CJUS455, CJUS460, CJUS475); and
2. submit up to nine hours of transfer courses to the advisor for the minor for approval by the end of the first week of the trimester of intended graduation from the list of IAI equivalent transfer courses (CRJ910, CRJ911, CRJ912, CRJ913, CRJ914).

**Total - 18 Hours**

## Bachelor of Arts in English

The undergraduate major in English offers students a strong academic background in English studies—the creative analysis of literature and extensive practice in the process of writing that will enable them to analyze, understand, and appreciate the diversity of the human experience and to meet controversy and challenge in appropriate, practical, and intellectually satisfying ways. Additionally, as a program that is foundational to the university's commitment to adult education and lifelong learning, it meets a continually increasing demand nationally and locally for liberally educated individuals in any discipline.

Within this major, students may pursue course work in language, literature, composition, and related studies in the humanities. The curriculum emphasizes a variety of approaches to an expanded literary tradition and relates the works studied to social, political, and historical contexts. In pursuit of the program goals, the student acquires the necessary knowledge and skills of creative analysis and expression (written and oral) that mark the liberally educated person, one who is prepared to meet the practical and analytical challenges of virtually any profession.

In addition, the undergraduate major in English with a concentration in English Teacher Education prepares students to meet the specific needs and challenges of teaching English in the secondary classroom.

### Degree Requirements

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

**I. General Education Requirement**  
See front of catalog for General Education Requirements.

**II. Required Courses (45 Hours)**  
The following courses can be taken at either the lower-division or upper-division level:

American Literature I & II .....	6
English Literature I & II .....	6
ENGL 315 Studies in Mythology .....	3

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

ENGL 501 Introduction to Linguistics .....	3
ENGL 510 Major English Authors: . . . ..	3
ENGL 515 Major Black Authors: . . . ..	3
ENGL 520 Major American Authors: . . . ..	3
ENGL 524 Contemporary American Literature .....	3
ENGL 540 Bible as Literature in Social Context .....	3
ENGL 542 Literary Criticism .....	3
ENGL 551 Shakespeare's Plays .....	3
ENGL 570 Rhetorical Theory and Practice .....	3
PHIL 542 Advanced Ethics: Theory and Practice ....	3

**III. Electives (75 Hours)**  
May include credit hours needed to meet General Education Requirements.

**IV. Total - 120 Hours**

## Bachelor of Arts in English with a Teacher Education Sequence

In addition to offering students a strong academic background in English studies, the undergraduate major in English with a teacher education sequence offers students the knowledge and skills found in the liberally educated person who is interested in a career in teaching English at the secondary level.

### Teacher Certification

This program is approved by the Illinois State Board of Education and leads to the Initial High School Certificate in English. Students who major in English with a concentration in Secondary Education may obtain an endorsement that prepares them for teaching in the middle school. Students choosing to pursue middle school endorsement must take three (3) hours in the Psychology of Early Adolescent Development and three (3) hours in Curriculum Instruction and Methods related to the middle school. Students should contact the Office of Secondary Education for specific course numbers.

### Admission to English Teacher Education

In addition to meeting all university admissions requirements for undergraduate students, applicants must meet the following requirements to continue in the program::

1. have a cumulative average GPA of 2.5 in all undergraduate work;
2. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to pursue this program;
3. submit evidence of having passed the Basic Skills Test of the Illinois Certification System;
4. submit scores from the Academic Profile Test;
5. complete EDUC310 (Foundations of Education, or equivalent) with a grade of "B" or better.

## Admission to Student Teaching

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

1. completed at least 42 hours of General Education Requirements with a GPA of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except EDUC499, including 100 clock-hours of field experience with a GPA of 3.0 or higher, completing all courses with a grade of "C" or better;
3. must have no more than six hours remaining to be completed in the major, with a GPA of 3.0 or higher, completing all courses with a grade of "C" or better; and
4. met all state requirements applicable to areas of student teaching assignments as outlines in the "Illinois Program for Evaluation, Supervision, and Recognition of Schools, Part I, Subject G: Staff Qualifications."

## Degree Requirements

Students must meet all university requirements for a bachelor's degree, except students must complete the General Education Requirement for Teacher Certification, Initial High School Certificate below instead of the University General Education Requirement.

In addition, students must:

1. complete all requirements for admission to EDUC499, Student Teaching;
2. earn a grade of "C" or better in EDUC499, Student Teaching;
3. provide evidence of successful completion of Illinois and U.S. Constitution examinations;
4. provide evidence of completion of Illinois State Teacher Certification examinations; and
5. meet any additional requirements listed in the "Teacher Certification" section of this catalog.

## I. General Education Requirement for Teacher Certification, Initial High School Certificate, English (41 Hours)

The following courses can be taken at either the lower-division or upper-division level and must include at least one three-hour course in non-Western or third world cultures:

Written Communication .....	6
Oral Communication .....	3
Mathematics .....	3
Biological and Physical Science (including one laboratory course) .....	9
American History .....	3
English, Foreign Language, Art, Music, Theater, History and/or Philosophy .....	6
U.S. Government .....	3
Introduction to Psychology .....	3
Political Science, Anthropology, Cultural Geography, Economics, Psychology, and/or Sociology .....	3
Health .....	2

## II. English Core (45 Hours)

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

English Literature I .....	3
English Literature II .....	3
Studies in Mythology .....	3
American Literature I .....	3
American Literature II .....	3

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

ENGL 501 Introduction to Linguistics .....	3
ENGL 505 Modern English Grammar .....	3
ENGL 510 Major English Authors: . . .	3
ENGL 515 Major Black Authors: . . .	3
ENGL 520 Major American Authors: . . .	3
ENGL 524 Contemporary American Literature .....	3
ENGL 533 Literature for Young Adult Readers .....	3
ENGL 540 Bible As Literature in Social Context .....	3
ENGL 551 Shakespeare's Plays .....	3
ENGL 570 Rhetorical Theory and Practice .....	3

## III. Professional Education (24 Hours)

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

EDUC 310 Foundations of Education .....	3
PSYC 320 Educational Psychology .....	3
SPED 510 Survey of Students with Exceptionalities .....	3

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

EDUC 465 Methods of Teaching English .....	3
EDUC 499 Student Teaching .....	9
EDUC 520 Developmental Reading in Middle and Secondary Schools .....	3

## IV. Electives/Selectives (10 Hours)

## V. Total - 120 Hours



## English Minor

An undergraduate minor in English is offered to students who wish to supplement their preparation in a major discipline with a substantial amount of course work in English. A minor in English will generally enhance the prospects of students for employment and for admission to graduate or professional study.

### Requirement for the Minor

Students must meet all university requirements for a minor. In addition, students must:

1. complete at least four courses at the upper-division level; and
2. contact the advisor regarding the requirements listed below; and
3. submit transfer courses to the advisor for approval of the minor by the first week of the trimester of intended graduation.

#### I. Requirement Courses (18 Hours)

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

ENGL 311 English Literature I .....	3
ENGL 312 English Literature II .....	3
ENGL 321 American Literature I .....	3
ENGL 322 American Literature II .....	3

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

ENGL 501 Introduction to Linguistics .....	3
ENGL 551 Shakespeare's Plays .....	3

#### II. Selectives (6 Hours)

Select six hours (two courses) from the following upper-division courses:

ENGL 510 Major English Authors: . . .	3
ENGL 515 Major Black Authors: . . .	3
ENGL 520 Major American Authors: . . .	3
ENGL 524 Contemporary American Literature .....	3

#### III. Total - 24 Hours

## Bachelor of Arts in Integrative Studies

The Integrative Studies program provides an opportunity for students to obtain a broadly based education and forge relationships among the elements of their educational experience. It provides bridges among elements in the undergraduate learning experience by emphasizing multiple perspectives and comparative, global, interdisciplinary, and intercultural forms of learning. This program is on the leading edge of undergraduate education, reflecting the interconnections of fields of knowledge and learning in our contemporary world.

Students experience a special program of learning fundamentals for life and work in a variety of coexistent contexts. The program integrates forms of learning and disciplines with creative, learner-centered, and interactive instruction. The curriculum is organized around a core of courses which emphasize the interconnections between theory and implementation, values and knowledge, and experiment and evidence made available by discoveries in the arts, humanities, sciences, ethnic and gender studies, and professional studies.

Core courses are scheduled in a two-year sequence structured to provide a solid, interdisciplinary educational foundation in the arts and sciences and professional studies, culminating with a senior thesis or project devised by the learner in collaboration with faculty from the appropriate disciplines or areas of study.

A central goal of the Integrative Studies program is the teaching of concepts and techniques which generate new knowledge, with learners and faculty from a variety of disciplines collaborating in educational contexts. Up-to-date computing and communication technologies are employed to facilitate individual and group instruction and to give each learner experience in utilizing these new tools for both personal and career advancement. Opportunities for interaction with leaders in a wide variety of fields provide students with a broadly-based understanding of the changing world. Students also have the opportunity to become involved in activities which provide positive change for their local communities.

As a declared major, the curriculum is appropriate for individuals who have a strong interest in achieving an integrated education in the arts and sciences. The structure of the Integrative Studies major also effectively prepares learners for graduate level work in multiple disciplines, offering excellent preparation for academic or professional directions such as law, business, education, public administration, policy studies, or international studies.

- I. Lower-Division Course Work (60)
- II. Required Courses (42 Hours)
  - INST 300 Approaches and Interconnections: Scientific Research and Knowledge Production ..... 3
  - INST 310 Perspectives on the Physical and Natural Sciences..... 3
  - INST 320 Humanity and Human Dynamics: A Comparative Study ..... 3
  - INST 330 The Measure of Knowledge: Quantitative Research Methods ..... 3
  - INST 340 New Technology and Us ..... 3
  - INST 350 Literature of the Environment ..... 3
  - INST 360 Examining the Barriers: Studies in Race, Class, and Gender ..... 3
  - INST 370 Environmental Studies: A Case Studies Approach ..... 3
  - INST 400 Computer-Assisted Applications for Problem Solving ..... 3
  - INST 410 Worlds of Art ..... 3
  - INST 485 Senior Project Development ..... 3
  - INST 420 Communication Technology and Culture ..... 3
  - INST 430 Global Political Transformation and Economic Integration ..... 3
  - INST 490 Senior Project ..... 3
- III. Electives/Minor (18)
  - Recommended Electives
  - INST 305 Research Skills Across the Disciplines .... 3
  - INST 501 Cultural Diversity: . . . . . 3
- IV. Total Hours - 120

## Integrative Studies Minor

An undergraduate minor in Integrative Studies is offered to students majoring in other fields who wish to supplement their preparation in a major discipline with a substantial amount of course work in integrative studies. This minor is valuable for those students who like to acquire multiple perspectives, interdisciplinary, and intercultural forms of learning. A minor in this area can assist those students who wish to find employment opportunities in law, business, education, public administration, policy studies, or international studies. Students must meet all university requirements for a minor.

In addition, students must:

1. have earned a 2.0 average in the cumulative GPA;
2. complete at least one course at the upper-division level; and
3. submit transfer courses to the advisor for the minor for approval by the first week of the trimester of intended graduation.

### Required Courses (3 Hours)

Students must take:

- INST 300 Approaches and Interconnections: Scientific Research and Knowledge Production (3)

### Selective Courses I (15 Hours)

Students need to select one course from each of the five areas:

#### Area I: Humanities (3 Hours)

- INST 350 Literature of the Environment (3)
- INST 395 Special Topics: . . . (3)
- INST 410 World of Arts (3)

#### Area II: Social Sciences (3 Hours)

- INST 320 Humanity and Human Dynamics: A Comparative Study (3)
- INST 360 Examining the Barriers: Studies in Race, Class, and Gender (3)
- INST 395 Special Topics: . . . (3)
- INST 430 Global Political Transformation and Economic Integration (3)

#### Area III: Sciences (3 Hours)

- INST 310 Perspectives on the Physical and Natural Sciences (3)
- INST 370 Environmental Studies: A Case Studies Approach (3)
- INST 395 Special Topics: . . . (3)

#### Area IV: Research (3 Hours)

- INST 330 The Measure of Knowledge: Quantitative Research Methods (3)
- INST 395 Special Topics: . . . (3)
- INST 400 Computer-Assisted Applications for Problem Solving (3)

#### Area V: Technology (3 Hours)

- INST 340 New Technology and Us (3)
- INST 420 Communication Technology and Culture (3)

### Selective Courses II (3 Hours)

This selective is designed for students to focus in a particular area. Students can select one course from any of the five areas above that has not already been used to fulfill the Selective Courses I requirement.

### Selective Courses III (9 Hours)

#### Area VI: Languages

Select 9 Hours from one language area:

- ICS 425 Spanish Language and Culture I (3)
- ICS 426 Spanish Language and Culture II (3)
- ICS 427 Spanish Language and Culture III (3)
- ICS 435 Japanese Language and Culture I (3)
- ICS 436 Japanese Language and Culture II (3)
- ICS 437 Japanese Language and Culture III (3)
- ICS 440 Chinese Language and Culture I (3)
- ICS 441 Chinese Language and Culture II (3)
- ICS 442 Chinese Language and Culture III (3)

**Total - 30 Hours**

## Mathematics Minor

An undergraduate minor in Mathematics is offered to students who wish to supplement their preparation in a major discipline with a substantial amount of course work in mathematics. It is especially appropriate for students who would like to develop additional quantitative and qualitative reasoning skills. Depending on the student's major, a minor in Mathematics will generally enhance the individual's prospects for employment and for graduate or professional study.

### Requirements for the Minor

Students must meet all university requirements for a minor, including completion of at least one half the required courses at Governors State. Students pursuing a Mathematics minor at Governors State should not take MATH 355 as part of the calculus requirement. A full Calculus I and Calculus II sequence is needed to meet the calculus requirement for the minor. Governors State does not offer a Calculus I and Calculus II sequence; however, the courses are sometimes available at Governors State in the interactive classroom.

Students planning to complete a minor in Mathematics must meet with the advisor in the Science Division to develop a study plan for the minor. As part of this process, students must submit transfer courses for approval. A copy of the study plan must be included with the request for graduation.

#### I. Required Courses (14 Hours)

The following courses must be taken at the lower-division level:  
 Calculus I & II ..... 8

The following courses can be taken at either the lower-division or upper-division level:  
 MATH 340 Discrete Mathematics ..... 3  
 MATH 440 Linear Algebra ..... 3

#### II. Selectives (9 Hours)

The following courses must be taken at the upper-division level:  
*Select nine hours from the following:*  
 MATH 330 Geometry (3)  
 MATH 455 Differential Equations (3)  
 MATH 460 Modern Algebra (3)  
 MATH 465 Number Theory (3)  
 Other upper-division level mathematics courses may be accepted in this category at the discretion of the advisor for the minor.

#### III. Total - 23 Hours

## Bachelor of Arts in Social Sciences

Students who major in Social Sciences at the undergraduate level are exposed to an interdisciplinary curriculum of courses in the social sciences, e.g., anthropology/sociology, applied economics, history, and political science. Emphasis is given to the common interdisciplinary pursuit of critical thinking as it is applied to the analysis of social problems. Special attention also is given to the study of cultural similarities and differences which define the human experience. Graduates of the program, depending upon their career goals and objectives, will have the theoretical understanding for graduate work in the social science disciplines and the practical skills that are highly in demand in government, public service, education, industry, and business.

A bachelor of arts in Social Sciences provides a strong background for students who are interested in the master of arts in Political and Justice Studies at GSU.

It is recommended that students obtain a Social Science based preparatory curriculum as required by the general education requirements. It is further recommended that students complete introductory courses in anthropology, economics, political science, sociology, and international relations. In lieu of this, students should seek their advisor's assistance to find the appropriate courses to fulfill this requirement.

### Degree Requirements

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

**I. General Education Requirement**  
 See front of catalog for General Education Requirements.

**II. Required Courses (42 Hours)**  
**A. Foundations Core (21 Hours)**  
 ANTH 310 Trends in Cross-Cultural Analysis ..... 3  
 SOSC 325 International Political Economy ..... 3  
 POLS 505 Principles and Theories in Political Studies ..... 3  
 SOC 301 Studies in American Society ..... 3  
 POLS 311 Transformation of the Global System ..... 3

**U.S. History and Society**  
 HIST 310 U.S. Economic History ..... 3  
 HIST 516 Issues in Modern U.S. History: . . . ..... 3

**B. International/Intercultural Applications (9 Hours)**  
 HIST 570 World History: Concepts and Interpretations ..... 3  
 ICS 547 Human Geography: Nature, Culture, Time, and Space ..... 3

Select one of the following history courses:

- HIST 505 Modern African History (3)
- HIST 530 Modern Middle Eastern History (3)
- HIST 534 Modern Chinese History (3)
- HIST 542 Caribbean History (3)
- HIST 547 Latin American History (3)
- HIST 565 Modern European History (3)

**C. Research Methods and Skills (9 Hours)**

- SOSC 450 Research Methods in the Social Sciences ..... 3
- SOSC 500 Methods and Skills in Cross-Cultural Understanding ..... 3
- SOSC 560 Computer Applications in Social Science Research ..... 3

**D. Capstone Course (3 Hours)**

- SOSC 570 Senior Seminar: Values, Technology and Social Change ..... 3

Note: Several courses in the program are currently being developed for delivery via the Internet.

**III. Career Selectives (24 Hours)**

Students, with the assistance of their advisor, will select an additional 24 hours of upper-division courses in the social sciences, policy studies, language, or a relevant field, with the degree of generalization and specialization that best suits their personal and professional goals.

*Selections may be taken from the following courses:*

- ANTH 410 Urban Anthropology (3)
- ECON 533 Economic Development in Latin America (3)
- HIST 500 Beyond the Dream: Current Black Social Issues (3)
- HIST 505 Modern African History (3)
- HIST 520 American Urban History (3)
- HIST 530 Modern Middle Eastern History (3)
- HIST 534 Modern Chinese History (3)
- HIST 540 Black Experience in the U.S. (3)
- HIST 542 Caribbean History (3)
- HIST 547 Latin American History (3)
- HIST 565 Modern European History (1-3)
- ICS 425 Spanish Language and Culture I (3)
- ICS 435 Japanese Language and Culture I (3)
- ICS 440 Chinese Language and Culture I (3)
- ICS 530 Third World Conference: . . . (3)
- ICS 532 African Politics (3)
- ICS 540 Hispanic Experience in the U.S. (3)
- ICS 575 Latin America: Culture and Society (3)
- INST 320 Humanity and Human Dynamics: A Comparative Study (3)
- INST 360 Examining the Barriers: Studies in Race, Class, and Gender (3)
- INST 440 Nations and Migrations in the Atlantic World (3)
- POLS 310 International Organization (3)
- POLS 320 Local Governmental Systems (3)
- POLS 440 Constitutional Law: Civil Liberties (3)
- POLS 540 Political Economy of Urban Development (3)
- POLS 548 Politics of Latin America (3)
- SOC 525 Community Organization (3)

- SOCW 510 Social Welfare Policy: Issues and Processes (3)

- SOSC 501 Cultures of Labor in the Modern World (3)

- SOSC 530 Urban Studies: Introduction to the City (3)

- SOSC 575 Women and Social Action (3)

**IV. Electives (54 Hours)**

May include credit hours needed to meet General Education Requirements.

**V. Total - 120 Hours**

---



---

# COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

**William A. Nowlin, Dean**

The College of Business and Public Administration's primary mission is to deliver quality instruction which is accessible to a diverse student body, and to create a dynamic learning environment for students, faculty, staff, and the community.

Students will obtain the skills necessary for initial employment and career advancement in business, industry, and government, and the general knowledge expected of an educated person.

The college encourages students to make a commitment to lifelong learning and to understand that there are more questions than answers. With that in mind, the college will encourage scholarship and research by both faculty and students and will recognize scholarship and research as being inherently valuable activities.

The College of Business and Public Administration supports and encourages its faculty, students, and staff to make meaningful contributions as citizens, professionals, and scholars to the community external to the college.

In support of its mission, it is the goal of the College of Business and Public Administration to meet the diverse educational needs of students and society by providing:

- Flexible instructional and scheduling alternatives
- Contemporary business and educational technologies and instruction which imparts current practice
- Content which is consistent with the needs and standards of business, industry, government, and community organizations which employ our graduates
- Strong theoretical foundations in knowledge of the field, with development and application of practical skills, supported by liberal learning
- Instruction which is challenging, engaging, and rewarding
- Valuable knowledge obtained through research and scholarship.

The College of Business and Public Administration has designed its undergraduate majors to prepare students for careers in business, government, and industry. Because all the functions of a complex business or government organization are interrelated, students are required to be familiar with the functional areas of administration.

The majors are designed with the understanding that students enrolled in the college are pursuing manage-

ment degrees for careers in the public or private sector. Accordingly, the college offers rigorous programs of study which challenge students and provide them with the preparation to assume positions of leadership and responsibility. To this end, the college emphasizes clearly defined instructional methods and curricula that reflect the growing sophistication of modern management techniques.

All of the college's business programs are fully accredited by the Association of Collegiate Business Schools and Programs.

"IAI" course designations refer to the statewide Illinois Articulation Initiative discussed on page 15 of this catalog and found at Website [www.itransfer.org](http://www.itransfer.org).

---

## Undergraduate Programs

Accounting (B.S.)

Business and Administration (B.A.)

*Finance*

*Human Resource Management*

*International Business*

*Management*

*Management Information Systems*

*Marketing*

*Operations Management*

*Public Administration*

Business and Technology (B.A.)

Management Information Systems (B.S.)

**Minors**

*Accounting*

*Business and Administration*

*Finance*

*Management*

*Management Information Systems*

*Marketing*

*Public Administration*

## Faculty of the College of Business and Public Administration

---

### Division of Accounting/Finance/Management Information Systems

Richard Finkley, Chairperson  
 Anthony Andrews  
 Alan Chmura  
 Dalsang Chung  
 Gary Cook  
 David Gordon  
 Brad Johnson  
 Dale Max  
 Margaret Neumann  
 Aida Shekib  
 Mary Washington

### Division of Management/Administrative Sciences/Marketing/Public Administration

Akkanad Isaac, Chairperson  
 Constance Cook  
 Lowell Culver  
 David Curtis  
 Robert Donaldson  
 Christopher Anne Easley  
 Edna Fry  
 Efraim Gil  
 Marsha Katz  
 Zafar Malik  
 Charles Olson  
 David Parmenter  
 Farouk Shaaban  
 Carl Stover  
 John Swain  
 William Toner  
 Richard Vorwerk  
 William Wilkinson  
 Jun Zhao

## Announcements

---

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

## DEGREE REQUIREMENTS FOR UNDERGRADUATE PROGRAMS

---

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

The university and the college acknowledge the transferability of the statewide Illinois Articulation Initiative General Education Core Curriculum. In addition, certain courses required to meet specific collegial degree requirements may be recognized as transferable from two-year and other colleges under the IAI. To determine the transferability of specific courses, students should consult their transfer advisor, the College of Business and Public Administration Academic Advising Office, or the IAI transfer Website <http://www.itransfer.org>.

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

1. All students must have a signed study plan completed in the CBPA Academic Advising Office during the first trimester of enrollment in the degree program.
2. Students must take and pass a proficiency examination in intermediate algebra. This examination is required in addition to the university required proficiency tests. The university policy requires that students attempt the test prior to registering for a second term. No math courses are to be attempted until after proficiency has been demonstrated. Those students who are unsuccessful in passing the intermediate algebra examination may re-test once. Students who do not pass the second attempt will be required to enroll in a specified math course. The math proficiency requirement must be satisfied (by testing or by course completion) before enrollment beyond 21 hours. Since this requirement can impact on an individual's enrollment and financial aid plans, it is necessary to address the requirement immediately.
3. A minimum of 30 credit hours must be completed in course work at Governors State University.
4. Only credits earned with a grade of "C" or better in transfer course work can be applied toward degree requirements.
5. The total number of credits applied toward degree requirements earned in independent studies, internships, and practica cannot exceed six hours, unless approved by the dean.
6. A student who has enrolled in the same course three times without receiving a passing grade must receive permission from the dean to register for that class a fourth time.

7. Students in the College of Business and Public Administration must complete each of their concentration courses (or accounting core/selectives) with a grade of "C" or better to be eligible for graduation.
8. All electives which may be applied to a degree must be approved by the dean or designee.
9. A maximum of six credit-hours of graduate course work earned in the last trimester of an undergraduate program, and prior to official acceptance in the graduate program, may be applied toward graduate requirements, with permission of the division chairperson and the dean.
10. Students in business degree programs may be required to take a standardized assessment test in business during the final trimester of their program.

Requirements for specific degree programs follow.

## **Bachelor of Science in Accounting**

The Bachelor of Science in Accounting degree program is designed to provide students with the basic body of knowledge, skills, and attitudes needed to enter the accounting profession (public, government, or business and industry).

Students planning to obtain the CPA certificate must complete 150 credit hours and are encouraged to complete the coordinated 150 hour B.S. and M.S. in Accounting. See the relevant section of this catalog for more information on the Master of Science in Accounting program.

### **Degree Requirements**

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

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

- I. **General Education Courses (48 Hours)**  
This includes the following program requirements:
  - College Algebra or Finite Math (IAI M1 906) ..... 3
  - Calculus ..... 3
  - ECON 301 Principles of Microeconomics ..... 3
  - ECON 302 Principles of Macroeconomics ..... 3
  - STAT 361 Statistics for Management I ..... 3

- II. **Business Core Courses (30 Hours)**
  - ACCT 301 Financial Accounting ..... 3
  - ACCT 302 Managerial Accounting ..... 3
  - BLAW 325 Business Law I ..... 3
  - BLAW326 Business Law II ..... 3
  - FIN 301 Principles of Financial Management ..... 3
  - MGMT301 Introduction to Management Strategies ..... 3

*Select either of the following two courses:*

- MGMT340 Production and Operations Management . 3  
or
- MGMT401 Organizational Behavior ..... 3
- MGMT360 Business Communications ..... 3
- MGMT469 Business Policy ..... 3
- MKTG301 Introduction to Marketing Management ..... 3

- III. **Accounting Core Courses (21 Hours)**
  - ACCT 331 Cost Accounting I ..... 3
  - ACCT 351 Intermediate Accounting I ..... 3
  - ACCT 352 Intermediate Accounting II ..... 3
  - ACCT 353 Intermediate Accounting III ..... 3
  - ACCT 421 Tax Accounting I ..... 3
  - ACCT 440 Audit Concepts and Standards ..... 3
  - ACCT 452 Accounting Information Systems ..... 3

- IV. **Accounting Selectives (6 Hours)**  
*Select two of the following courses:*
  - ACCT 332 Cost Accounting II ..... 3
  - ACCT 410 Advanced Accounting ..... 3
  - ACCT 422 Tax Accounting II ..... 3
  - ACCT 423 Taxation of Gifts, Trusts, and Estates ..... 3
  - ACCT 430 Accounting and Computer Integration ..... 3
  - ACCT 431 Accounting and Computer Integration, Advanced ..... 3
  - ACCT 441 Advanced Auditing Concepts and Standards ..... 3
  - ACCT 456 International Accounting ..... 3
  - ACCT 480 Internship: . . . ..... 3

- V. **Electives (15 Hours)**

- VI. **Total - 120 Hours**  
NOTE: Students preparing for professional certifications should choose electives as follows:  
C.I.A. Examination - ACCT441 is recommended.  
C.M.A. Examination - ACCT332, ECON420, and MGMT340 are recommended.  
C.P.A. Examination - ACCT422, ACCT410, and ACCT441 are recommended.

## Bachelor of Arts in Business and Administration with a Finance Concentration

The undergraduate major in Business and Administration with a finance concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of finance.

### Degree Requirements

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

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

#### I. General Education Requirement (48 Hours)

NOTE: This includes the following program requirements:

College Algebra or Finite Math (IAI M1 906).....	3
Calculus .....	3

ECON 301 Principles of Microeconomics.....	3
ECON 302 Principles of Macroeconomics .....	3
MIS 301 Basics of Information Technology .....	3
STAT 361 Statistics for Management I .....	3
STAT 362 Statistics for Management II .....	3

#### II. Program Requirements (36 Hours)

ACCT 301 Financial Accounting .....	3
ACCT 302 Managerial Accounting .....	3

Business Law Selective (3 Hours):

Select one of the following two courses:

BLAW 320 Legal Environment of Administration .....	3
or	
BLAW 325 Business Law I .....	3

ECON 420 Managerial Economics: The Economics of the Firm .....	3
-------------------------------------------------------------------	---

FIN 301 Principles of Financial Management .....	3
MGMT301 Introduction to Management Strategies ... *	3
MGMT340 Production and Operations Management .	3
MGMT360 Business Communications .....	3
MGMT401 Organizational Behavior .....	3
MGMT469 Business Policy .....	3
MIS 370 Management Information Systems .....	3
MKTG301 Introduction to Marketing Management ..	3

#### III. Concentration Courses (15 Hours)

FIN 420 Advanced Corporate Finance .....	3
FIN 455 Financial Institutions and Markets .....	3
FIN 460 Investments .....	3
Select two of the following:	
FIN 425 International Financial Management .....	3
FIN 436 Financial Options and Futures .....	3
FIN 440 Insurance and Risk Management .....	3
FIN 465 Advanced Investments .....	3

#### IV. Electives (21 Hours)

#### V. Total - 120 Hours

\*Students who have taken a similar course must take MGMT410, International Business, in place of this course.

## Bachelor of Arts in Business and Administration with a Human Resource Management Concentration

The undergraduate major in Business and Administration with a human resource management concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of the management of human resources.

### Degree Requirements

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

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

#### I. General Education Requirement (48 Hours)

NOTE: This includes the following program requirements:

College Algebra or Finite Math (IAI M1 906) .....	3
Calculus .....	3

ECON 301 Principles of Microeconomics .....	3
ECON 302 Principles of Macroeconomics .....	3
MIS 301 Basics of Information Technology .....	3
STAT 361 Statistics for Management I .....	3
STAT 362 Statistics for Management II .....	3

#### II. Program Requirements (36 Hours)

ACCT 301 Financial Accounting .....	3
ACCT 302 Managerial Accounting .....	3

Business Law Selective (3 Hours):

Select one of the following two courses:

BLAW 320 Legal Environment of Administration .....	3
or	
BLAW325 Business Law I .....	3

ECON 420 Managerial Economics: The Economics of the Firm .....	3
-------------------------------------------------------------------	---

FIN 301 Principles of Financial Management .....	3
MGMT301 Introduction to Management Strategies ... *	3



MGMT340 Production and Operations Management . 3  
 MGMT360 Business Communications ..... 3  
 MGMT401 Organizational Behavior ..... 3  
 MGMT469 Business Policy ..... 3  
 MIS 370 Management Information Systems ..... 3  
 MKTG301 Introduction to Marketing Management .. 3

**III. Concentration Courses (15 Hours)**

MGMT320 Human Resource Management ..... 3  
 MGMT421 Labor Relations ..... 3  
 MGMT423 Compensation and Incentive Systems ..... 3  
 Select two of the following courses:  
 MGMT426 Human Resource Training and Management Development ..... 3  
 MGMT432 Quality Management ..... 3  
 MGMT550 Topics in Management: . . . ..... 3

**IV. Electives (21 Hours)**

**V. Total - 120 Hours**

\*Students who have taken a similar course must take MGMT410 International Business, in place of this course.

**Bachelor of Arts in Business and Administration with an International Business Concentration**

The undergraduate major in Business and Administration with an international business concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the dynamics of the international business community.

**Degree Requirements**

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

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

**I. General Education Requirement (48 Hours)**

NOTE: This includes the following program requirements:

College Algebra or Finite Math (IAI MI 906) ..... 3  
 Calculus ..... 3

ECON 301 Principles of Microeconomics ..... 3  
 ECON 302 Principles of Macroeconomics ..... 3  
 MIS 301 Basics of Information Technology ..... 3  
 STAT 361 Statistics for Management I ..... 3  
 STAT 362 Statistics for Management II ..... 3

**II. Program Requirements (36 Hours)**

ACCT 301 Financial Accounting ..... 3  
 ACCT 302 Managerial Accounting ..... 3

**Business Law Selective (3 Hours):**

Select one of the following two courses:

BLAW320 Legal Environment of Administration .... 3  
 or  
 BLAW 325 Business Law I ..... 3

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

ECON 420 Managerial Economics:  
 The Economics of the Firm ..... 3  
 FIN 301 Principles of Financial Management ..... 3  
 MGMT301 Introduction to Management Strategies ... 3 \*  
 MGMT340 Production and Operations Management . 3  
 MGMT360 Business Communications ..... 3  
 MGMT401 Organizational Behavior ..... 3  
 MGMT469 Business Policy ..... 3  
 MIS 370 Management Information Systems ..... 3  
 MKTG301 Introduction to Marketing Management .. 3

**III. Concentration Courses (18 Hours)**

ECON 430 International Trade and Commercial Policy ..... 3  
 FIN 425 International Financial Management ..... 3  
 COMS 540 Intercultural Communication ..... 3  
 MKTG445 International Marketing Strategies ..... 3  
 ACCT 456 International Accounting ..... 3  
 MGMT455 International Business Strategy and Technology Management ..... 3

Students should satisfy the requirement of competency in an approved foreign language, determined by having taken twelve credit hours at an accredited institution and/or by a full-time faculty, qualified in the language chosen.

It is also recommended that students undertake an international internship experience (MGMT480) with a domestic or foreign company doing international business. The assignment could be domestic or international in nature.

**IV. Electives (18 Hours)**

**V. Total - 120 Hours**

\*Students who have taken a similar course must take MGMT410, International Business, in place of this course.

## Bachelor of Arts in Business and Administration with a Management Concentration

The undergraduate major in Business and Administration with a management concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional areas of business.

### Degree Requirements

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

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

#### I. General Education Requirement (48 Hours)

NOTE: This includes the following program requirements:

College Algebra or Finite Math (IAI M1 906) .....	3
Calculus .....	3

ECON 301 Principles of Microeconomics .....	3
ECON 302 Principles of Macroeconomics .....	3
MIS 301 Basics of Information Technology .....	3
STAT 361 Statistics for Management I .....	3
STAT 362 Statistics for Management II .....	3

#### II. Program Requirements (36 Hours)

ACCT 301 Financial Accounting .....	3
ACCT 302 Managerial Accounting .....	3

Business Law Selective (3 Hours):

Select one of the following two courses:

BLAW 320 Legal Environment of Administration .....	3
or	
BLAW 325 Business Law I .....	3

ECON 420 Managerial Economics: The Economics of the Firm .....	3
-------------------------------------------------------------------	---

FIN 301 Principles of Financial Management .....	3
MGMT301 Introduction to Management Strategies ... *	3
MGMT340 Production and Operations Management ..	3
MGMT360 Business Communications .....	3
MGMT401 Organizational Behavior .....	3
MGMT469 Business Policy .....	3
MIS 370 Management Information Systems .....	3
MKTG301 Introduction to Marketing Management ..	3

#### III. Concentration Courses (15 Hours)

MGMT421 Labor Relations .....	3
MGMT432 Quality Management .....	3

Three courses from the college to be selected with an advisor .....

#### IV. Electives (21 Hours)

#### V. Total - 120 Hours

\*Students who have taken a similar course must take MGMT410, International Business, in place of this course.

## Bachelor of Arts in Business and Administration with a Management Information Systems Concentration

The undergraduate major in Business and Administration with a management information systems concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of management information systems.

### Degree Requirements

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

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

#### I. General Education Requirement (48 Hours)

NOTE: This includes the following program requirements:

College Algebra or Finite Math (IAI M1 906) .....	3
Calculus .....	3

ECON 301 Principles of Microeconomics .....	3
ECON 302 Principles of Macroeconomics .....	3
MIS 301 Basics of Information Technology .....	3
STAT 361 Statistics for Management I .....	3
STAT 362 Statistics for Management II .....	3

#### II. Program Requirements (36 Hours)

ACCT 301 Financial Accounting .....	3
ACCT 302 Managerial Accounting .....	3

Business Law Selective (3 Hours):

Select one of the following two courses:

BLAW 320 Legal Environment of Administration .....	3
or	
BLAW 325 Business Law I .....	3

ECON 420 Managerial Economics: The Economics of the Firm .....	3
-------------------------------------------------------------------	---

FIN 301 Principles of Financial Management .....	3
MGMT301 Introduction to Management Strategies ... *	3
MGMT340 Production and Operations Management ..	3
MGMT360 Business Communications .....	3
MGMT401 Organizational Behavior .....	3
MGMT469 Business Policy .....	3
MIS 370 Management Information Systems .....	3
MKTG301 Introduction to Marketing Management ..	3

#### III. Concentration Courses (18 Hours)

CPSC 351 Computer Programming: COBOL .....	3
or other high level computer language with division approval	

MIS 360 Microcomputer Development and Diagnosis .....	3
-------------------------------------------------------	---

MIS 401 Business Systems Analysis .....	3
-----------------------------------------	---

MIS 420 Business Information Retrieval and Database Management .....	3
----------------------------------------------------------------------	---

MIS 440 Telecommunications and Distributed Data Systems ..... 3  
 MIS 465 Information Systems Project Management ..... 3

IV. Electives (18 Hours)

V. Total - 120 Hours

\*Students who have taken a similar course must take MGMT410, International Business, in place of this course.

**Bachelor of Arts in Business and Administration with a Marketing Concentration**

The undergraduate major in Business and Administration with a marketing concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of marketing.

**Degree Requirements**

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

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

I. General Education Requirement (48 Hours)

NOTE: This includes the following program requirements:

College Algebra or Finite Math (IAI M1 906) ..... 3  
 Calculus ..... 3

ECON 301 Principles of Microeconomics ..... 3  
 ECON 302 Principles of Macroeconomics ..... 3  
 MIS 301 Basics of Information Technology ..... 3  
 STAT 361 Statistics for Management I ..... 3  
 STAT 362 Statistics for Management II ..... 3

II. Program Requirements (36 Hours)

ACCT 301 Financial Accounting ..... 3  
 ACCT 302 Managerial Accounting ..... 3

Business Law Selective (3 Hours):

Select one of the following two courses:

BLAW 320 Legal Environment of Administration ..... 3  
 or  
 BLAW325 Business Law I ..... 3

ECON 420 Managerial Economics:  
 The Economics of the Firm ..... 3

FIN 301 Principles of Financial Management ..... 3  
 MGMT301 Introduction to Management Strategies ... 3 \*  
 MGMT340 Production and Operations Management . 3  
 MGMT360 Business Communications ..... 3  
 MGMT401 Organizational Behavior ..... 3  
 MGMT469 Business Policy ..... 3  
 MIS 370 Management Information Systems ..... 3  
 MKTG301 Introduction to Marketing Management .. 3

III. Concentration Courses (15 Hours)

MKTG320 Consumer Behavior ..... 3  
 MKTG430 Managing Marketing Strategies ..... 3  
 MKTG440 Marketing Logistics and Distribution ..... 3  
 MKTG450 Promotional Strategies ..... 3  
 MKTG460 Marketing Research ..... 3

IV. Electives (21 Hours)

V. Total - 120 Hours

\*Students who have taken a similar course must take MGMT410, International Business, in place of this course.

**Bachelor of Arts in Business and Administration with an Operations Management Concentration**

The undergraduate major in Business and Administration with an operations management concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of production management.

**Degree Requirements**

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

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

I. General Education Requirement (48 Hours)

NOTE: This includes the following program requirements:

College Algebra or Finite Math (IAI M1 906) ..... 3  
 Calculus ..... 3

ECON 301 Principles of Microeconomics ..... 3  
 ECON 302 Principles of Macroeconomics ..... 3  
 MIS 301 Basics of Information Technology ..... 3  
 STAT 361 Statistics for Management I ..... 3  
 STAT 362 Statistics for Management II ..... 3

II. Program Requirements (36 Hours)

ACCT 301 Financial Accounting ..... 3  
 ACCT 302 Managerial Accounting ..... 3

Business Law Selective (3 Hours):

Select one of the following two courses:

BLAW 320 Legal Environment of Administration ..... 3  
 or  
 BLAW325 Business Law I ..... 3

ECON 420 Managerial Economics:  
 The Economics of the Firm ..... 3

FIN 301 Principles of Financial Management ..... 3  
 MGMT301 Introduction to Management Strategies ... 3 \*  
 MGMT340 Production and Operations Management . 3  
 MGMT360 Business Communications ..... 3  
 MGMT401 Organizational Behavior ..... 3  
 MGMT469 Business Policy ..... 3

MIS 370 Management Information Systems .....	3
MKTG301 Introduction to Marketing Management ..	3
<b>III. Concentration Courses (15 Hours)</b>	
MGMT404 Service Operations Management .....	3
MGMT421 Labor Relations .....	3
MGMT432 Quality Management .....	3
MGMT442 Supply Chain Management .....	3
MGMT443 Production and Inventory Control Systems .....	3
<b>IV. Electives (21 Hours)</b>	
<b>V. Total - 120 Hours</b>	
*Students who have taken a similar course must take MGMT410, International Business, in place of this course.	

## Bachelor of Arts in Business and Administration with a Public Administration Concentration

The undergraduate major in Business and Administration with a public administration concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional areas of public administration.

### Degree Requirements

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

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

<b>I. General Education Requirement (48 Hours)</b>	
NOTE: This includes the following program requirements:	
College Algebra or Finite Math (IAI M1 906) .....	3
Calculus .....	3
ECON 301 Principles of Microeconomics .....	3
ECON 302 Principles of Macroeconomics .....	3
MIS 301 Basics of Information Technology .....	3
STAT 361 Statistics for Management I .....	3
STAT 362 Statistics for Management II .....	3
<b>II. Program Requirements (36 Hours)</b>	
ACCT 301 Financial Accounting .....	3
ACCT 302 Managerial Accounting .....	3
<b>Business Law Selective (3 Hours):</b>	
<i>Select one of the following two courses:</i>	
BLAW 320 Legal Environment of Administration .....	3
or	
BLAW325 Business Law I .....	3
<b>ECON 420 Managerial Economics:</b>	
The Economics of the Firm .....	3
FIN 301 Principles of Financial Management .....	3
MGMT301 Introduction to Management Strategies ...	3 *

MGMT340 Production and Operations Management .	3
MGMT360 Business Communications .....	3
MGMT401 Organizational Behavior .....	3
MGMT469 Business Policy .....	3
MIS 370 Management Information Systems .....	3
MKTG301 Introduction to Marketing Management ..	3
<b>III. Concentration Courses (18 Hours)</b>	
PADM 301 Introduction to Public Administration .....	3
POLS 302 American National Government .....	3
or	
POLS 320 Local Governmental Systems .....	3
MGMT320 Human Resource Management .....	3
PADM 435 Public Policy Analysis .....	3
PADM 460 Public Finance and Budgeting .....	3
POLS 440 Constitutional Law: Civil Liberties .....	3
<b>IV. Electives (18 Hours)</b>	
<b>V. Total - 120 Hours</b>	

\*Students who have taken a similar course must take  
MGMT410, International Business, in place of this course.

## Bachelor of Arts in Business and Technology

The undergraduate major in Business and Technology is a capstone program to the many varied technical programs offered at community colleges. It is intended to prepare students for careers that require both technical skills and business knowledge. It is ideal for technical program graduates interested in continuing their education in careers involving business and management.

### Special Admission Requirements

In addition to the university criteria, applicants must have earned an associate of applied science degree in a technical major from a regionally-accredited institution of higher education. Students not meeting the admission requirement of an A.A.S. in a technical program, but who have completed 27 or more hours in technical course work and have met other university admission criteria, may be considered for admission.

### Degree Requirements

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

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

<b>I. General Education Requirement (48 Hours)</b>	
NOTE: This includes the following program requirements:	
College Algebra or Finite Math (IAI M1 906) .....	3
ECON 301 Principles of Microeconomics .....	3

ECON 302 Principles of Macroeconomics .....	3
MIS 301 Basics of Information Technology .....	3
MIS 370 Management Information Systems .....	3
STAT 361 Statistics for Management I .....	3
STAT 362 Statistics for Management II .....	3
<b>II. Program Requirements (30 Hours)</b>	
ACCT 301 Financial Accounting .....	3
ACCT 302 Managerial Accounting .....	3
BLAW320 Legal Environment of Administration .....	3
FIN 301 Principles of Financial Management .....	3
MGMT301 Introduction to Management Strategies ... *	3
MGMT340 Production and Operations Management .	3
MGMT360 Business Communications .....	3
MGMT401 Organizational Behavior .....	3
MGMT469 Business Policy .....	3
MKTG301 Introduction to Marketing Management ..	3
<b>III. Technology Courses (27 Hours)</b>	
Technology Courses .....	27
<b>IV. Electives (15 Hours)</b>	
<b>V. Total - 120 Hours</b>	
*Students who have taken a similar course must take MGMT410, International Business, in place of this course.	

## Bachelor of Science in Management Information Systems

The undergraduate major in Management Information Systems prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of management information systems. With electives, students may further choose one of four specializations within management information systems for further study. These are Network Management, Internet Commerce, Systems Engineering, and Strategic Management of Information Systems.

### Degree Requirements

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

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

<b>I. General Education Requirement (48 Hours)</b>	
NOTE: This includes the following program requirements:	
College Algebra or Finite Math (IAI MI 906) .....	3
Calculus .....	3
ECON 301 Principles of Microeconomics .....	3
ECON 302 Principles of Macroeconomics .....	3
MIS 301 Basics of Information Technology .....	3
STAT 361 Statistics for Management I .....	3
STAT 362 Statistics for Management II .....	3

<b>II. Business Core Courses (30 Hours)</b>	
ACCT 301 Financial Accounting .....	3
ACCT 302 Managerial Accounting .....	3
BLAW320 Legal Environment of Administration .....	3
FIN 301 Principles of Financial Management .....	3
MGMT301 Introduction to Management Strategies ... *	3
MGMT340 Production and Operations Management .	3
or	
MGMT401 Organizational Behavior .....	3
MGMT360 Business Communications .....	3
MGMT469 Business Policy .....	3
MIS 370 Management Information Systems .....	3
MKTG301 Introduction to Marketing Management ..	3
<b>III. Management Information Systems Core Courses (33 Hours):</b>	
<b>Programming Selective (6 Hours)</b>	
Any two approved CPSC programming courses .....	6
<b>Analysis and Design Selective (6 Hours)</b>	
MIS 401 Business Systems Analysis .....	3
and	
MIS 402 Business Systems Design and Prototyping .....	3
or	
CPSC 390 Introduction to Software Engineering .....	3
and	
Approved MIS or CPSC elective .....	3
MGMT540 Business Ethics and Social Responsibility .....	3
MIS 360 Microcomputer Development and Diagnosis .....	3
MIS 420 Business Information Retrieval and Database Management .....	3
MIS 430 Business Decision Modeling .....	3
MIS 440 Telecommunications and Distributed Data Systems .....	3
MIS 445 Fundamentals of Networking Hardware and Operating Systems .....	3
<b>Capstone Selective (3 Hours)</b>	
MIS 465 Information Systems Project Management .....	3
or	
MIS 480 Internship: . . . ..	3
<b>IV. Specializations (12 Hours)</b>	
<b>General Electives:</b>	
Students may elect any 12 hours of approved MIS and CPSC courses. Or students may wish to pursue a specialization in any of the following MIS career specializations by opting to select from the courses below: (Please note: Courses are specific for each specialization.)	
<b>Network Management Specialization:</b>	
CPSC 570 Windows Systems .....	3
CPSC 572 Implementation and Support of NT .....	3
CPSC 576 Database Design and Administration on SQL Servers .....	3
Any approved CPSC or MIS elective .....	3

**Internet Commerce Specialization:**

MIS 475 Commerce on the Internet .....	3
ART 509 Electronic Drawing and Design .....	3
Any approved CPSC or MIS elective .....	3

*The student should choose one of the following:*

MKTG430 Managing Market Strategies .....	3
MKTG440 Marketing Logistics and Distribution .....	3
MKTG450 Promotional Strategies .....	3

**Systems Engineering Specialization:**

Choose any additional Computer

Science Programming course .....

CPSC 415 Data Structures .....	3
--------------------------------	---

*The student should choose two of the following:*

CPSC 458 Database Programming .....	3
CPSC 643 Advanced Programming Using C .....	3
CPSC 646 Windows Programming: . . . .....	3

**Strategic Management of Information Systems****Specialization:**

MIS 450 Information Systems Management .....	3
MGMT410 International Business .....	3
MGMT455 International Business Strategy and Technology Management .....	3
Any approved MIS or MGMT course .....	3

**V. Total Hours - 123 Hours**

\*Students who have taken a similar course must take MGMT410, International Business, in place of this course.

## **Minors Available through the College of Business and Public Administration**

The following undergraduate minors are available to all students. For students enrolled in programs outside the College of Business and Public Administration, these minors are particularly appropriate, especially for those whose career goals include management in addition to their chosen field of study.

Students majoring in Business and Administration, who must choose a concentration as a requirement of the degree program, may also choose a second concentration from among the Business and Administration concentration offerings, or a minor outside of Business and Administration (i.e., accounting). Students in other undergraduate programs in the College of Business and Public Administration may choose any minor outside of their major field of study.

**Requirements for a Minor**

Students must meet all university requirements for a minor.

In addition, students must:

1. complete a study plan with the Academic Advising Office;
2. complete all courses required for the minor with a grade of "C" or better;
3. complete at least nine hours of the course work required for the minor at Governors State University; and
4. submit transfer course documentation to the Academic Advising Office for approval prior to the first week of the trimester of intended graduation.

## **Minor in Accounting**

**I. Required Courses**

ACCT 301 Financial Accounting .....	3
ACCT 302 Managerial Accounting .....	3
ACCT 331 Cost Accounting I .....	3
ACCT 351 Intermediate Accounting I .....	3
ACCT 352 Intermediate Accounting II .....	3

Plus six hours from: ACCT332, Cost Acct. II; ACCT353, Intermediate Acct. III; ACCT421, Tax Acct. I; ACCT422, Tax Acct. II; ACCT440, Audit Concepts & Standards; ACCT452, Acct. Info. Systems; or BLAW326, Business Law II.

**II. Total - 21 Hours**

## **Minor in Business and Administration**

**I. Required Courses**

ACCT 301 Financial Accounting .....	3
ECON 301 Principles of Microeconomics .....	3
MGMT301 Introduction to Management Strategies ...	3
MGMT401 Organizational Behavior .....	3
MIS 370 Management Information Systems .....	3
MKTG301 Introduction to Marketing Management ..	3

**II. Total - 18 Hours**

## **Minor in Finance**

**I. Required Courses**

FIN 301 Principles of Financial Management .....	3
FIN 420 Advanced Corporate Finance .....	3
FIN 455 Financial Institutions and Markets .....	3
FIN 460 Investments .....	3

*Select two of the following courses:*

FIN 425 International Financial Management (3)
FIN 436 Financial Options and Futures (3)
FIN 440 Insurance and Risk Management (3)
FIN 465 Advanced Investments (3)

**II. Total - 18 Hours**

## Minor in Management

---

- I. Required Courses**
- MGMT301 Introduction to Management Strategies ... 3  
 MGMT320 Human Resource Management ..... 3  
 MGMT360 Business Communications ..... 3  
 MGMT401 Organizational Behavior ..... 3  
 MGMT410 International Business ..... 3  
 MGMT432 Quality Management ..... 3
- II. Total - 18 Hours**

## Minor in Management Information Systems

---

- I. Required Courses**
- MIS 301 Basics of Information Technology ..... 3  
 MIS 360 Microcomputer Development  
 and Diagnosis ..... 3  
 MIS 370 Management Information Systems ..... 3  
 MIS 401 Business Systems Analysis ..... 3  
 MIS 402 Business Systems Design and  
 Prototyping ..... 3  
 MIS 420 Business Information Retrieval and  
 Database Management ..... 3  
 MIS 440 Telecommunications and Distributed  
 Data Systems ..... 3
- II. Total - 21 Hours**

## Minor in Marketing

---

- I. Required Courses**
- MKTG301 Introduction to Marketing  
 Management ..... 3  
 MKTG320 Consumer Behavior ..... 3  
 MKTG430 Managing Marketing Strategies ..... 3  
 MKTG440 Marketing Logistics and Distribution ..... 3  
 MKTG450 Promotional Strategies ..... 3  
 MKTG460 Marketing Research ..... 3
- II. Total - 18 Hours**

## Minor in Public Administration

---

- I. Required Courses**
- PADM 301 Introduction to Public Administration ..... 3  
 POLS 302 American National Government ..... 3  
 or  
 POLS 320 Local Governmental Systems ..... 3  
 MGMT320 Human Resource Management ..... 3  
 PADM 435 Public Policy Analysis ..... 3  
 PADM 460 Public Finance and Budgeting ..... 3  
 POLS 440 Constitutional Law: Civil Liberties ..... 3
- II. Total - 18 Hours**

---



---

# COLLEGE OF EDUCATION

**Diane Alexander, Dean**

The College of Education prepares teachers and psychology-related professions personnel to function effectively in a variety of roles. The elementary education program and early childhood education program offered by the college are designed to meet the future educational needs of those working with our young children. In addition, the college offers an undergraduate program in psychology to meet the needs of adults who often face an uncertain world of conflicts and choices.

The undergraduate curricula emphasize a solid combination of liberal studies to enhance thinking, speaking, and writing skills.

Instruction combines traditional classroom lectures with extensive field experience. The College of Education maintains excellent relationships with school districts in Cook and Will counties where student teaching and field work take place. Schools and mental health facilities throughout the Chicago area provide rich and diverse settings for experiences in psychology.

"IAI" course designations refer to the statewide Illinois Articulation Initiative discussed on page 15 of this catalog and found at Website [www.itransfer.org](http://www.itransfer.org).

## **Academic Programs**

---

### **Undergraduate**

Early Childhood Education (B.A.)

Elementary Education (B.A.)

Psychology (B.A.)

*Mental Health*

### **Minor**

*Psychology*

## **Certifications and Accreditations**

---

The college offers undergraduate programs approved by the Illinois State Board of Education for initial teacher certification in elementary education and early childhood education.

## **Faculty of the College of Education**

---

### **Division of Education**

Larry Freeman, Acting Chairperson

### **University Professors**

Marcus Ahmed

Joanne Anania

David Blood

Lisa Chang

Larry Cross

Marsha Davis

Sondra Estep

George Garrett

Charles Hicks

Glenna Howell

Jeffrey Kaiser

Maribeth Montgomery Kasik

Susan Kinsey

Jeannine Klomes

Georgia Kosmoski

Susan L'Allier

Benjamin Lowe

Diane McClellan

John Meyer

Michael Seth Mott

Renee Nash

Karen Peterson

Linda Proudfit

Vinicio Reyes

David Suddick

Sharifa Townsend

Barbara Winicki

Leon Zalewski



**University Lecturers**

Glenda Allen-Jones  
 Joan Bleck  
 Phillip Boudreau  
 Mary Chladek  
 Kathy Gillespie  
 E. Jean Johnson  
 Taida Kelly  
 Bruce Ketcher  
 Lora Knutson  
 Nancy Miller  
 Morvan Ngaiyaye  
 Ken Peterson  
 Penny Shnay  
 Elizabeth Tsolakides

**Division of Psychology and Counseling**

Addison Woodward, Chairperson

**University Professors**

Mary Arnold  
 Rachel Berg  
 Linda Buyer  
 D. Jon Carlson  
 Michael Dimitroff  
 Mercedes Graf  
 Trista Huckleberry  
 Diane Kjos  
 Michael Lewis  
 David Matteson  
 Lori McKinney  
 Jill Thompson  
 Sandra Whitaker  
 Leisa Williams  
 B. Eugene Wilson  
 Darlene Wright  
 Lonn Wolf  
 Julia Yang

**University Lecturers**

Vanleela Davé  
 Joan Downs  
 David Lewandowski  
 Elizabeth Ruiz  
 Albert Tuskenis

**DEGREE REQUIREMENTS FOR UNDERGRADUATE PROGRAMS**

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

Requirements for specific degree programs follow.

**Bachelor of Arts in Early Childhood Education**

The undergraduate major in Early Childhood Education prepares future teachers for teaching children birth through third grade. Students successfully completing the degree program obtain a) the Bachelor's Degree in Early Childhood Education, and b) upon meeting other requirements, will be eligible for the Early Childhood Education Certificate issued by the Illinois State Board of Education.

Students choosing to pursue this program should contact the Undergraduate Advising Office in the Division of Education before enrolling in any courses.

**PROGRAM REQUIREMENTS****Admission to Teacher Education**

After meeting the university admission requirements, students must meet the following requirements to continue in the Early Childhood Education Program:

- be admitted to Governors State University and be in good academic standing;
- present transcripts showing a cumulative GPA of 2.5 or higher in all undergraduate work attempted;
- present evidence of having passed the Basic Skills Test of the Illinois Certification Testing System;
- submit scores from the Academic Profile test including the essay test;
- earn a grade of "B" or better in the following two courses EDUC321 Effective Teaching and Laboratory and either EDEC350 Foundations of Early Childhood Education or EDEC360 Growth and Development of Young Children; and
- receive a positive recommendation from the Early Childhood Education faculty to continue in the program.

**Conditional Continuation:**

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

**Student Progress**

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

**Student Handbook**

The Undergraduate Early Childhood Student Handbook referred to in this catalog is available at <http://www.govst.edu/users/gcoe/hndbks.htm>.

**Admission to Student Teaching**

Before enrolling in student teaching, students must:

1. complete at least 62 hours of general education requirements with a GPA of 2.75 or higher with a grade of "C" or better in each course;
2. complete all professional education requirements with a GPA of 3.0 or higher with a grade of "B" or better in EDUC321 and EDEC350 or EDEC360 and a grade of "C" or better in all other courses; and
3. complete 100 hours of pre-student teaching field experiences.

**Teacher Certification**

This program is approved by the Illinois State Board of Education for recommendation of the Initial Early Childhood Certificate by entitlement. To be recommended for certification by Governors State University, students must complete at least 71-76 hours in general education and 56 credit hours in professional education requirements in Early Childhood Education. General education courses may include both lower- and upper-division course work. Students must earn a grade of "B" or better in EDEC499, Student Teaching,

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

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

**I. General Education Requirement for Teacher Certification, Early Childhood Certificate (71-76 Hours)**

Course work acceptable for meeting these requirements must be college level work and may not include remedial courses even if college credit is granted. Generally, this course work must be at the 100-level or higher and applicable toward a degree at the institution providing the instruction. Courses with grades below "C" will not be accepted toward the degree.

The following courses should be taken at the lower-division level:

Written Communication .....	6
Oral Communication .....	3
Mathematics Structures and Concepts .....	6
Biological and Physical Science (including laboratory) .....	12
Survey of American History .....	3
Literature .....	3
Other Humanities .....	6
U.S. Government .....	3
Psychology .....	3
Cultural/World Geography .....	3
Other Social Science .....	3
Health/Nutrition .....	2-3

At least one three-credit course must be taken in non-Western or Third World cultures from either humanities or social science.

**Total general education requirements (including 18 or 19 credit-hours in one of the following subject matter specializations: art, biology, English, history, or mathematics) - 71-76 Hours**

**II. Professional Course Work**

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

EDUC 321 Effective Teaching and Laboratory .....	4
EDEC 350 Foundations of Early Childhood Education .....	3
EDEC 360 Growth and Development of Young Children .....	3
EDEC 370 Speech and Language Development .....	3
EDEC 415 Child and Family in the Community .....	3
EDEC 416 Lab 1: Infants and Toddlers .....	1
EDEC 420 Early Childhood Observation and Assessment .....	3
SPED 510 Survey of Students with Exceptionalities .....	3
EDEC 425 Preprimary Methods .....	3
EDEC 426 Lab 2: Preprimary .....	1
EDEC 431 Lab 3: Literacy in Early Childhood Education .....	1

EDEC 432	Literacy Methods in Early Childhood Education .....	5
EDEC 440	Methods of Teaching Primary Math, Science, Social Studies and Computer Use .....	5
EDEC 441	Lab 4: Primary Math, Science, Social Studies, and Computer Use .....	1
EDEC 450	Methods of Teaching in the Arts .....	2
EDEC 460	Integrating Instruction in Early Childhood Education .....	3
EDEC 499	Student Teaching in Early Childhood Education .....	12

**Total - 56 Hours**

**Total Professional Early Childhood Education credit-hours (including 100 hours of clinical experience) - 56 Hours**

**Total General Education and Professional Credit Hours: 127-132 Hours**

**III. Teaching Specializations (18-19 Hours)**

Included in the 71-75 hours are the following 18 or 19 hour teaching specialization options: art, biology, English, history, or mathematics.

**Art**

ART 305	Drawing: Life Study .....	3
ART 310	Ceramics .....	3
ART 325	Advanced Problems in Design .....	3
ART 502	Drawing: Combined Media .....	3
ART 515	20th Century Art: Europe and the Americas .....	3

*Select at least three hours from the following non-Western contexts:*

ART 523	Pre-Columbian Art and Cultures: . . .	3
ART 525	Native American Art and Societies .....	3
ART 527	African Art and Cultures: . . .	3
ART 530	Asian Art and Thought: . . .	3

**Total - 18 Hours**

**Biology**

BIOL 306	Biological Science Foundations II .....	3
BIOL 316	Plant Diversity .....	2
BIOL 317	Plant Diversity Laboratory .....	1
BIOL 320	Animal Diversity .....	2
BIOL 321	Animal Diversity Laboratory .....	1
BIOL 322	Ecology .....	3
BIOL 323	Ecology Laboratory .....	1
LAS 430	Investigations in Scientific Thought .....	3

*Select at least three hours from the following:*

BIOL 430	Microbiology (3)
BIOL 431	Microbiology Laboratory (1)
BIOL 455	Behavioral Ecology (3)
BIOL 512	Human Genetics (3)
BIOL 522	Ornithology (1)
BIOL 523	Ornithology Laboratory (2)

**Total - 19 Hours**

**English**

American Literature .....	3
English Literature .....	3
Multicultural Literature .....	3
Advanced Composition .....	3
Literature Electives .....	6

**Total - 18 Hours**

**History**

American History .....	3
European History .....	3
Non-American History .....	3

LAS 410	Investigations in the Social Sciences .....	3
---------	---------------------------------------------	---

*Select at least six hours of the following:*

HIST 310	American Economic History (3)
HIST 505	Modern African History (3)
HIST 510	Ascent of Man (3)
HIST 520	American Urban History (3)
HIST 540	Black Experience in the U.S. (3)
HIST 547	Latin American History (3)

**Total - 18 Hours**

**Mathematics**

Calculus .....	3-6
Geometry (equivalent to MATH330) .....	3
Probability and Statistics .....	3

LAS 440	Investigations in Mathematical Thought..	3
---------	------------------------------------------	---

*Select from the following to total 18 hours:*

Algebra
Number Theory
Computer Programming (no more than three semester hours)
Discrete Mathematics

**Total - 18 Hours**

**Bachelor of Arts in Elementary Education**

The undergraduate major in Elementary Education prepares education majors to teach kindergarten through grade nine. Professional education courses provide preparation for teaching, and general education courses expand students' knowledge of elementary school curricula and their understanding of pupils. This curriculum offers a combination of classroom instruction, pre-student teaching field experiences, as well as the supervised student teaching experience.

**Admission to Teacher Education**

After meeting the university admission requirements, students must meet the following requirements to continue in the elementary education program:

- be admitted to Governors State University and be in good academic standing;

- present transcripts showing a cumulative GPA of 2.5 or higher in all undergraduate work attempted;
- present evidence of having passed the Basic Skills Test of the Illinois Certification Testing System;
- submit scores from the Academic Profile test including the essay test;
- earn a grade of “B” or better in the following two courses taken at Governors State University: EDUC 320 - The Future of American Education and EDUC 321 - Effective Teaching and Laboratory; and
- receive a positive recommendation from the Elementary Education faculty to continue in the program.

### Conditional Continuation:

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

### Student Progress

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

### Student Handbook

The Elementary Education Student Handbook referred to in this catalog is available at <http://www.govst.edu/users/gcoe/HBELED.htm>.

### Teacher Certification

This program is approved by the Illinois State Board of Education for recommendation of the Initial Elementary Certificate by entitlement. To be recommended for certification by Governors State University, students must complete 71-75 hours in general education and the professional education requirements in Elementary Education. General education courses may include both lower- and upper-division course work. Students must earn a grade of “B” or better in ELED499, Student Teaching.

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

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

### Middle School Endorsement

Requirements for the middle school endorsement are discussed in the section Teacher Education and Certification in this catalog.

### Admission to Student Teaching

All professional course work must be completed before enrolling in student teaching. For those student teaching in a content area at the middle-grades level, all endorsement requirements must also be completed.

To be admitted to student teaching, students must:

1. complete the required course work with a grade of “B” or better in EDUC320 and EDUC321 and a grade of “C” or better in all other courses;
2. complete the 71-76 hours of general education requirements with a GPA of 2.75 or higher;
3. complete all professional education requirements with a GPA of 3.0 or higher, with a “B” or better in EDUC320 and EDUC321;
4. complete 100 hours of pre-student teaching field experiences;
5. complete at least 18-19 hours in the teaching specialization with a GPA of 2.75 or higher;
6. have completed all but nine credits in general education; and
7. receive a positive recommendation from the Elementary Education faculty.

An application certifying that the first six of these requirements have been met must be submitted to the coordinator of field experiences by January 31 for the following fall and winter trimesters. Student teaching is not offered during the spring/summer trimester.

**Degree Requirements**

Students must meet all university requirements for a bachelor's degree, except students must complete the 71-75 hour General Education Requirement for Teacher Certification (Initial Elementary Certificate) below instead of the University General Education Requirement.

Students must also:

1. complete all course work (53-56 hours of professional education and 71-75 hours of general education) with a grade of "C" or better in each course;
2. maintain a GPA of 3.0 or higher in professional education courses;
3. maintain a GPA of 2.75 or higher in all general education courses taken at Governors State University with a grade of "C" or better in each course;
4. complete at least one three-hour course in non-Western or Third World cultures;
5. complete all course work at Governors State University within five calendar years; and
6. maintain satisfactory student progress as defined in the Elementary Education Student Handbook; and
7. receive a positive recommendation from the Elementary Education faculty.

**I. General Education Requirement for Teacher Certification, Initial Elementary Certificate (71-76 Hours)**

Course work acceptable for meeting these requirements must be college level work and may not include remedial courses even if college credit is granted. Generally, this course work must be at the 100-level or higher and applicable toward a degree at the institution providing the instruction. Courses with grades below "C" will not be accepted toward the degree.

The following course work must include at least one three-hour course in non-Western or Third World cultures.

The following course work may be completed at the lower-division level:

Written Communication .....	6
Oral Communication .....	3
Mathematics Structures and Concepts .....	6
Mathematics selective (select from courses equivalent to MATH330, MATH340, MATH355, MATH465, LAS440) .....	3
Biological and Physical Science (including laboratory).....	12
Survey of American History .....	3
Humanities and Fine Arts .....	9
Literature .....	3
U.S. Government.....	3
Psychology .....	3
World or Cultural Geography .....	3
Health/Nutrition .....	2
Teaching Specialization .....	18

Select one of the teaching specializations listed in the Teaching Specializations section below.

At least nine specialization hours must be in upper-division courses.

**II. Professional Education Courses (53-56 Hours)**

The following courses may be taken at the lower-division level:

EDUC 310 Foundations of Education .....	2-3
EDUC 330 Educational Psychology: Child Growth and Development .....	2-3
Clinical Experience/Observation (optional) .....	0-1

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

EDUC 320 The Future of American Education .....	3
EDUC 321 Effective Teaching and Laboratory .....	4
EDUC 440 Educational Psychology: Psychology Applied to Teaching .....	3
EDUC 540 Educational Psychology: Early Adolescent Psychology Applied to Teaching .....	3
SPED 510 Survey of Students with Exceptionalities .....	3
ELED 301 Teaching Laboratory I .....	1
ELED 302 Teaching Language Arts in Elementary Schools .....	3
ELED 303 Developmental Reading in Elementary Schools .....	3
ELED 401 Teaching Laboratory II .....	1
ELED 450 Corrective Reading.....	3
ELED 460 Teaching Science in Elementary Schools .....	3
ELED 463 Teaching Mathematics in Elementary Schools .....	3
ELED 466 Teaching Social Studies in Elementary Schools.....	3

Choose one of the following three-hour professional education selectives:

EDUC 530 Multicultural Children's Literature .....	3
EDUC 543 Curriculum and Instruction in the Middle Schools.....	3
ELED 500 Teaching in the Inclusive Classroom .....	3
ELED 499 Student Teaching .....	12

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

**III. Total - 124-131 Hours**

**Teaching Specializations**

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

**Biology**

BIOL 306 Biological Science Foundations II .....	3
BIOL 316 Plant Diversity .....	2
BIOL 317 Plant Diversity Laboratory .....	1
BIOL 320 Animal Diversity .....	2
BIOL 321 Animal Diversity Laboratory .....	1
BIOL 322 Ecology .....	3

BIOL 323 Ecology Laboratory .....	1
LAS 430 Investigations in Scientific Thought .....	3

Select at least three hours from the following:

BIOL 430 Microbiology (3)	
BIOL 431 Microbiology Laboratory (1)	
BIOL 455 Behavioral Ecology (3)	
BIOL 512 Human Genetics (3)	
BIOL 522 Ornithology (1)	
BIOL 523 Ornithology Laboratory (2)	

**Total - 19 Hours**

**Chemistry**

CHEM308 Chemical Science Foundations II .....	3
CHEM315 Analytical Chemistry .....	3
CHEM316 Analytical Chemistry Laboratory .....	2
CHEM322 Introduction to Organic Chemistry .....	3
CHEM323 Introduction to Organic Chemistry Laboratory .....	1
CHEM505 Environmental Chemistry Lecture .....	3
CHEM506 Environmental Chemistry Laboratory .....	1
LAS 430 Investigations in Scientific Thought .....	3

**Total - 19 Hours**

**English**

American Literature (3 Hours)	
ENGL 321 American Literature I .....	3
ENGL 322 American Literature II .....	3
English Literature (3 Hours)	
ENGL 311 English Literature I .....	3
ENGL 312 English Literature II .....	3
Multicultural Literature (3 Hours)	
ENGL 512 Advanced Survey of Black Literature .....	3
ENGL 521 Comparative Latin American Literature ..	3
ENGL 541 Chinese Literature and Culture .....	3
ENGL 556 Native American Literature .....	3
ENGL 575 The Short Story: Crossing Cultures .....	3
Advanced Composition (3 Hours)	
ENGL 400 Advanced Composition .....	3
Two of the following* (6 Hours)	
ENGL 315 Studies in Mythology .....	3
ENGL 330 Studies in Literature .....	3
ENGL 420 Modern American Poetry: Voices and Visions .....	3
ENGL 525 Advanced Writing .....	3
ENGL 532 Literature of Immigrant Children .....	3
ENGL 535 Literature and History .....	3
ENGL 540 Bible as Literature in Social Context .....	3
ENGL 542 Literary Criticism .....	3
ENGL 551 Shakespeare's Plays* .....	3
ENGL 560 Philosophical Themes in Contemporary Literature .....	3

**Total - 18 Hours**

**History**

American History .....	3
European History .....	3
Non-American History .....	3
LAS 410 Investigations in the Social Sciences .....	3

Select two of the following:

HIST 310 American Economic History (3)	
HIST 505 Modern African History (3)	
HIST 510 Ascent of Man (3)	
HIST 520 American Urban History (3)	
HIST 540 Black Experience in the U.S. (3)	
HIST 547 Latin American History (3)	

**Total - 18 Hours**

**Mathematics**

Students planning to teach mathematics at the junior high level should consult with an advisor.

Calculus .....	3-6
Geometry (equivalent to MATH330) .....	3
Probability and Statistics .....	3
LAS 440 Investigations in Mathematical Thought ..	3

Select from the following to total 18 hours:

Algebra	
Number Theory	
Computer Programming (no more than three semester hours)	
Discrete Mathematics	

**Total - 18 Hours**

\*Those students interested in earning a Middle Grades Endorsement must select ENGL551 as one of their choices from this course group.

## Bachelor of Arts in Psychology

The undergraduate major in Psychology provides students with a knowledge of the factors that affect human behavior and the techniques that 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 that will qualify them for admission to a graduate program. Graduate programs commonly require 24 to 30 hours in undergraduate psychology, including statistics, research methodology, cognitive or learning psychology, personality theory, developmental psychology, experimental psychology, social psychology, and abnormal psychology.

### Degree Requirements

Students must meet all university requirements for a bachelor's degree and participate in outcome assessment activities as requested upon admittance to the program, periodically during the program, and upon graduating from the program.

**I. General Education Requirement (18 Hours)**

Note: Up to 21 hours of the courses marked with (\*) below may be applicable to general education requirements.

**II. Required Courses (36 Hours)**

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

- \* PSYC 310 Principles of Psychology ..... 3
- \* PSYC 410 Personality Theories ..... 3
- \* PSYC 430 Abnormal Psychology ..... 3
- \* PSYC 445 Social Psychology ..... 3

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

- \* PSYC 422 Learning Cognition ..... 3
- \* PSYC 440 History and Systems of Psychology ..... 3
- PSYC 460 Professional Standards in Human Service and Research ..... 3
- \* PSYC 512 Child Development ..... 3
- PSYC 524 Principles of Behavior Change ..... 3
- PSYC 544 Theories and Treatment of Life Problems ..... 3
- PSYC 560 Research Methodology ..... 3
- STAT 468 Statistics ..... 3

**III. Upper-Division Laboratory Selective (2 or 3 Hours)**

Select one of the following:

- PSYC 412 Laboratory in Transactional Analysis (2)
- PSYC 506 Laboratory in Personal Stress Management (2)
- PSYC 532 Laboratory in Assertiveness Training (3)
- PSYC 538 Laboratory in Feelings and Meanings (3)
- PSYC 573 Laboratory in Alternative Lifestyles .... and the Helping Professions (3)

**IV. Electives (63-64 Hours)**

**V. Total - 120 Hours**

## Bachelor of Arts in Psychology with a Mental Health Concentration

Students with an interest in the area of mental health may pursue the undergraduate major in Psychology with a concentration in mental health. The mental health concentration focuses on recent trends and legislation to provide services in the community, providing treatment in the least restrictive environment, and to broaden the perspective of 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.

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

### Degree Requirements

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

**I. General Education Requirement (18 Hours)**

Note: Up to 21 hours of the courses marked with (\*) below may be applicable to general education requirements.

**II. Required Courses (41 Hours)**

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

- \*PSYC310 Principles of Psychology ..... 3
- \*PSYC410 Personality Theories ..... 3
- \*PSYC430 Abnormal Psychology ..... 3
- \*PSYC445 Social Psychology ..... 3

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

- PSYC 412 Laboratory in Transactional Analysis ..... 2
- \* PSYC 422 Learning Cognition ..... 3
- PSYC 440 History and Systems of Psychology ..... 3
- PSYC 446 Psychological Issues and Values ..... 3
- PSYC 460 Professional Standards in Human Service and Research ..... 3
- \* PSYC 512 Child Development ..... 3
- \* PSYC 524 Principles of Behavior Change..... 3
- PSYC 544 Theories and Treatment of Life Problems ..... 3
- PSYC 560 Research Methodology ..... 3
- STAT 468 Statistics ..... 3

**III. Introduction to Therapy Selective (3 or 4 Hours)**

*Select one course:*

- PSYC 545 Introduction to Brief Psychotherapy (3)
- PSYC 555 Introduction to Play Therapy (4)
- PSYC 558 Introduction to Therapy with Adults (4)
- COUN544 Introduction to Family Dynamics (3)

**IV. Mental Health Selective (3 Hours)**

*Select one course:*

- ADDS 500 Substance Abuse: Current Concepts (3)
- COUN510 Physical and Sexual Abuse of Children (3)
- PSYC 480 Field Experience: . . . (3)
- PSYC 505 Introduction to Stress Management (3)

**V. Developmental Psychology Selective (3 Hours)**

*Select one course:*

- PSYC 510 Adolescence (3)
- PSYC 514 Understanding Men (3)
- PSYC 515 Adulthood (3)
- PSYC 519 Psychosocial Aspects of Aging (3)
- PSYC 529 Psychology of Women (3)

**VI. Laboratory Selective (2 or 3 Hours)**

*Select at least two hours from the following:*

- PSYC 506 Laboratory in Personal Stress Management (2)
- PSYC 532 Laboratory in Assertiveness Training (3)
- PSYC 538 Laboratory in Feelings and Meanings (3)
- PSYC 573 Laboratory in Alternative Lifestyles and the Helping Professions (3)

**VII. Electives (48-50 Hours)**

**VIII. Total - 120 Hours**

**Psychology Minor**

An undergraduate minor in Psychology is offered to students majoring in other fields. This minor is particularly appropriate for those students whose area of study relies heavily upon knowledge of psychology, as well as for those students who simply desire additional work in psychology.

**Requirements for the Minor**

Students must:

1. complete at least nine hours of course work at Governors State University; and
  2. submit transfer courses to the minor advisor for approval by the first week of the trimester of intended graduation.
- I. **Required Courses (3 Hours)**  
PSYC 310 Principles of Psychology (3)
  - II. **Developmental Selective (3 Hours)**  
*Select one course:*  
PSYC 510 Adolescence (3)  
PSYC 512 Child Development (3)  
PSYC 515 Adulthood (3)  
PSYC 519 Psychosocial Aspects of Aging (3)
  - III. **Personality Selective (3 Hours)**  
*Select one course:*  
PSYC 410 Personality Theories (3)  
PSYC 430 Abnormal Psychology (3)  
PSYC 435 Personality and Patterns of Adjustment (3)
  - IV. **Application Selective (3 Hours)**  
*Select one course:*  
PSYC 340 Industrial Psychology (3)  
PSYC 445 Social Psychology (3)
  - V. **Cognitive Selective (3 or 4 Hours)**  
*Select one course:*  
PSYC 422 Learning Cognition (3)  
PSYC 523 Cognitive Development (4)  
PSYC 536 Motivation and Emotional Development (4)
  - VI. **Research Selective (3 Hours)**  
*Select one course:*  
PSYC 524 Principles of Behavior Change (3)  
PSYC 560 Research Methodology (3)  
STAT 468 Statistics (3)
  - VII. **Total - 18 or 19 Hours**



---



---

# COLLEGE OF HEALTH PROFESSIONS

**Ami Wang, Interim Dean**

The undergraduate degree programs in the College of Health Professions prepare students for a variety of employment opportunities in the health and human services fields or for further education in graduate programs.

Many majors provide extensive community-based field experiences and exposure to, or participation in, research and service activities through a vast network of hospitals and alternative delivery systems in the Chicago region. Courses using both traditional and innovative teaching strategies provide the theoretical bases for clinical and research experiences. The college offers some courses of general and interdisciplinary interest to students in the other colleges, but most courses are designed to meet the professional education needs of the various majors.

“IAI” course designations refer to the statewide Illinois Articulation Initiative discussed on page 15 of this catalog and found at Website [www.itransfer.org](http://www.itransfer.org).

## **Undergraduate Programs**

---

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

### **Minors**

*Addictions Studies*  
*Social Work*

## **Accreditations**

---

The undergraduate Nursing major is accredited by the National League for Nursing (NLN).

The undergraduate Health Administration major has full membership status in the Association of University Programs in Health Administration (AUPHA).

The undergraduate Social Work major is nationally accredited by the Council on Social Work Education (CSWE).

## **Faculty of the College of Health Professions**

---

### **Division of Nursing, Communication Disorders, Occupational Therapy and Physical Therapy**

Sandra A. Mayfield, Acting Chairperson

### **Communication Disorders Program**

Jay Lubinsky, Academic Program Director  
 Susanne Hildebrand  
 Sandra Mayfield  
 Michael Williams  
 William Yacullo

### **Nursing Program**

June Krawczak, Academic Program Director  
 Constance Edwards  
 Martha Gainer  
 Mary Geis  
 Robert Leftwich  
 Nancy MacMullen  
 Catherine Tymkow  
 Ami M. Wang

### **Occupational Therapy Program**

Elizabeth A. Cada, Academic Program Director  
 Catherine P. Brady  
 Cynthia Carr  
 Robert Druzinsky  
 Patti Kalvelage  
 Jessica Pedersen

### **Physical Therapy Program**

Russell Carter, Academic Program Director  
 David Diers  
 Robert Druzinsky  
 Roberta O'Shea  
 Joyce Sligar  
 Ann Vendrely  
 Rebecca Wojcik

**Division of Social Work, Addictions Studies, and Health Administration**

Wanda Bracy, Chairperson

**Addictions Studies Program**

Arthur Durant, Academic Program Director  
Gregory Blevins  
Judith A. Lewis  
David O'Donnell  
Peter Palanca

Cheryl Mejta, Director, Center for Advanced Training, Education, and Evaluation (CATEE) in Addictions and Behavioral Health

**Health Administration Program**

Sang-O Rhee, Academic Program Director  
Ralph Bell  
Kyunok Chung  
Clementine Coleman  
Donna Gellatly  
Jie Shen

**Social Work Bachelor's Program**

Sonya Monroe, Academic Program Director  
William Boline  
Donna Nieckula

**Social Work Master's Program**

Wanda Bracy, Academic Program Director  
Carol Bruell  
Nagesh Kolisetty  
Harriet Meek

**DEGREE REQUIREMENTS FOR UNDERGRADUATE PROGRAMS**

---

The university degree requirements for undergraduate programs are listed in the General Education Requirements section of this catalog.

Requirements for specific degree programs follow.

**Addictions Studies Minor**

---

An undergraduate minor in Addictions Studies is available to students majoring in other fields. This minor is particularly appropriate for those students whose chosen career area will bring them into contact with substance abusers and their collaterals.

**Requirements for the Minor**

Students must meet all university requirements for a minor.

In addition, students must:

1. complete at least nine hours of the required course work listed below at Governors State University and
2. submit transfer courses to the minor advisor for approval by the first week of the trimester of intended graduation.

- I. **Required Courses (18 Hours)**
  - ADDS 500 Substance Abuse: Current Concepts ..... 3
  - ADDS 501 Addictions Counseling: A Multicultural Perspective ..... 3
  - ADDS 505 Addictions: Recovery Process ..... 3
  - ADDS 518 Substance Abuse: A Systems Approach ... 3
  - or
  - ADDS 530 Addictions and Criminal Justice or another ADAS course approved by advisor ..... 3
  - ADDS 521 Screening, Referral, and Treatment Planning ..... 3
  - ADDS 522 Clinical Skills in Substance Abuse ..... 3

II. **Total - 18 Hours**

**Bachelor of Health Science in Communication Disorders**

---

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

## Certification

As a preprofessional curriculum, the undergraduate major does not qualify students for state teaching and national certification, but rather provides the foundation necessary for the graduate curriculum which leads to certification. Students will meet the undergraduate requirements of the Initial Special Certificate endorsed in Speech and Language Impaired. Refer to the Teacher Certification section of this catalog for requirements for certification through approved programs, professional education requirements, and general education requirements that must be met. Contact an advisor as soon as possible to identify course work required in addition to that listed below.

## Degree Requirements

Students must meet all university requirements for a bachelor's degree, with the following exception. Students must meet General Education Requirements for the Initial Special Certificate, rather than the University General Education Requirements.

- I. **General Education Requirement for the Initial Special Certificate (47 Hours)**  
Students must complete the General Education Requirements for the Initial Special Certificate.
- II. **Professional Education Requirement for the Initial Special Certificate Endorsed in Speech and Language Impaired (6 Hours)**  
Students must complete the Professional Education Requirement for the Initial Special Certificate.  
Note that one of these requirements, SPED510 Survey of Students with Exceptionalities, is included in the Core Requirements.
- III. **Core Requirements (48 Hours)**  
The following courses or their equivalents may be taken at either the lower-division or upper-division level:
 

CDIS 304	Phonetics	3
CDIS 310	Introduction to Communication Disorders	3
CDIS 322	Speech and Language Development	3
CDIS 330	Speech and Hearing Science	3
* CDIS 345	Speech Physiology	3
CDIS 401	Phonological Disorders	3
CDIS 410	Introduction to Audiology	3
CDIS 435	Introduction to Childhood Language Disorders	3
CDIS 440	Sociolinguistics	3
CDIS 450	Clinical Methods in Communication Disorders	3
* ENGL 501	Introduction to Linguistics	3
PSYC 310	Principles of Psychology	3
PSYC 512	Child Development	3
SPED 510	Survey of Students with Exceptionalities	3
STAT 468	Statistics	3
	An advanced Psychology course	3
- IV. **Electives (19 Hours)**
- V. **Total - 120 Hours**

## Bachelor of Health Administration

The undergraduate major in Health Administration trains 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, insurance, medical group management, ambulatory care management, and family service agencies.

## Accreditation

The undergraduate major has full membership status granted by the Association of University Programs in Health Administration (AUPHA).

## Degree Requirements

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

All required courses and the upper-division selectives must be completed with a grade of "C" or better.

In addition, all students must complete a pre-graduation survey.

- I. **General Education Requirement (37-41 Hours)**
- II. **Health Administration Application (51 Hours)**

HLAD 301	Introduction to Health Care Management Strategies	3
HLAD 302	Principles of Health Care Microeconomics	3
HLAD 303	Basics of Health Care Informatics	3
HLAD 304	Health Care Statistics	3
HLAD 325	Health Care Organization	3
PHIL 330	Ethics in Health Care	3
HLAD 340	Medical Sociology	3
POLS 355	Health Care and Politics	3
HLAD 401	Health Care Organizational Behavior	3
HLAD 450	Health Planning	3
HLAD 455	Management in Health Care Setting	3
HLAD 460	Health Care Economics	3
HLAD 465	Legal Aspects of Health Care	3
HLAD 468	Institutional Management for Health Care Organizations	3
HLAD 490	Health Administration Practicum	3
HLAD 502	Management Accounting for Health Care Organizations	3
HLAD 503	Health Care Human Resource Management	3

**III. Electives (28-32 Hours)**

The following courses are suggested for Health Administration majors for broadening and deepening their competencies:

HLAD 520 Introduction to Long-Term Care .....	3
HLAD 525 Nursing Home Administration .....	3

**V. Total Credit Hours - 120 Hours**

## **Bachelor of Science in Nursing**

---

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

**Accreditation**

This major is accredited by the National League for Nursing.

**Special Admission Requirements**

In addition to meeting university admissions criteria, applicants must:

1. have earned an associate degree in nursing or have graduated from a diploma nursing program:

**Associate Degree Graduates**

Applicants with an associate degree in nursing may transfer this credit.

**Diploma Graduates**

Applicants who have graduated from a diploma program may earn 32 lower division nursing credits by taking the Regents College examinations in Differences in Nursing Care: Area A (associate level); Differences in Nursing Care: Area B (associate level); Differences in Nursing Care: Area C (associate level). The examinations must be passed at the level of a grade of "C" or better.

2. have completed the following lower-division course work: eight (8) hours in anatomy and physiology, four (4) hours in microbiology, four (4) hours in general chemistry, four (4) hours in organic chemistry, six (6) hours in English (English 101 and 102), three (3) hours in general psychology, and three (3)

hours in general sociology. Applicants lacking these lower-division course requirements 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. be currently licensed as a registered professional nurse in the state of Illinois; and
4. carry current nursing malpractice/liability insurance.

Applicants with credentials from countries other than the United States must have their credentials evaluated through the Office of Admissions to determine eligibility for admission.

Applicants must assume all responsibility for fees associated with testing.

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

**Conditional Dual Admission**

Associate degree nursing students in community colleges that have dual admission agreements between their community colleges and Governors State University may be admitted conditionally until successful completion of their associate degree and passing the RN-NCLEX examination for licensure.

**Degree Requirements**

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

In addition, all nursing courses must be completed with a grade of "C" or better. A student may repeat a nursing course only once to earn a grade of "C" or better without being academically dismissed from the degree program.

**I. General Education Requirement****II. Required Courses**

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

**Lower-Division Course Work:****Nursing Courses (30 Hours)****General Education Courses (31 Hours)**

Anatomy and Physiology (8)

General Chemistry (4)

Microbiology (4)

English 101 (3)

English 102 (3)

General Psychology (3)

General Sociology (3)

Speech/Oral Communications (3)

The following courses can be taken at either the lower-division or upper-division level (16 Hours):

Organic Chemistry (4)  
 PHIL 386 Logic (3)  
 Humanities Elective (3)  
 MIS 301 Basics of Information Technology (3)  
 STAT 468 Statistics (3)

**Selective Courses (6 Hours):**

*Six hours are to be selected from the following courses:*

ANTH 411 Urban Anthropology (3)  
 POLS 355 Health Care and Politics (3)  
 PSYC 446 Psychological Issues and Values (3)  
 SOC 525 Community Organization (3)  
 SOC 540 Sociology of Family (3)  
 CJUS 330 Juvenile Justice

**Upper-Division Course Work (48 Hours):**

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

CHEM544 Biochemistry: Lecture .....	3
CHEM545 Biochemistry: Laboratory .....	1
NURS 304 Conceptual Basis for Professional Nursing .....	3
NURS 305 Pathophysiology .....	3
NURS 306 Gerontological Nursing: Health Promotion for Older Adults .....	3
NURS 312 Ethics in Professional Practice .....	3
NURS 320 Teaching Individuals, Families, and Communities .....	3
NURS 330 Nursing: Health Assessment .....	5
NURS 400 Nursing Research: Analysis and Utilization .....	3
NURS 410 Management in Nursing .....	3
NURS 420 Community Health Nursing .....	7
NURS 430 Episodic Nursing .....	7
NURS 440 Nursing Seminar and Practicum .....	4

**III. Total - 131 Hours**

## Bachelor of Social Work

The undergraduate major in Social Work prepares students for entry level professional social work practice. Graduates practice as generalists in agencies and organizations throughout the region in a wide variety of health and human service fields. They are prepared to assist people as individuals, in families, groups, organizations, and communities to deal with social and emotional difficulties related to the many stresses and strains of modern life. Requirements include the acquisition of an ecological perspective on human behavior for understanding of the ways people influence and are affected by all of the environments they experience, such as family, work, school, the economy, politics, and the spiritual. A belief in the capacity of people to grow and change, to make positive, constructive decisions on their own and others' behalf, and an appreciation of the value of human diversity is emphasized. Students are provided learning opportunities for the development of cultural competence, critical thinking skills, and research knowledge and skills, especially those which facilitate the evaluation of one's own practice. Professional values and ethics, systems theories and principles, practice theories and methods, social policy issues and processes, and knowledge and skills for effective interprofessional teamwork are important aspects of the social work curriculum. Agency experiences, including an advanced field practicum, provide the student with opportunities for integration and synthesis of learning as well as exploration of fields of social work practice. Graduates have the background to pursue graduate studies in social work, psychology, addictions, law, and other related fields.

### Accreditation

The Bachelor of Social Work major is nationally accredited by the Council on Social Work Education.

### Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

1. have obtained a minimum of 2.25 GPA for the last 60 hours;
2. have completed three hours of course work in each of the following: oral communication, written communication, human biology, and logic with a grade of "C" or better;
3. submit two completed recommendation forms, at least one of which must be from a current or former college instructor. Recommendation forms are available in the university Admissions Office;

4. have completed by the term they wish to enroll in the B.S.W. program all of the following lower-division courses with the exception of macroeconomics and statistics, which can be completed during the first year in the program:

American Literature .....	3
American History .....	3
Human Growth and Development/ Lifespan Development .....	3
Cultural Anthropology .....	3
Human Biology .....	3
Logic .....	3
Sociology of Social Problems .....	3
American National Government .....	3

5. participate in an interview that will review academic preparation and appropriateness of a social work career choice; and

6. all students are conditionally admitted pending successful completion of the first four courses in the B.S.W. program: SOCW320, SOCW350, SOCW380, and SOCW390.

**Degree Requirements**

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

In addition, students must:

1. take at least two courses a term. Special circumstances require program approval;
2. maintain a cumulative GPA of 2.5 or higher;
3. earn a grade of "C" or better in all social work courses;
4. complete supervised practicum experiences totaling 450 clock-hours in program approved human service organizations;

All undergraduate social work courses may be repeated a maximum of two times.

**I. General Education Requirement (15 Hours)**  
Note: Up to 27 hours of the courses marked with (\*) below may be applicable to general education requirements.

**II. Required Courses (82 Hours)**  
The following courses should be taken at the lower-division level:

*American or English Literature .....	3
*American History .....	3
*Abnormal Psychology .....	3
*Cultural Anthropology .....	3
*Human Biology .....	3
*Logic .....	3
*Sociology of Social Problems .....	3
*U.S. Government .....	3

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

*Macroeconomics .....	3
*Statistics .....	3

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

ADDS 500 Substance Abuse: Current Concepts .....	3
SOCW 320 Social Welfare Services and Professional Roles .....	3
SOCW 350 Social Work Perspectives on Human Behavior .....	3
SOCW 380 Social Work Practice: Ethics, Values, and Interviewing .....	3
SOCW 390 Field Practicum and Proseminar I .....	3
SOCW 415 Field Practicum Assessment and Planning .....	1
SOCW 444 Social Work Practice: Intervention Strategies I .....	3
SOCW 445 Social Work Practice: Intervention Strategies II .....	3
SOCW 455 Human Diversity: Myths, Realities, and Opportunities .....	3
SOCW 465 Research in Health and Human Services .....	3
SOCW 490 Social Work Field Practicum .....	12
SOCW 491 Senior Integrative Field Seminar .....	3
SOCW 510 Social Welfare Policy: Issues and Processes .....	3
SOCW 530 Urban Dynamics .....	3
SOCW 565 Interprofessional Teamwork in Health and Human Services .....	3

**III. Upper-Division and Social Work Selectives (9 Hours)**

Select nine hours from among the following courses or other courses that support student interests, with approval of advisor:

SOCW 459 Law for Human Service Professionals (3)
SOCW 570 Social Work in Health Care (3)
SOCW 575 Children and Families: Problems, Issues, and Services (3)
SOCW 595 Management and Supervision in the Human Services (3)

**IV. Electives (18 Hours)**

**V. Total - 124 Hours**

## Social Work Minor

---

An undergraduate minor in Social Work is offered for students majoring in other university curricula. The minor is particularly appropriate for students who have chosen to pursue another human service or health profession career. Such students will benefit from the expansion of their knowledge, skill, and value base provided by the minor. The minor provides alternative career possibilities as well as enhancement to prepare for another chosen profession. It also provides useful knowledge for any student about social welfare systems, policies, issues, intervention strategies, and services which impact on the lives of every individual in the United States.

### Requirements for the Minor

Students must meet all university requirements for a minor. Approval for entrance into the minor must be given by the program director. Before applying for the social work minor, students should complete a minimum of **nine hours (9 Hours)** at the lower-division level, from a combination of three out of the five following disciplines:

Anthropology  
Human Biology  
Political Science  
Psychology  
Sociology

#### I. Required Courses (18 Hours)

SOCW320 Social Welfare Services and Professional Roles .....	3
SOCW350 Social Work Perspectives on Human Behavior .....	3
SOCW 510 Social Welfare Policy: Issues and Processes .....	3

#### *Select one of the following:*

SOCW 565 Interprofessional Teamwork in Health and Human Services .....	3
SOCW 595 Management and Supervision in the Human Services .....	3

#### *Select two of the following:*

SOCW 455 Human Diversity: Myths, Realities and Opportunities .....	3
SOCW 459 Law for Human Service Professionals .....	3
SOCW 570 Social Work in Health Care .....	3
SOCW 575 Children and Families: Problems, Issues, and Services .....	3

#### II. Total - 27 Hours

---

---

# COLLEGE OF ARTS AND SCIENCES

Roger K. Oden, Dean

The College of Arts and Sciences provides advanced educational opportunities founded upon the traditions of the liberal arts and sciences and evolving within the learning opportunities they afford. The curriculum of each program within CAS is focused on the specialized body of knowledge relevant to the student's field of study and builds on that knowledge to create an intellectual foundation which will enable graduates to meet future challenges. To this end, the graduate curriculum consists of a combination of advanced course work and research. Students are assisted in this endeavor by faculty who have distinguished records as teachers and scholars and who understand the needs of students within a world of rapidly changing information and resources.

Technology is changing the workplace, requiring that students in all majors learn and use information and other technologies. CAS graduate students have the opportunity of learning in extensive facilities on campus and at the university's satellite sites. The well-equipped facilities include computer, biology, chemistry, and electronic imaging laboratories; film and television studios with sophisticated production and editing equipment; photography facilities; and art studios and galleries.

CAS sponsors educational events and provides extracurricular activities for students and residents of the region. The calendar of events includes concerts, art exhibits, workshops, and symposia on a wide range of subjects related to social, natural, and physical sciences. Throughout the year, the intellectual life of the university community is enriched by the Distinguished Scholar-Statesman-Artist-Scientist Lecture Series, the Third World Conference, and the Media Symposia. The college also offers a series of courses via the Internet and other non-traditional forms of instructional delivery. These delivery modalities are designed to enhance access and completion and the knowledge and skills of students matriculating in the degree programs in the college.

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

---

## Graduate Programs

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



## Faculty of the College of Arts and Sciences

---

### Division of Liberal Arts

Joyce Kennedy, Chairperson  
Emmanuel Alozie  
Anthony Andrews  
Teresa Barrios-Aulet  
Mary Bookwalter  
Arthur Bourgeois  
Donald Culverson  
Adriela Fernandez  
Cheryl Hague  
Deborah Holdstein  
Thomas Kelly  
Jacquelyn Kilpatrick  
Ana Kong  
Frances Kostarelos  
Patricia Koutouzos  
Mary Lanigan  
Larry Levinson  
Jagan Lingamneni  
Michele McMaster  
Joyce Morishita  
Melvyn Muchnik  
Rashidah Jaami' Muhammad  
Roger K. Oden  
Milan Panic  
June Patton  
John Payne  
Michael Purdy  
Todd Rohman  
Paul Schranz  
Eli Segal  
Michael Stelnicki  
William Tafoya  
Anthony Wei  
Bruce Wilson

### Division of Science

Edwin Cehelnik, Chairperson  
Joseph Add son  
Ronald Brubaker  
Mary Carrington  
Karen D'Arcy  
Timothy Gsell  
Pamela Guimond  
Peter Gunther  
Reino Hakala  
Robert Kaufmann  
Phyllis Klingensmith  
Shailendra Kumar  
Gregory Moehring  
Joyce Mohberg  
Soon-Ok Park  
Winfried Rudloff  
Ali Setork  
Steve Shih  
George Sweiss  
Tomi Thompson  
Jane Wells  
Kong-Cheng Wong  
John Yunger  
Shensheng Zhao

## DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

---

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

## Master of Science in Analytical Chemistry

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

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

### Required Preparation

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

### Thesis/Project Option

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

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

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

### Admission to Candidacy

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

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

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

### Degree Requirements

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

<b>I. Required Courses (22 Hours)</b>	
CHEM622 Chromatography .....	3
CHEM623 Chromatography Laboratory .....	1
CHEM661 Organic Spectroscopy .....	2
CHEM662 Organic Spectroscopy Laboratory .....	1
CHEM663 Inorganic Spectrochemistry .....	2
CHEM664 Inorganic Spectrochemistry Laboratory .....	1
CHEM744 Analytical Biochemistry .....	2
CHEM745 Analytical Biochemistry Laboratory .....	1
CHEM855 Electrochemistry .....	3
CHEM856 Electrochemistry Laboratory .....	1
CHEM895 Chemistry Colloquium Series .....	1
STAT 820 Experimental Design for the Natural Sciences .....	4

**II. Select 7 Hours:**

- CHEM 810 Special Topics... (3)  
 CHEM 822 Gas Chromatography/Mass Spectrometry (3)  
 CHEM 823 Gas Chromatography/Mass Spectrometry Laboratory (1)  
 BIOL 530 Biotechnology (1)  
 BIOL 531 Biotechnology Laboratory (2)  
 BIOL 630 Aquatic Systems (2)  
 BIOL 631 Aquatic Systems Laboratory (2)  
 BIOL 641 Toxicology (3)  
 BIOL 810 Special Topics... (3)  
 CPSC 610 Computing for Scientists (3)  
 Other graduate level science courses as approved by the faculty.

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

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

**IV. Total - 33 Hours**

## Master of Arts in Art

---

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

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

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

## Special Admission Requirements

In addition to meeting university criteria, applicants must:

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

## Thesis Requirement

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

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

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

## Admission to Candidacy

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

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

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

## Degree Requirements

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

### I. Required Courses (15 Hours)

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

### II. Non-Western Art Selective (3 Hours)

Select one of the following:

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

### III. Art Selectives (14 Hours)

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

Art History  
Painting/Drawing  
Photography  
Printmaking  
Sculpture  
Digital Imaging

### IV. Total - 32 Hours

## Master of Arts in Communications and Training

The graduate major in Communications and Training provides an in-depth study leading to specialized knowledge and skills in human communications, media, and human performance and training technology. Students have the opportunity to receive a broad theoretical framework in their field as well as the specific skills needed in the professional world. The major prepares students as working professionals through three sequences: Communication Studies, Media Communications, and Human Performance and Training. The major also prepares students for further graduate study in the communications and training fields. Beyond taking the common required courses, students adapt the major to their individual needs and backgrounds by pursuing one of the three sequences and choosing appropriate elective courses. Students plan their specific programs in consultation with their advisors. Graduates of the program are in career areas such as advertising, cable TV, college teaching, consulting, customer service, human resource development, instructional design and development, journalism, media management, media writing, public affairs, public relations, TV production/direction, and training.

## Recommended Preparation

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

## Internship/Thesis Option

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

In the communication studies internship option, the student selects an internship and develops an internship agreement with the assistance of the internship site coordinator. Upon approval of the coordinator, the student may register for COMS880.

In the thesis/project option, the student develops a proposal acceptable to the program advisor, completes a project or prepares a formal thesis/project manuscript. The project is prepared under the direction of a committee consisting of three faculty. Students may register for COMS890, MCOM890, or HP&T891 once the selection of the committee has been approved by the student's program advisor.

## Admission to Candidacy

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

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

## Degree Requirements

Students must meet all university requirements for a master's degree and complete all required and sequence courses with a grade of "B" or higher in each course.

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

- I. Required Courses (6-8 Hours)**  
 COMS 500 Introduction to Graduate Communications and Training ..... 1  
 COMS 815 Survey of Research Literature ..... 3  
 COMS.MCOM,  
 or HP&T Internship/Project/Thesis ..... 2-4

- II. Sequence Courses (15 Hours)**  
*Select one of the following sequences:*  
**Communication Studies Sequence: \***  
 COMS 635 Interpersonal Communication ..... 3  
 COMS 650 Organizational Communication, Change and Development ..... 3  
 COMS810 Communication Theory ..... 3  
 COMS 825 Graduate Communication Research ..... 3

- Select three credit hours from the following:\*\**  
 COMS 611 Philosophy of Human Communication .... 3  
 COMS 860 Communication Training ..... 3  
 COMS861 Problems in Applied Communication ..... 3

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

\*\* Students may substitute COMS805, COMS864, or other comparable courses as determined by advisor.

- Media Communications Sequence:\*\*\***  
 MCOM740 Trends in Communications Technologies ..... 3  
 MCOM803 Contemporary Issues: . . . . . 3  
 MCOM830 Graduate Seminar in Media Communications ..... 3

- Select three credit hours from the following:*  
 MCOM660 Non-Broadcast TV Operations ..... 3  
 MCOM750 Feature and Review Writing ..... 3

- Select three credit hours from the following:*  
 MCOM651 Investigative and Specialized Reporting .. 3  
 MCOM755 Media Management ..... 3

\*\*\* Students in the Media Communications Sequence must have completed the following courses, or their equivalent(s) as prerequisites to graduate courses: MCOM420, MCOM440, MCOM450, MCOM511, MCOM565, or MCOM566.

- Human Performance & Training Sequence:\*\*\***  
 HP&T 520 Training Product Design ..... 3  
 HP&T 755 Introduction to Human Performance and Training Technologies ..... 3  
 HP&T 810 Needs/Task Analysis in Human Performance and Training ..... 3  
 HP&T 815 Training Techniques ..... 3  
 HP&T 856 Consulting and Teamwork in Human Performance and Training ..... 3

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

- COMS650 Organizational Communication, Change and Development ..... 3  
 HP&T 815 Training Techniques ..... 3

- HP&T 820 Principles of Message Design ..... 3  
 HP&T 821 Scriptwriting for Instruction and Training ..... 3  
 HP&T 847 Evaluation/Cost Benefit Analysis in Human Performance and Training ..... 3  
 HP&T 852 Solving Performance Problems ..... 3  
 HP&T 858 Project Management in Human Performance and Training ..... 3  
 HP&T 861 Performance in Organizations ..... 3  
 HP&T 880 Internship: . . . . . 1-4

**III. Electives (12-15 Hours)**  
 (If a student chooses the Human Performance and Training Sequence, the selectives listed above must be taken in place of electives.)

*In consultation with advisor, select 12 to 15 hours of graduate credit appropriate to the student's career interest(s). At least six hours must be taken within the Division of Liberal Arts.*

**IV. Total - 36 Hours**

## Master of Science in Computer Science

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

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

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

## Special Admissions Requirements

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

## Program Prerequisites

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

CPSC 342 Computer Programming: Introduction to C++ .....	3
CPSC 345 Computer Programming: C++ .....	3
CPSC 390 Introduction to Software Engineering .....	3
CPSC 405 Computer Organization .....	3
CPSC 415 Data Structures .....	3
CPSC 435 Operating Systems .....	3
CPSC 438 Discrete Structures .....	3
CPSC 442 Introduction to Computer Networks .....	3
CPSC 445 Database Systems .....	3
CPSC 450 Algorithms .....	3
MATH 340 Discrete Mathematics .....	3

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

## Thesis/Project Option

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

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

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

## Admission to Candidacy

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

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

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

## Degree Requirements

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

### I. Required Courses (15 Hours)

CPSC 720 Internet Programming .....	3
CPSC 735 Advanced Operating Systems .....	3
CPSC 810 Formal Languages and Automata .....	3
CPSC 820 Planning and Management of Software Projects .....	3
CPSC 845 Advanced Database Concepts .....	3

### II. Thesis/Project Option (3 or 6 Hours)

Select one of the following options:

#### Thesis Option (6 Hours):

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

#### Project Option (3 Hours):

CPSC 890 Graduate Project (3)	
-------------------------------	--

### III. Electives (12 to 15 Hours)

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

### IV. Total - 33 Hours

## Master of Arts in English

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

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

### Special Admission Requirements

In addition to meeting university criteria, applicants must have an undergraduate major in English, literature, language, linguistics, or a related field.

### Required Preparation

Students without the following undergraduate prerequisite course work will be granted conditional admission and be required to complete all prerequisites before full admission to the M.A. in English program: three hours in English (or British) Literature I, three hours in English (or British) Literature II, three hours in American Literature I, three hours in American Literature II, three hours in Shakespeare, and three hours in literary criticism. Completion of all prerequisites is required in addition to graduate degree requirements noted.

### Admission to Candidacy

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

1. complete each course for the M.A. in English with a "B" (3.0) or better, and
2. complete a detailed, approved proposal for a master's thesis; and
3. complete thesis proposal form with the signatures of three full-time English faculty who have agreed to serve on the student's thesis committee.

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

### Degree Requirements

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

* ENGL 600 Research Techniques .....	3
ENGL 830 Seminar: Rhetoric and Critical Theory .	3
ENGL 840 Seminar: Philosophy in Literature .....	3
ENGL 845 Seminar: English Literature .....	3
ENGL 850 Seminar: American Literature .....	3
ENGL 870 Graduate Research .....	3
** ENGL 890 Graduate Thesis .....	3

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

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

#### II. Additional Requirements (12 Hours)

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

#### III. Total - 33 Hours



## Master of Science in Environmental Biology

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

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

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

### Special Admission Requirements

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

### Required Preparation

Applicants must complete the following course work with a grade of "C" or better in each course: eight hours of general biology with lab, eight hours of general chemistry with lab, three hours of statistical methods (STAT 520), and four hours each of organic chemistry with lab, ecology with lab, microbiology with lab, animal physiology with lab, and plant physiology with lab. A student may be provisionally admitted to the program pending completion of this list of courses or the retaking of courses for which the original grade was less than "C." Students are expected to be proficient in a Windows environment with file management, word processing, spreadsheet, graphing, and Internet skills. Otherwise CPSC305 or equivalent will be required with a grade of "C" or better. A second course in organic chemistry is strongly recommended.

### Thesis/Project Option

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

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

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

### Admission to Candidacy

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

1. **Required Preparation:** Complete the required preparation course work listed above with a grade of "C" or better in each course;
2. **Degree Plan:** Meet during the first trimester of enrollment with the program academic advisor and faculty to complete a degree plan for the student's course of study in Environmental Biology. The degree plan must be approved by at least three faculty, the program academic advisor, and the chair of the Science Division.
3. **Research Proposal:** Identify a research advisor from among the full-time Biology faculty and prepare a formal research proposal. This proposal should be a comprehensive statement of the student's intended thesis/project research and must be approved by a committee of the research advisor and a minimum of two other faculty. Approved research proposals must be filed with the program academic advisor at least one year before the student's expected date of graduation.
4. **Grade Point Average:** Maintain a GPA of 3.0 or better to sustain candidacy.

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



## Degree Requirements

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

- I. Required Courses (17 Hours)**
- |                                                             |   |
|-------------------------------------------------------------|---|
| BIOL 657 Ecological Methods: Populations .....              | 2 |
| BIOL 660 Ecological Methods: Communities .....              | 2 |
| BIOL 830 Plant Microenvironments .....                      | 2 |
| BIOL 831 Plant Microenvironments Laboratory .....           | 1 |
| BIOL 840 Microbial Ecology .....                            | 2 |
| BIOL 841 Microbial Ecology Laboratory .....                 | 1 |
| BIOL 850 Environmental Physiology .....                     | 2 |
| BIOL 851 Environmental Physiology Laboratory .....          | 1 |
| STAT 820 Experimental Design for the Natural Sciences ..... | 4 |
- II. Thesis/Project Option (3-5 Hours)**  
*Select one of the following options:*
- Thesis Option (5 Hours)**
- |                                    |  |
|------------------------------------|--|
| BIOL 890 Graduate Thesis (4)       |  |
| BIOL 899 Research Presentation (1) |  |
- Project Option (3 Hours)**
- |                                    |  |
|------------------------------------|--|
| BIOL 890 Graduate Project (2)      |  |
| BIOL 899 Research Presentation (1) |  |
- III. Selectives (10-12 Hours)**
- |                                                  |  |
|--------------------------------------------------|--|
| BIOL 615 Geographical Information Systems (3)    |  |
| BIOL 622 Natural Areas Ecology (3)               |  |
| BIOL 630 Aquatic Systems (2)                     |  |
| BIOL 631 Aquatic Systems Laboratory (2)          |  |
| BIOL 641 Toxicology (3)                          |  |
| BIOL 665 Ecological Methods: Animal Behavior (2) |  |
| BIOL 810 Special Topics in: . . . (3)            |  |
| CPSC 610 Computing for Scientists (3)            |  |
- Other graduate level science courses as approved by the academic advisor.
- IV. Total - 32 Hours**

## Master of Arts in Political and Justice Studies

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

### Recommended Preparation

An undergraduate major or minor in Political Science, Criminal Justice or a major in one of the social sciences or humanities, including anthropology, economics, sociology, history, philosophy, international studies, black studies, or area studies is recommended. Students may be required to demonstrate competency for graduate work by satisfying the following undergraduate preparatory courses at Governors State University or another accredited university: Principles and Theories in Political Studies (POLS505) or Contemporary Issues in Justice Systems (CJUS410). These courses must be completed with a grade of "C" or better and are required in addition to the degree requirements listed below. Research preparation such as SOSOC450 or CJUS415 is also highly recommended.

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

### Admission to Candidacy

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

1. complete each of the core courses listed below with a grade of "B" or better;

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

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

## Degree Requirements

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

### I. Required Courses (15 Hours)

POJS 815	Theories and Approaches to Political and Justice Studies .....	3
POJS 819	Criminal Justice System and Process Analysis .....	3
	or	
POJS 820	The Presidency, Congress, and the Courts .....	3
POJS 821	American Government and Policy .....	3
POJS 830	Comparative Political and Justice Systems I .....	3
POJS 841	Research Methods .....	3

### II. Selectives (15 Hours)

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

#### A. American Politics

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

#### B. Public Policy

POJS 705	Law, Society, and Public Policy (3)
POJS 810	Seminar: Labor Force Participation (3)
POJS 824	Intergovernmental Relations (3)
POJS 835	Topics in Policy Analysis: . . . (3)
HLAD 718	Health Care Policy (3)
CHEM810	Special Topics: Environmental Policy (3)
POLS 540	Political Economy of Urban Development (3)

#### C. Justice Studies

POJS 610	Race, Class, Politics, and Justice (3)
POJS 615	Civil and Human Rights (3)
POJS 635	Community Policing and Crime Prevention (3)
POJS 705	Law, Society, and Public Policy (3)
POJS 709	Gender, Political Culture, and the Law (3)
POJS 710	Constitutional Law: Process and Change (3)

POJS 819	Criminal Justice System and Process Analysis (3)
POJS 837	Topics in Justice Studies: . . . (3)
POJS 838	Futures Research in Justice System (3)
POJS 846	Crime, Justice and the Media (3)
POJS 850	Victimology (3)

#### D. Comparative Politics and International Relations

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

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

*Select one of the following options:*

#### A. Thesis/Project Option (3 Hours):

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

POJS 890	Graduate Thesis/Project (3)
----------	-----------------------------

#### B. Directed Readings Option (6 Hours):

The directed readings option requires students to take the directed readings course twice covering two distinct areas of study. Readings are selected from the following areas: American Politics and Policy, Comparative Politics/International Relations, and Justice Studies. Students must successfully pass two comprehensive examinations covering the two areas selected.

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

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

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

POJS 885	Internship Project (6)
----------	------------------------

### IV. Total with Thesis/Project (33 Hours)

**Total with Directed Readings/Internship Project (36 Hours)**

---



---

# COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

**William A. Nowlin, Dean**

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

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

## **Graduate Programs**

---

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

## **Faculty of the College of Business and Public Administration**

---

### **Division of Accounting/Finance/Management Information Systems**

Richard Finkley, Chairperson  
Anthony Andrews  
Alan Chmura  
Dalsang Chung  
Gary Cook  
Brad Johnson  
Dale Max  
Margaret Neumann  
Aida Shekib  
Mary Washington

### **Division of Management/Administrative Sciences/Marketing/Public Administration**

Akkanad Isaac, Chairperson  
Lowell Culver  
David Curtis  
Robert Donaldson  
Christopher Anne Easley  
Efraim Gil  
Marsha Katz  
Zafar Malik  
Charles Olson  
David Parmenter  
Farouk Shaaban  
Carl Stover  
John Swain  
William Toner  
Richard Vorwerk  
William Wilkinson  
Jun Zbao

## **Announcements**

---

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

## DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

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

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

Requirements for specific degree programs follow.

### Student Course Load

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

## Master of Science in Accounting

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

This professional, graduate degree program is part of a coordinated 150-hour program in Accounting which allows students to earn a B.S. (after 120 hours), a M.S. (after 150 hours), and satisfy the year 2001 eligibility requirements for taking the C.P.A. exam.

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

### Special Admission Requirements

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

Graduates of the CBPA's degree programs with an overall GPA of 3.5 or greater may have the GMAT requirement waived, pending review and approval of a CBPA faculty committee.

### Required Preparation

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

- ACCT 301 Financial Accounting
- ACCT 302 Managerial Accounting
- ACCT 331 Cost Accounting I
- ACCT 351 Intermediate Accounting I
- ACCT 352 Intermediate Accounting II
- ACCT 353 Intermediate Accounting III
- ACCT 421 Tax Accounting I
- ACCT 440 Audit Concepts and Standards
- ACCT 452 Accounting Information Systems
- BLAW 325 Business Law I
- BLAW 326 Business Law II

If the undergraduate degree is not in accounting, applicants will be required to complete the preparatory course work for the master's program. The specific courses an individual will be required to complete will depend on previous course work. With permission of the dean, students can enroll in graduate level courses for which they have completed the prerequisites before completing all of the preparatory courses.

**Candidacy Requirements**

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

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

**Degree Requirements**

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

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

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

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

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

**I. Core Accounting Courses (12 Hours)**

ACCT 813 Seminar in Financial Accounting Theory and Practice .....	3
ACCT 842 Seminar in Auditing Standards and Applications .....	3
ACCT 851 Accounting Information Technology and Systems .....	3

ACCT 865 Integrative Perspective on Accounting Issues .....	3
-------------------------------------------------------------	---

**II. Accounting Selective Courses (9 Hours)**  
*Select three of the following courses:*

ACCT 815 Financial Statement Analysis (3)	
ACCT 820 Tax Research (3)	
ACCT 822 Federal Income Taxation of Partnerships and Corporations (3)	
ACCT 823 Taxation of Gifts, Trusts, and Estates (3)	
ACCT 831 Seminar in Managerial Accounting Theory and Applications (3)	
ACCT 843 Seminar in Information Technology Auditing (3)	
ACCT 856 Seminar in International Accounting (3)	
ACCT 861 Governmental and Nonprofit Accounting (3)	

**III. Business Core Courses (6 Hours)**  
*Select two of the following courses:*

ECON 801 Managerial Economics and Forecasting (3)	
FIN 801 Financial Management (3)	
MGMT 810 Organizational Behavior in the Global Context (3)	
MGMT840 Operations Management: Strategies and Techniques (3)	
MKTG 801 Strategic Marketing (3)	
MIS 800 Information Systems and Technology (3)	

**IV. Career Selectives (6 Hours)**  
*Select at least six hours from accounting, economics, finance, or management courses numbered 800 or above that are appropriate to the student's study plan, with the advisor's approval.*

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

**a. Auditing**

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

**b. Management Accounting and Technology**

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

**c. Tax Accounting**

ACCT 820 Tax Research (3)	
ACCT 822 Federal Income Taxation of Partnerships and Corporations (3)	
ACCT 823 Taxation of Gifts, Trusts, and Estates (3)	

**VI. Total - 33 Hours**

## Master of Business Administration

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

### Special Admission Requirements

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

Graduates of the CBPA's degree programs with an overall GPA of 3.5 or greater may have the GMAT requirement waived, pending review and approval of a CBPA faculty committee.

### Master's Final Project

MGMT 849, Business Policy and Strategy, is the capstone course of the M.B.A. program. It is designed, through intensive case analysis and study, to integrate the various operating functions of a business and to demonstrate the student's overall knowledge and skills. Applications for enrollment in MGMT 849 are required and available in the CBPA Academic Advising Office.

### Thesis Option

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

## Candidacy Requirement

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

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

## Degree Requirements

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

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

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

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

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

## Prerequisite Competencies

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

### Calculus

Computing skills (Windows, word processing, spreadsheet, database, e-mail, Internet)

Students must also complete university/collegial proficiency exams or course work in written communications and intermediate algebra.

**Foundation Courses (12 Hours):**

- MGMT601 Foundations of Management (3)  
(Equivalent: MGMT301 and MKTG301)\*
- ECON 601 Foundations of Economics (3)  
(Equivalent: ECON301 and ECON302)\*
- MGMT610 Foundations of Managerial Statistics (3)  
(Equivalent: STAT361 and STAT362)\*
- ACCT 601 Foundations of Accounting and Finance (3)  
(Equivalent: ACCT301, ACCT302, and FIN301)\*

\* Foundation courses may be waived on a course-by-course basis for students with appropriate academic preparation. Generally, students with an undergraduate degree in business have satisfied most of these requirements. Undergraduate equivalent courses that may be used to satisfy each required foundation course are noted.

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

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

\* Students with an accounting background must take ACCT815, 831, or 861 instead of ACCT801 to satisfy the M.B.A. core requirement in accounting.

**II. Master's Final Project (3 Hours)**

- MGMT849 Business Policy and Strategy (3)

**III. Career Selectives or Specialization (9 Hours)**

*A student may select from among the following specialization options. In addition, with faculty approval, a student may select a group of specific courses in a business-related discipline which shall comprise a specialization customized to individual student goals.*

**Specialization Options:**

**a. Human Resource Management**

- MGMT820 Human Resource Management Strategies (3)

Choose two of the following:

- MGMT823 Problems in Business Ethics (3)
- MGMT825 Problems in Industrial Relations (3)
- MGMT855 Leadership Dynamics (3)

**b. Management Information Systems**

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

**c. Marketing**

Choose three of four:

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

**d. Auditing**

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

**e. Management Accounting and Technology**

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

**f. Tax Accounting**

- ACCT 820 Tax Research (3)
- ACCT 822 Federal Income Taxation of Partnerships and Corporations (3)
- ACCT 823 Taxation of Gifts, Trusts, and Estates (3)

**g. International Business**

- MGMT830 International Management (3)

*Select one of the following courses:*

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

*Select one of the following courses:*

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

**IV. Total - 33 Hours (Graduate Core) and 12 Hours (Graduate Foundation)**



## Master of Science in Management Information Systems

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

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

### Special Admission Requirements

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

Graduates of the CBPA's degree programs with an overall GPA of 3.5 or greater may have the GMAT requirement waived, pending review and approval of a CBPA faculty committee.

### Recommended Preparation

All students will be required to have completed:

Two semesters of programming languages  
Calculus

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

### Candidacy Requirements:

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

1. satisfy all conditions of admission;
2. complete all preparatory courses with a GPA of 3.0 or better;

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

### Degree Requirements:

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

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

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

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

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

### Foundation Courses

Foundation courses may be waived on a course-by-course basis for students with appropriate academic preparation. Generally, students with an undergraduate degree in business have satisfied most of these requirements. Undergraduate equivalent courses that may be used to satisfy each required foundation course are noted.\*

- I. Foundation Course Work (15 Hours)**
- ACCT 601 Foundations of Accounting and Finance (3)  
(Equivalent: ACCT 301, ACCT 302, and FIN 301)\*
  - ECON 601 Foundations of Economics (3)  
(Equivalent: ECON 301 and ECON 302)\*
  - MGMT601 Foundations of Management (3)  
(Equivalent: MGMT 301 and MKTG 301)\*
  - MGMT610 Foundations of Managerial Statistics (3)  
(Equivalent: STAT 361 and STAT 362)\*
  - MIS 610 Information Systems for Managers (3)  
(Equivalent: MIS 301 and MIS 370)\*



**II. Business Core: Required for all MIS Master's Students (9 Hours)**

MKTG801	Strategic Marketing .....	3
MGMT810	Organizational Behavior in the Global Context .....	3
MGMT823	Problems in Business Ethics .....	3

**III. MIS Core: Required for all MIS Master's Students (15 Hours)**

MIS 800	Information Systems and Technology .....	3
MIS 801	Systems Analysis and Design .....	3
MIS 820	Database Development and Implementation .....	3
MIS 840	Distributed and Network Systems .....	3
MIS 850	Artificial Intelligence Systems for Management .....	3

Students may waive up to six hours of the MIS core if they can show evidence of previous course work or work experience in one or more of these areas. An additional three credit hours may be waived if the graduate research thesis (MIS890) is done as the final project.

**IV. Career Specializations (12 Hours)**

Students may choose any 12 hours of approved MIS or CPSC electives or may choose one of the following specializations:

**a. Networking**

CPSC 570	Windows Systems (3)
CPSC 572	Implementation and Support of NT (3)
Approved MIS elective (800 or above) (3)	
Approved MIS or CPSC elective (800 or above) (3)	

**b. Human-Computer Interaction**

ART 528	Digital Motion Graphics (3)
ART 534	Design for Electronic Publishing (3)
ART 544	Digital Photographic Imaging (3)
Approved MIS or psychology elective (800 or above) (3)	

**c. Internet Commerce**

MIS 860	Strategies in Internet Commerce (3)
MKTG elective (800 or above) (3)	

Choose one of the following:

ART 534	Design for Electronic Publishing (3)
CPSC 560	Computer Graphics (3)

Choose one of the following:

ART 528	Digital Motion Graphics (3)
CPSC 548	Computer Programming: Java (3)

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

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

**VI. Total - 39-42 hours (graduate core) and 15 hours (graduate foundation)****Master of Public Administration**

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

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

**Special Admission Requirements**

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

**Required Preparation**

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

**Preparatory Courses (9 to 12 Hours)**

PADM 301	Introduction to Public Administration .....	3
POLS 302	American National Government .....	3
or		
POLS 320	Local Governmental Systems .....	3

Three to six hours of statistics:

MGMT610	Foundations of Managerial Statistics .....	3
or		
STAT 361	Statistics for Management I and	
STAT 362	Statistics for Management II .....	6

**Research Project/Practicum Option**

As part of this degree program, students must choose either a master's research project (PADM855) or a practicum option (PADM867). Both options involve a demonstration of the student's knowledge and skills through the development of a major project and written report approved by a committee of three faculty members.

Before registering for either PADM855 or PADM867 students must:

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

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

**Candidacy Requirement**

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

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

**Degree Requirements**

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

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

Students must show proficiency in written communication by either:

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

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

**I. Required Courses (36 Hours)**

MIS 610	Information Systems for Managers .....	3
MGMT810	Organizational Behavior in the Global Context .....	3
MGMT860	Issues in Public and Private Management .....	3
PADM 802	Economic Analysis in Public Administration .....	3
PADM 810	Seminar in Public Human Resource Administration.....	3
PADM 812	Seminar in Public Budgeting .....	3
PADM 820	Seminar in Urban Government .....	3
PADM 840	Seminar in Public Policy .....	3
PADM 851	Seminar in Public Planning .....	3
PADM 852	Seminar in Research Methods .....	3
POLS 863	Seminar in American Institutions and Values .....	3
PADM 880	Internship: Public Administration .....	3 *

**II. Master's Final Project (3 Hours)**

Select one of the following:

PADM 855	Master's Research Paper .....	3
	or	
PADM 867	Practicum.....	3

**III. Total - 39 Hours**

\* Students with career experience in the public sector may substitute three hours of course work for PADM880. The course work should be appropriate to educational and career goals and is subject to the advisor's approval.

---

# COLLEGE OF EDUCATION

**Diane Alexander, Dean**

The College of Education prepares counselors, psychologists, and teachers to function effectively in a variety of instructional, guidance and counseling, and administrative roles. The graduate programs in Early Childhood and Multicategorical Special Education offered by the college are designed to meet the future educational needs of those working with our children. In addition, the college offers programs in Psychology, Counseling, and Educational Administration to meet the needs of adults who often face an uncertain world of conflicts and choices.

The college is also pleased to offer a new master's in Reading which has been added to its programs in response to the state's need for reading teachers.

The graduate programs in Multicategorical Special Education, Reading, School Counseling, School Psychology, and Educational Administration lead to appropriate certificates issued by the Illinois State Board of Education. Students completing the graduate programs described below are prepared to pursue doctoral programs at other institutions.

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

## Graduate Programs

---

Counseling (M.A.)  
 Community Counseling  
 Marriage and Family Counseling  
 School Counseling  
 Early Childhood Education (M.A.)  
 Education (M.A.)  
 Educational Administration (M.A.)  
 Multicategorical Special Education (M.A.)  
 Psychology (M.A.)  
 School Psychology  
 Reading (M.A.)

## Certifications and Accreditations

---

The college offers programs approved by the Illinois State Board of Education for teacher certification in the areas of elementary education, early childhood education, general administration, reading, special education, school counseling, and school psychology.

The counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs and the psychology program (school psychology) is accredited by the National Association of School Psychologists.

## Faculty of the College of Education

---

### Division of Education

Larry Freeman, Acting Chairperson

### University Professors

Marcus Ahmed  
 Joanne Anania  
 David Blood  
 Lisa Chang  
 Larry Cross  
 Marsha Davis  
 Sondra Estep  
 George Garrett  
 Charles Hicks  
 Glenna Howell  
 Jeffrey Kaiser  
 Maribeth Montgomery Kasik  
 Susan Kinsey  
 Jeannine Klomes  
 Georgia Kosmoski  
 Susan L'Allier  
 Benjamin Lowe  
 Diane McClellan  
 John Meyer  
 Michael Seth Mott  
 Renee Nash  
 Karen Peterson  
 Linda Proudfit  
 Vinicio Reyes  
 David Suddick  
 Sharifa Townsend  
 Barbara Winicki  
 Leon Zalewski

**University Lecturers**

Glenda Allen-Jones  
 Joan Bleck  
 Phillip Boudreau  
 Mary Chladek  
 Kathy Gillespie  
 E. Jean Johnson  
 Taida Kelly  
 Bruce Ketcher  
 Lora Knutson  
 Nancy Miller  
 Morvan Ngaiyaye  
 Ken Peterson  
 Penny Shnay  
 Elizabeth Tsolakides

**Division of Psychology and Counseling**

Addison Woodward, Chairperson

**University Professors**

Mary Arnold  
 Rachel Berg  
 Linda Buyer  
 D. Jon Carlson  
 Michael Dimitroff  
 Mercedes Graf  
 Trista Huckleberry  
 Diane Kjos  
 Michael Lewis  
 David Matteson  
 Lori McKinney  
 Jill Thompson  
 Sandra Whitaker  
 Leisa Williams  
 B. Eugene Wilson  
 Darlene Wright  
 Lon Wolf  
 Julia Yang

**University Lecturers**

Vanleela Dave'  
 Joan Downs  
 David Lewandowski  
 Elizabeth Ruiz  
 Albert Tuskenis

**DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS**

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

Requirements for specific degree programs follow.

**Master of Arts in Counseling**

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

**Accreditation**

All three counseling sequences, school counseling, community counseling, and marriage and family counseling are accredited by the Council for the Accreditation of Counselor Education and Related Programs (CACREP). The Illinois State Board of Education (ISBE) has approved the School Counseling sequence as leading to the School Service Personnel Certificate with an endorsement in Guidance. Applicants for this certificate must hold, or be eligible for, a standard Illinois teaching certificate. Students applying for certification must pass the Illinois certification tests in basic skills and in guidance and counseling.

**Admission Criteria**

In addition to the Governors State University graduate application, applicants must:

1. submit a statement of reasons for pursuing a graduate program in counseling, including intended career goal;
2. have a GPA of 2.5 or higher for all undergraduate work attempted or a GPA of 2.75 for the last 60 hours of undergraduate work attempted or a GPA of 2.25 or higher for all undergraduate work attempted and a score of at least 1050 on the verbal and quantitative portions of the Graduate Record Examination General Test;

3. have completed all prerequisite courses with a GPA of 3.0 or higher. Prerequisite courses for the Community Counseling and Marriage and Family Counseling sequences include statistics (STAT468), a course in research methodology (PSYC560), a course in abnormal psychology (PSYC430), and course work in Addictions Studies at the 500 level (Marriage and Family sequence must complete ADDS630) or above totaling three semester hours;

Applicants for the School Counseling sequence must have completed a course in statistics (STAT468), a course in research methodology (PSYC560), and course work in Addictions Studies at the 500 level or above totaling three semester hours; and

4. successfully complete COUN600, Professional Orientation and Ethical Standards for Counselors with a grade of "B" or better and receive a positive recommendation from the Counseling Program Screening Committee.

Applicants may be conditionally admitted after meeting criteria 1 and 2. The conditional status will be removed after criteria 3 and 4 have been met.

Applications should be completed by June 15 for fall admission, October 15 for winter admission and March 15 for spring/summer admission.

### Admission to Candidacy

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

1. be admitted to the program; and
2. complete COUN630, COUN810, and COUN847 with a grade of "B" or better in each course.

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

### Degree Requirements

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

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

A 600-hour internship is required for all counseling students. The internship may be completed in one trimester full time or two trimesters part time. Application deadlines for internship are as follows: fall trimester, July 15; winter trimester, November 15; spring/summer trimester, March 15.

#### I. Required Courses (30 Hours)

PSYC 610	Measurements and Evaluation .....	3
PSYC 720	Social and Cultural Foundations .....	3
COUN600	Professional Orientation and Ethical Standards for Counselors .....	3
COUN620	Life Span Developmental Issues .....	3
COUN630	Counseling Theories .....	3
COUN725	Family Systems: Theory and Practice .....	3
COUN730	Life Style and Career Development .....	3
COUN810	Beginning Counseling and Human Relations Skills .....	3
COUN842	Practicum in Vocational Counseling .....	3
COUN847	Group Dynamics and Intervention .....	3

#### II. Counseling Sequences

Select one of the following sequences:

##### Community Counseling Sequence (24 Hours)

COUN 633	Community Counseling (3)	
COUN 811	Interventions with Children and Adolescents (3)	
COUN 845	Practicum in Individual Counseling: Adult (3)	
COUN 855	Assessment and Treatment Planning (3)	
COUN 856	Practicum in Group Counseling: Adult (3)	
COUN 859	Family Counseling Techniques (3)	
COUN 868	Counseling Internship I (3)	
COUN 869	Counseling Internship II (3)	

##### Marriage and Family Counseling Sequence (30 Hours)

COUN 633	Community Counseling (3)	
COUN 811	Interventions with Children and Adolescents (3)	
COUN 845	Practicum in Individual Counseling: Adult (3)	
COUN 853	Parent Education: Prevention and Intervention (3)	
COUN 855	Assessment and Treatment Planning (3)	
COUN 859	Family Counseling Techniques (3)	
COUN 860	Marriage and Couple Counseling (3)	
COUN 881	Counseling Internship I: Marriage and Family Counseling (3)	
COUN 882	Counseling Internship II: Marriage and Family Counseling (3)	

With advisor's approval, select one of the following two courses:

COUN 852	Practicum in Group Counseling: Child and Adolescent (3)	
	or	
COUN 856	Practicum in Group Counseling: Adult (3)	

- School Counseling Sequence (24 Hours)**  
 COUN 638 Introduction to School Services (3)  
 COUN 844 Practicum in Individual Counseling:  
 Child and Adolescent (3)  
 COUN 851 Consultation and School Staff  
 Development (3)  
 COUN 852 Practicum in Group Counseling:  
 Child and Adolescent (3)  
 COUN 853 Parent Education: Prevention and  
 Intervention (3)  
 COUN 858 Development of School  
 Counseling Programs (3)  
 COUN 868 Counseling Internship I (3)  
 COUN 869 Counseling Internship II (3)

### III. Total - 54 or 60 Hours

## Master of Arts in Early Childhood Education

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

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

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

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

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

### Option III: Students with Undergraduate Preparation in Early Childhood Education

Students who have significant undergraduate preparation in early childhood education or a closely related area and wish to pursue advanced study of early childhood education are required to complete the core courses and other courses approved by an advisor.

### Program Requirements

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

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

- transcripts showing a cumulative GPA of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- scores from the Graduate Record Examination (GRE) (General Test only) or Miller Analogies Test;
- a score from the GRE Writing Assessment; and
- if seeking the Initial Early Childhood Education certificate, evidence of having passed the Basic Skills Test of the Illinois Certification Testing System or evidence of possessing an Illinois teaching certificate that required passing this test.

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

### Conditional Continuation:

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

**Student Progress**

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

**Student Handbook**

The Graduate Early Childhood Education Student Handbook referred to in this catalog is available at <http://www.govst.edu/users/gcoe/hndbks.htm>.

**Candidacy**

To continue in the program the student must be accepted as a candidate for the M.A. in Early Childhood Education degree after completing EDUC610 and three other ECED courses on the student's approved study plan. Students pursuing Option I must have completed EDEC651 and 652. Students pursuing Option II must have completed at least one lab course.

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

To qualify for candidacy, a student must:

1. Complete undergraduate prerequisites, SPED510 and EDEC360, with a "B" or better;
2. Complete all course work applicable to the degree with a GPA of 3.0 or higher, with a grade of "C" or better in each course;
3. Display, or be judged as developing, the dispositions expected of graduate students as listed in the section, Teacher Education and Certification;
4. Be recommended for candidacy by the Early Childhood Education program faculty.

**Recommended Preparation**

Before admission, it is recommended that applicants complete the following prerequisite course work: Survey of Exceptional Students (SPED510) and Growth and Development of Young Children (EDEC360). These courses must be completed with a "C" or better and are required in addition to the degree requirements listed below.

**Degree Requirements**

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

In addition, students:

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

**Required Core Courses for a Master's in Early Childhood Education:**

**Core Courses (15 Hours)**

EDUC 610	Issues in Education .....	3
EDEC 622	Advanced Early Childhood Development .....	3
EDEC 740	Seminar on Children and Families at Risk .....	3
EDUC 811	Teacher as Researcher .....	3
EDUC 868	Culminating Project: . . . ..	3

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

**Additional Required Courses**

**Option I: Students seeking the Initial Early Childhood Certificate who hold an Illinois Elementary or Special Education Certificate\* (25-37 Hours; 37-49 Hours with Student Teaching)**

EDEC 520	Beginning Reading & Writing Instruction .....	3
EDEC 612	History and Philosophy of Early Childhood Education .....	3
EDEC 640	Psycholinguistics .....	3
EDEC 651	Lab 1: Infant and Toddler .....	1
EDEC 652	The Child in Family and Community .....	3
EDEC 660	Advanced Assessment Techniques in Early Childhood .....	3
EDEC 665	Methods of Teaching in the Arts .....	2
EDEC 670	Preprimary Curriculum Development in Early Childhood Education .....	3
EDEC 671	Lab 2: Preprimary .....	1
EDEC 685	Integrating Instruction in Early Childhood Education .....	3

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

EDEC 680	Literacy Methods in Early Childhood Education .....	5
EDEC 681	Lab 3: Literacy in Early Childhood Education .....	1
EDEC 695	Methods of Teaching Primary Math, Science, Social Studies, and Computer Use .....	5
EDEC 696	Lab 4: Primary Math, Science, Social Studies, and Computer Use .....	1

\* Students who do not document previous student teaching in grades K-3 or successful teaching experience while holding a valid teaching certificate at these grade levels are required to complete EDEC499.

**Option II: Students seeking the initial Early Childhood Education certificate who do not hold an elementary or special education certificate (34 Hours; 46 hours with Student Teaching)**

EDEC 612	History and Philosophy of Early Childhood Education .....	3
EDEC 640	Psycholinguistics .....	3
EDEC 651	Lab 1: Infant and Toddler .....	1
EDEC 652	The Child in Family and Community .....	3
EDEC 660	Advanced Assessment Techniques in Early Childhood .....	3
EDEC 665	Methods of Teaching in the Arts .....	2
EDEC 670	Preprimary Curriculum Development in Early Childhood Education .....	3
EDEC 671	Lab 2: Preprimary .....	1
EDEC 680	Literacy Methods in Early Childhood Education .....	5
EDEC 681	Lab 3: Literacy in Early Childhood Education .....	1
EDEC 685	Integrating Instruction in Early Childhood Education .....	3
EDEC 695	Methods of Teaching Primary Math, Science, Social Studies, and Computer Use .....	5
EDEC 696	Lab 4: Primary Math, Science, Social Studies, and Computer Use .....	1

\*Students in this option must complete EDEC499.

**Option III: Students with undergraduate preparation in early childhood education (21 Hours)**

Students in this option must complete a minimum of 21 hours of electives in graduate courses approved by an advisor; at least two of these courses must be at the 800 level.

## Master of Arts in Education

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

### Teacher Certification

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

### Program Requirements

After meeting the university admission requirements, in order to continue in the program, students must, before completing nine hours of course work which must include EDUC610 and EDUC800:

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

- transcripts showing a cumulative GPA of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- scores from the Graduate Record Examination (GRE) (General Test only) or Miller Analogies Test;
- a score from the GRE Writing Assessment;

After the student has completed EDUC610 and EDUC800, the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the student must earn a grade of "B" or better in EDUC610 and EDUC800 which must be taken at Governors State University.

### Conditional Continuation:

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



**Admission to Candidacy**

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

To qualify for candidacy, a student must:

1. have completed undergraduate prerequisites for all courses on the study plan;
2. have completed all course work applicable to the degree with a GPA of 3.0 or higher, with a grade of "B" or better in EDUC610 and EDUC800 and with a grade of "C" or better in all other courses;
3. submit an acceptable word-processed essay not to exceed 300 words written in response to directions in the M.A. in Education Student Handbook;
4. display, or be judged as developing, the dispositions expected of a graduate student as listed in the section "Teacher Certification";
5. Be recommended for candidacy by the M.A. in Education program faculty.

Further information about candidacy is available in the M.A. in Education Student Handbook at <http://www.govst.edu/users/gcoe/education.html>.

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

**Student Progress**

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

**Student Handbook**

The M.A. in Education Student Handbook referred to in this catalog is available at <http://www.govst.edu/users/gcoe/hndbks.htm>.

**Degree Requirements**

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

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

In addition, students:

1. may apply a maximum of six hours of graduate credit earned from other accredited institutions or as a nondegree seeking student toward the degree requirements, subject to approval by the coordinator of graduate programs;
2. must maintain a GPA of 3.0 or higher, with a grade of "B" or better in EDUC610 and EDUC800 and a grade of "C" or better in all other courses;
3. must complete all course work, including transfer credits, within six calendar years;
4. must pass a comprehensive examination in the area of specialization listed on the student's approved study plan. (Further information regarding comprehensive examinations is available in the M.A. in Education Student Handbook.)
5. display the dispositions expected of graduate students as listed in the section, "Teacher Certification";
6. be recommended by the M.A. in Education program faculty.

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

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

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

Further information is available in the M.A. in Education Student Handbook at <http://www.govst.edu/users/gcoe/education.html>.

**II. Electives (6 Hours)**

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

**III. Specialization (15 Hours)**

Students will select and complete a 15 hour specialization. Specializations are available for teaching professionals in areas such as early childhood education, computer education, reading, mathematics education, science education, and curriculum and instruction. Further information regarding specializations is available in the M.A. in Education Student Handbook.

The information about the M.A. in Reading program which leads to K-12 certification can be found on page 143; the description of reading courses begins on page 206.

**IV. Total - 36 Hours**

## Master of Arts in Educational Administration

The graduate major in Educational Administration provides background and specific skills necessary for employment as an elementary or secondary school principal, a supervisor, a curriculum consultant, or a department chairperson. The curriculum includes a number of courses that provide essential knowledge and skills for continued growth in positions of educational leadership.

### Certification/Endorsement

Completion of this program and compliance with other requirements presented in the "Teacher Certification" section of this catalog leads to the Illinois Administrative Certificate with the General Administrative endorsement. Individuals applying for the certificate or the endorsement are subject to state testing requirements.

### Program Requirements

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

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

- transcripts showing a cumulative GPA of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- scores from the Graduate Record Examination (GRE) (General Test only);
- a copy of a valid Illinois or comparable out-of-state initial, standard, or master teaching or a school service or administrative certificate;
- evidence of having passed the Basic Skills Test of the Illinois Certification Testing System or of possessing an Illinois teaching certificate that required passing this test;
- a score from the GRE Writing Assessment; and
- evidence of two years teaching experience in a recognized public or private school as directed in the application materials.

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

### Conditional Continuation:

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

### Admission to Candidacy

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

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

To qualify for candidacy, a student must

- have completed the four courses referred to above with a grade point average of 3.25;
- display, or be judged as exhibiting, or developing, the dispositions expected of graduate students as listed in the section "Teacher Certification"; and
- receive a positive recommendation from the Educational Administration faculty.

### Student Progress

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

### Student Handbook

The Educational Administration Student Handbook referred to in this catalog is available at <http://www.govst.edu/users/gcoe/hndbks.htm>.

## Degree Requirements

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

In addition students must:

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

### I. Required Courses (33 Hours)

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

### II. Selectives (3 Hours)

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

EDAD 618 The Adult Learner (3)	
EDAD 836 Administration of School Personnel (3)	
EDAD 838 Collective Negotiations (3)	
EDAD 850 Seminar: Educational Policies and Issues (3)	
EDCP 770 Administrative Uses of Microcomputers (3)	
SPED 805 Administration and Supervision of Special Education (3)	

### III. Total - 36 Hours

## Master of Arts in Multicategorical Special Education

The graduate major in Multicategorical Special Education prepares teachers to teach in special education programs for children identified with the following exceptionalities: learning disabilities, social/emotional disorders, and educable mental impairments. Graduates of the program are able to function effectively in instructional, resource, and included settings and as collaborators/consultants to educators, administrators, staff, and parents.

## Certification/Endorsement

The program is approved by the Illinois State Board of Education and leads to the Initial Elementary, Secondary, or Special Certificate with endorsements in Educable Mental Impairments, Learning Disabilities, and Social/Emotional Disorders or to endorsements on a certificate already held by the applicant.

## Program Requirements

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

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

- transcripts showing a cumulative GPA of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- scores from the Graduate Record Examination (GRE) (General Test only) or Miller Analogies Test;
- a valid Illinois or comparable out-of-state initial, standard, or master teaching certificate;
- evidence of having passed the Basic Skills Test of the Illinois Certification Testing System or evidence of possessing an Illinois teaching certificate that required passing this test;
- a score from the GRE writing assessment; and
- evidence of two years teaching experience in a recognized public or private school as directed in the application materials.

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

## Conditional Continuation:

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

## Admission to Candidacy

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

To qualify for candidacy, a student must:

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

Further information about candidacy is available in the M.A. in Education Student Handbook at <http://www.govst.edu/users/gcoe/education.html>.

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

## Degree Requirements

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

In addition, students must:

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

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

## I. Required Courses (37 Hours)

SPED 619	Psychological Diagnosis of Learners with Exceptionalities .....	3
SPED 805	Administration and Supervision of Special Education .....	3
SPED 820	Learning Characteristics of Students with LD, MI, and S/ED .....	3
SPED 831	Behavioral Characteristics of Students with LD, MI and S/ED .....	3
SPED 835	Methods for Teaching LD, EMI, and S/ED .....	3
SPED 840	Special Education Practicum I .....	1
SPED 850	Special Education Practicum II .....	1
SPED 860	Collaboration Skills for Teachers and Support Personnel .....	3
SPED 863	Special Education Practicum III .....	1
SPED 865	Graduate Seminar in Multicategorical Special Education .....	4
EDUC 632	Teaching Mathematics to Low Achieving Students .....	3
EDUC 811	Teacher as Researcher .....	3
EDUC 846	Reading Remediation in the Classroom ...	3
EDCP 737	Educational Applications of the Microcomputer: Special Education .....	3

## II. Total - 37 Hours

## Master of Arts in Psychology-Thesis Sequence

The thesis-track option in psychology is designed to provide students with a strong theoretical background in the traditional areas of psychology. Students with this major will be well-prepared to pursue advanced graduate studies in psychology (the Ph.D. degree). They may also be employed in research units in businesses requiring M.A. level psychologists. There are limited teaching opportunities for persons with a master's degree in general psychology. Such teaching opportunities are usually at the junior or community college level and are often part-time positions. With the addition of a teaching certificate, those with an M.A. in general psychology may be eligible to teach in a high school. You should be aware that the M.A. in Psychology (thesis-track option) is not an applied degree.

## Required Preparation

While an undergraduate major in psychology is strongly recommended, students without a psychology background may be admitted to the major and enroll for courses. Students must show evidence of having earned a grade of "B" or higher in the following prerequisites (or their equivalent): Personality Theories (PSYC410), Learning Cognition (PSYC422), Abnormal Psychology (PSYC430), Social Psychology (PSYC445), Child Development (PSYC512), Principles of Behavior Change (PSYC524), Research Methodology (PSYC560), and Statistics (STAT468). These courses may not be used to fulfill degree requirements and may be taken at the undergraduate level or at another institution.

## Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

1. already possess a baccalaureate degree from a regionally accredited college or university and be in good standing at the last school attended;
2. have completed, with grades of "B" or higher, undergraduate courses at an accredited institution that are comparable to Personality Theories (PSYC410), Learning Cognition (PSYC422), Abnormal Psychology (PSYC430), Social Psychology (PSYC445), Child Development (PSYC512), Research Methodology (PSYC560), and Statistics (STAT468). Please note, these courses are prerequisites and may not be used to fulfill degree requirements of the M.A. and may be taken at the undergraduate level or at another institution.
3. have earned a grade point average (GPA) of at least 3.0 in the last 60 hours of undergraduate course work;
4. have a score of at least 400 on the Psychology Specialty portion of the Graduate Record Exam (GRE);
5. provide a statement of the applicant's purpose in seeking a master's degree in psychology in the thesis track and long-term goals; and
6. provide three letters of recommendation.

## Admission to Candidacy

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

1. complete all preparatory courses listed above with a grade of "B" or better;
2. complete PSYC821, PSYC826, PSYC828, and STAT860, with a grade of "B" or better; and
3. take the psychology portion of the Graduate Record Exam (GRE) after completing the four candidacy courses listed in No. 2 above. You can obtain information about taking the GRE from the Student Development Office (Ext. 4508) or by contacting the Educational Testing Service (ETS) in Evanston, Ill. (Phone (847) 869-7700.)

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

## Degree Requirements

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

In addition, students must:

1. maintain a GPA of 3.0 or higher, with a grade of "C" or better in each course and have no more than two courses with a grade of "C";
2. complete STAT860 and PSYC890; and
3. receive positive endorsement from the thesis/project committee.

### I. Required Courses (29 Hours)

#### A. General Psychology (15 Hours)

PSYC 821 Graduate Seminar in Abnormal Psychology .....	3
PSYC 826 Graduate Seminar in Social Psychology ..	3
PSYC 828 Graduate Seminar in Cognitive Psychology .....	3
PSYC 829 Graduate Seminar in Human Development .....	3
PSYC 853 Human Neuropsychology I: Brain Function .....	3

#### B. Methodology (14 Hours)

PSYC 890 Graduate Thesis/Project: . . .	4
STAT 860 Advanced Statistics in Behavioral Science .....	3

STAT861	Computer Laboratory for Advanced Statistics .....	1
PSYC660	Advanced Research Methods .....	3
PSYC655	Thesis Preparation .....	3

**II. Selectives**

(Choose 9 hours from the courses listed below)

PSYC 523	Cognitive Development .....	3
PSYC 524	Principles of Behavior Change .....	3
PSYC 536	Motivation and Emotional Development ..	4
PSYC 544	Theories and Treatment of Life Problems .....	3
PSYC 555	Introduction to Therapy with Children ....	4
PSYC 558	Introduction to Therapy with Adults .....	4
PSYC 610	Measurements and Evaluation .....	3
PSYC 615	Personality and Trait Assessment .....	3
PSYC 630	Topics in Psychology: Thinking .....	3
PSYC 720	Social and Cultural Foundations .....	3
PSYC 822	Seminar in Human Memory .....	3
PSYC 846	Individual Assessment I: School Age .....	3 **
PSYC 847	Individual Assessment I: School Age Laboratory .....	2 **
PSYC 857	Individual Assessment III: Personality .....	3 **
COUN630	Counseling Theories .....	3 *

\* Recommended only for those who have not yet decided between the Counseling and the master's thesis programs.

\*\* Recommended only for those who will complete the School Psychology certification program.

**III. Total - 38 Hours**

**Master of Arts in Psychology with a School Psychology Sequence**

The master of arts in Psychology with a sequence in School Psychology is designed for those students who seek to become competent practitioners, meeting the Illinois certification requirements. The program is approved by the Illinois State Board of Education for endorsement of the School Psychology certificate. Students electing this program will be prepared for certification as school psychologists in Illinois. The program is accredited by the National Association of School Psychologists; and graduates of the program are automatically eligible to apply for the credential, Nationally Certified School Psychologist.

The School Psychology program is guided by the values of the division and school psychology faculty. These include respect for individual differences, the necessity for the consideration of multicultural issues in assessment and intervention, the importance of remediating the complete student and learning environment, and the importance of advocating for the rights of students.

Students pursuing preparation in School Psychology follow a rigorous program of studies in the areas of psychological foundations, assessment/interventions, and

practicum/internship experiences. Course work is designed to provide appropriate knowledge and skills in the broad based areas of educational foundations; measurement, assessment and intervention; psychological foundations; and professional school psychology. In addition to specified courses, students pursuing this program complete a practica and internship experience. The program requires extensive preparation necessitating a three-year commitment in addition to the yearlong internship.

**Certification**

The School Psychology sequence under this major is approved by the Illinois State Board of Education and leads to the School Service Certificate endorsed in School Psychology. Recommendation for the certificate is contingent upon satisfactory completion of all graduate course work and the internships in school psychology (PSYC920-921). Students applying for certification must pass Illinois certification tests in school psychology and basic skills.

**Required Preparation**

While an undergraduate major in psychology is strongly recommended, students without a psychology background may be admitted to the major and enroll for courses. However, all students must show evidence of having earned a grade of "B" or better in the following prerequisites (or their equivalent): Personality Theories (PSYC410), Learning Cognition (PSYC422), Abnormal Psychology (PSYC430), Social Psychology (PSYC445), Child Development (PSYC512), Principles of Behavior Change (PSYC524), Research Methodology (PSYC560), and Statistics (STAT468). This course work may be taken at the undergraduate level or at another institution. However, none of this course work may be used to fulfill degree requirements; and it will not count toward the minimum 61 graduate credit-hours required in the school psychology program. For additional information refer to the Handbook for Graduate Students: School Psychology Program available from the degree program advisor.

**Admission Criteria**

In addition to the Governors State University graduate application, applicants must submit the following in order to be considered for admission to the School Psychology program:

1. statement of reasons for pursuing a graduate School Psychology program.
2. three current letters of recommendation. Letters should be solicited from those who can speak to the student's academic performance such as advisors, past professors, etc.

3. minimum undergraduate grade point of 3.0 (4.0 scale).
4. applicants with a master's must have a 3.25 graduate GPA.

Note: Students with a GPA less than 3.0 may be admitted on a probationary basis. Factors considered may include a comparison of the student's GPA between the first two and the last two years of college, submission of test scores such as the GRE, Miller's Analogies, or other objective evidence an applicant may choose to submit. Scores of the GRE (general test) or Miller's should be at the 50 percentile.

An application will not be reviewed until the file is complete. Applicants will be interviewed before the admissions decisions. As space in clinical course work and supervised practicum/internship is restricted, not all applicants are admitted to the program. Applications should be completed by June 15 for fall admission, October 15 for winter admission and March 15 for spring/summer admission.

**Admission to Candidacy**

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

1. complete PSYC835, PSYC610, COUN810, and either PSYC826 or PSYC853 with a grade of "B" or better in each course; and
2. complete the application and submit transcripts verifying completion of the above course work.

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

**Residency**

In addition to the university residency requirement of a minimum of 24 credits toward the master's taken from the university, school psychology students must also complete nine hours of graduate work within one academic year.

**Admission to Practicum**

Enrollment in PSYC865, Practicum, requires prior admission to candidacy and meeting other requirements outlined for this program in the student handbook available from the program advisor. Application for the practicum in the winter trimester must be made by November 15 and by July 15 for the fall trimester. Ordinarily, the practicum is not offered in the summer. Admission to the practicum requires demonstration of professional knowledge and skills in the areas of assessment, consultation, and professional school psychology. Students should refer to the handbook for evaluation details. Priority in assignments is based on the date of achieving candidacy.

**Degree Requirements**

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

In addition, students must:

1. maintain a GPA of 3.0 or higher and have no more than two courses with a grade of "C." In addition, students must earn no less than a "B" in PSYC846, PSYC847, PSYC848, PSYC857, and PSYC858;
2. complete PSYC865;
3. receive positive endorsement from the review committee; and
4. meet all other requirements for certification as stated in the Handbook for Graduate Students: School Psychology Program.

**Internship Requirement**

After completing the degree requirements, students must complete the internships (PSYC920 and PSCY921). The internship experience is no less than one academic year of supervised experience (minimum of 1,200 clock-hours) in a public school approved as an internship site. Approval for beginning an internship is predicated on acceptable practicum evaluations and faculty review of the entire practicum experience, including a portfolio practicum packet.

**I. Psychological Foundations (15 Hours)**

PSYC 821	Graduate Seminar in Abnormal Psychology .....	3
PSYC 826	Graduate Seminar in Social Psychology ..	3
PSYC 828	Graduate Seminar in Cognitive Psychology .....	3
PSYC 829	Graduate Seminar in Human Development .....	3
PSYC 853	Human Neuropsychology I: Brain Function .....	3



<b>II. Measurement and Statistics (7 Hours)</b>	
PSYC 610	Measurements and Evaluation ..... 3
STAT 860	Advanced Statistics in Behavioral Science ..... 3
STAT 861	Computer Laboratory for Advanced Statistics ..... 1
<b>III. Assessment and Intervention (17 Hours)</b>	
PSYC 846	Individual Assessment I: School Age ..... 3
PSYC 847	Individual Assessment I: School Age Laboratory ..... 2
PSYC 848	Individual Assessment II: Preschool ..... 3
PSYC 857	Individual Assessment III: Personality ..... 3
PSYC 858	Advanced Seminar in Individual Assessment and Intervention ..... 3
SPED 619	Psychological Diagnosis of Learners with Exceptionalities ..... 3
<b>IV. Counseling and Intervention (9 Hours)</b>	
COUN 630	Counseling Theories ..... 3
COUN 810	Beginning Counseling and Human Relations Skills ..... 3
COUN 851	Consultation and School Staff Development ..... 3
<b>V. Educational Foundations (6 Hours)</b>	
EDAD 601	Curriculum Development and Learning Theories ..... 3
<i>Select one of the following:</i>	
SPED 510	Survey of Students with Exceptionalities (3)
SPED 805	Administration and Supervision of Special Education (3)
Note: Select SPED805 only if SPED510 or equivalent has been completed.	
<b>VI. Professional School Psychology (7 Hours)</b>	
PSYC 835	Roles and Issues in School Psychology ... 3
PSYC 865	Practicum in School Psychology ..... 4
<b>VII. Internship in School Psychology (Postgraduate) (6 Hours)</b>	
PSYC 920	Internship in School Psychology I ..... 3
PSYC 921	Internship in School Psychology II ..... 3
<b>VIII Total - 61 Hours (67 Hours with postgraduate Internship)</b>	

## Master of Arts in Reading

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

The program prepares teachers to undertake successfully the role of reading specialist or clinician and to deliver staff development within schools which are serving an expanding multicultural student population. Knowledge areas and competencies incorporated into the program's required course work were identified by the Professional

Standards and Ethics Committee and the Advisory Group to the National Council of Accreditation of Teacher Education Joint Task Force of the International Reading Association.

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

### Program Requirements

After meeting the university admission criteria, in order to continue in the program, students must, before completing nine hours of course work which must include EDUC610 and READ821:

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

- transcripts showing a cumulative GPA of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- scores from the Graduate Record Examination (GRE) (General Test only) or Miller's Analogies Test;
- a score from the Graduate Record Examination Writing Assessment;
- a valid Illinois or comparable out-of-state initial, standard or master teaching certificate;
- evidence of having passed the Basic Skills Test of the Illinois Certification Testing System or evidence of possessing an Illinois teaching certificate that required passing this test; and
- evidence of two years teaching experience in a recognized public or private school as directed in the application materials by completion of the program.

After the student has completed EDUC610 and READ821, the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or recommend to the division chair that the student be dismissed from the program. To receive a recommendation to continue, the student must earn a grade of "B" or better in EDUC610 and READ821 which must be taken at Governors State University.

### Conditional Continuation:

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



### Candidacy

To continue in the program, the student must apply for and be accepted as a candidate for the M.A. in Reading after completing 15 semester hours of graduate course work that must include the following four courses: EDUC610, READ821, READ824, and READ825.

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

To qualify for candidacy, a student must:

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

### Student Progress

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

### Student Handbook

The Graduate Reading Student Handbook referred to in this catalog is available at <http://www.govst.edu/users/gcoe/hndbks.htm>

### Program Requirements

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

1. must earn "B" or better in each course;
2. may apply a maximum of six hours of course credit from other accredited institutions toward the degree requirements, subject to approval by the faculty advisor and the coordinator of graduate studies;
3. must complete all required course work, including transfer credits, within six calendar years;
4. must pass the required comprehensive examination for the program;

5. must display the dispositions expected of graduate students as listed in the Teacher Education and Certification section; and
6. be recommended by the M.A. in Reading program faculty.

### Teacher Certification

Graduates of this program are eligible for a teaching certificate or certificate endorsement from the Illinois State Board of Education when they meet additional requirements described in the Teacher Education and Certification section in this catalog. Students seeking the Initial Elementary, Initial Secondary, or Initial Standard Certificate endorsed in reading or an endorsement in reading on an existing certificate must pass the appropriate examinations administered by the Illinois State Board of Education. Students who have two years teaching experience and complete both the degree and the requirements for the supervisory endorsement listed below will be granted a supervisory endorsement if they hold a special certificate.

#### Course Requirements for M.A. in Reading

EDUC 610	Issues in Education .....	3
EDUC 811	Teacher as Researcher .....	3
READ 820	Psycholinguistic and Sociolinguistic Foundations of Literacy .....	3
READ 821	Survey of Reading: Theory and Practice .....	3
READ 822	Teaching Reading in Content Areas .....	3
READ 823	Integrating Children's and Adolescents' Literature Across the Curriculum .....	3
READ 824	Reading Diagnosis .....	3
READ 825	Reading Remediation .....	3
READ 826	Reading Practicum I: Elementary School Reading .....	3
READ 827	Reading Practicum II: Middle and Secondary School Reading .....	3
READ 828	Seminar in Reading .....	3
EDUC 868	Culminating Experience .....	3
<b>Total - 36 Hours</b>		

### Requirements for Supervisory Endorsement

The program provides an option under which students successfully completing the following course work will be eligible for the Supervisory Endorsement on the Initial or Standard Special Certificate:

READ 830	Developing and Supervising Reading Programs .....	3
EDAD 621	Foundations of School Administration and Organization .....	3
EDAD 724	School Supervision .....	3
<b>Total for Supervisory Endorsement - 9 Hours</b>		

# COLLEGE OF HEALTH PROFESSIONS

**Ami Wang, Interim Dean**

The graduate degree programs in the College 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 and service activities through a vast network of hospitals and medical centers in the Chicago region. Courses using both traditional and innovative teaching strategies provide the theoretical bases for clinical and research experiences. The college also provides credit and noncredit continuing education courses and workshops for health and human service professionals at many off-campus locations throughout the country.

## ACCREDITATION

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

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

The graduate Nursing major is accredited by the National League for Nursing (NLN).

The Physical Therapy program at Governors State University has been granted Probationary Initial Accreditation Status by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Occupational Therapy program has full accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

At the date of the publication of the catalog, the Master of Social Work (M.S.W.) program at Governors State University is not accredited. The university is seeking professional accreditation from the Council on Social Work Education (CSWE) for the M.S.W. degree program.

## Graduate Programs

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

## Faculty of the College of Health Professions

### Division of Nursing, Communication Disorders, Occupational Therapy, and Physical Therapy

Sandra A. Mayfield, Acting Chairperson

### Communication Disorders Program

Jay Lubinsky, Academic Program Director  
 Sandra Mayfield  
 Susanne Hildebrand  
 Michael Williams  
 William Yacullo

### Nursing Program

June Krawczak, Academic Program Director  
 Constance Edwards  
 Martha Gainer  
 Mary Geis  
 Robert Leftwich  
 Nancy MacMullen  
 Catherine Tymkow  
 Ami M. Wang

### Occupational Therapy Program

Elizabeth A. Cada, Academic Program Director  
 Catherine P. Brady  
 Cynthia Carr  
 Robert Druzinsky  
 Patti Kalvelage  
 Jessica Pedersen

### **Physical Therapy Program**

Russell Carter, Academic Program Director  
David Diers  
Robert Druzinsky  
Roberta O'Shea  
Joyce Sligar  
Ann Vendrely  
Rebecca Wojcik

### **Division of Social Work, Addictions Studies, and Health Administration**

Wanda Bracy, Chairperson

### **Addictions Studies Program**

Arthur Durant, Academic Program Director  
Gregory Blevins  
Judith A. Lewis  
David O'Donnell  
Peter Palanca  
Cheryl Mejta, Director, Center for Advanced  
Training, Education, and Evaluation (CATEE) in  
Addictions and Behavioral Health

### **Health Administration Program**

Sang-O Rhee  
Academic Program Director, Graduate  
Ralph Bell  
Kyunuk Chung  
Clementine Coleman  
Academic Program Director, Undergraduate  
Donna Gellatly  
Jie Shen

### **Social Work Bachelor's Program**

Sonya Monroe, Academic Program Director  
William Boline  
Donna Nieckula

### **Social Work Master's Program**

Wanda Bracy, Academic Program Director  
Carol Bruell  
Nagesh Kolisetty  
Harriet Meek

## **DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS**

---

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

Requirements for specific degree programs follow.

### **Master of Health Science in Addictions Studies**

---

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

#### **Special Admissions Requirements**

In addition to meeting university admission criteria, applicants must:

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

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

#### **Recommended Preparation**

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

## Admission to Candidacy

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

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

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

## Degree Requirements

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

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

- I. Required Courses (29 Hours)**
- |                                                                               |   |
|-------------------------------------------------------------------------------|---|
| ADDS 610 Psychopharmacology .....                                             | 3 |
| ADDS 720 Substance Abuse Prevention .....                                     | 3 |
| ADDS 845 Clinical Models of Addiction .....                                   | 3 |
| ADDS 815 Substance Abuse Counseling .....                                     | 3 |
| ADDS 821 Group Techniques .....                                               | 3 |
| ADDS 825 Etiology and Epidemiology of<br>Substance Abuse .....                | 3 |
| ADDS 835 Planning, Managing, and Evaluating<br>Substance Abuse Programs ..... | 3 |
| ADDS 855 Seminar in Substance Abuse .....                                     | 3 |
| ADDS 865 Internship Seminar .....                                             | 1 |
| ADDS 869 Comprehensive Examination .....                                      | 1 |
| ADDS 880 Internship: . . . ..                                                 | 3 |
- II. Career Selectives (3 Hours)**  
In consultation with advisor, select three hours from the courses that are appropriate to the student's career or educational goals.
- III. Total - 32 Hours**

## Master of Health Science in Communication Disorders

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

### Accreditation/Certification

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

The program is also approved by the Illinois State Board of Education and meets academic requirements for the Illinois Initial Special Teaching Certificate endorsed in Speech and Language Impaired. This teaching certificate is required for all speech-language pathologists employed in Illinois public schools. Students seeking teaching certification in this area must meet the Requirements for Certification through Approved Programs, the General Education Requirements, and the Professional Education Requirements listed in the Teacher Certification section of this catalog.

The program in Communication Disorders is designed to serve part-time students. Students usually take six hours per trimester and three years to complete the program.

### Special Admission Requirements

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

In addition to meeting university criteria, applicants must:

1. have completed a bachelor's degree in communication disorders at a university with regional accreditation;
2. have a GPA of 3.00 or higher for all undergraduate work attempted before receiving the baccalaureate degree;

3. have a GPA of 3.30 or higher for all courses attempted in communication disorders;
4. submit four letters that address the applicant's potential ability as a graduate student in communication disorders. At least three of the four letters must be from previous academic faculty in the major; and
5. have adequate speech, language, hearing, and interpersonal skills to function as a speech-language pathologist. Applicants will be admitted conditionally pending verification.

**Recommended Preparation**

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

**Thesis/Non-Thesis Option**

As part of this degree program, students may choose either a thesis or non-thesis option.

In the thesis option, a student completes a master's project, prepares a formal thesis manuscript, and presents the study in a formal seminar. The thesis option would be appropriate for students who have focused research interests or who intend to pursue doctoral study. The thesis proposal must be approved before starting the practicum sequence.

In the non-thesis option, a student takes qualifying examinations covering all communication disorders course work. The examination must be passed before starting the practicum sequence.

More information about these options is available through the Communication Disorders program director.

**Admission to Candidacy**

After completion of 12 graduate semester hours in Communication Disorders courses, a student must apply for candidacy. Application forms are available in the program office. Unsuccessful applicants will not be permitted to complete the degree program. To qualify for degree candidacy, a student must:

1. apply for candidacy in the trimester after completing 12 graduate credit hours in Communication Disorders courses;
2. have successfully completed graduate Communication Disorders courses taught by at least two different full-time faculty in Communication Disorders; and
3. have an approved study plan.

A student will be accepted as a graduate candidate if:

1. a minimum GPA of 3.0 was earned in the first 12 credits of graduate Communication Disorders courses;
2. no more than one grade of "C" was earned;
3. speech, language, and hearing abilities are acceptable;
4. interpersonal skills are appropriate for the profession; and
5. undergraduate requirements in the approved student study plan are completed.

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

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

**Degree Requirements**

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

1. complete all degree requirements within five calendar years after beginning course work as a graduate degree-seeking student in communication disorders;
2. satisfactorily complete all practicum requirements in a variety of disorder areas. Information about these requirements is available through the Communication Disorders program;
3. pass written qualifying examinations or complete a graduate thesis/project;
4. earn no more than one grade of "C" in graduate Communication Disorders courses; and
5. pass the national examination (NESPA/Praxis) in speech-language pathology.

**I. Required Courses (43 Hours)**

CDIS 802	Scientific and Professional Foundations of Communication Disorders .....	3
CDIS 810	Voice Disorders .....	3
CDIS 813	Language Disorders of Children .....	3
CDIS 818	Behavior Principles in Communication Disorders .....	3
CDIS 825	Fluency Disorders .....	3
CDIS 831	Language and Cognitive Disorders of Adults .....	3
CDIS 833	Motor Speech Disorders .....	3
CDIS 838	Dysphagia .....	3
CDIS 840	Communication Disorders in Craniofacial Anomalies .....	3
CDIS 845	Aural Rehabilitation .....	3
CDIS 850	Practicum in Audiology: Assessment .....	1
CDIS 852	Practicum in Audiology: Rehabilitation .....	1

CDIS 854	Practicum in Speech-Language Pathology: Public School .....	5
CDIS 856	Practicum in Speech-Language Pathology: Mental Health Setting .....	3
CDIS 858	Practicum in Speech-Language Pathology: Medical Setting .....	3

## II. Non-Thesis/Thesis Option (0 or 3 Hours)

Select one of the following options:

### Thesis Option:

CDIS 890 Graduate Thesis/Project: . . . (3)

### Non-Thesis Option:

Qualifying Examination

## III. Total with Thesis Option - 46 Hours

Total with Non-Thesis Option - 43 Hours

## Master of Health Administration

The graduate major in Health Administration prepares students to assume middle management positions and, after the requisite years of experience, top executive positions in large health care institutions. The purpose of the major is to 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. Graduates of the master's degree program find employment with hospitals, mental health institutions, HMOs, a variety of governmental and private health care programs, and alternative delivery systems.

### Special Admission Requirements

In addition to meeting university criteria, applicants must:

1. have a GPA of 3.0 or higher for the last 60 hours of undergraduate course work. Applicants with an undergraduate GPA below 3.0 may be advised by the Admissions Committee to take six hours of graduate course work as undeclared, achieve grades of "B" or better in the course work, and re-apply for admission. The Admissions Committee will evaluate the applicant work and determine eligibility for admission;
2. submit three standard evaluation forms that support the applicant for graduate study in health administration. Evaluations must be from previous academic faculty in the major and/or from current or previous supervisors if employed, or the applicant may petition for a waiver or substitution of references if unemployed or out of school more than five years; and
3. submit a completed division questionnaire that is used for evaluation and advisement purposes.

### Required 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 should have completed the following prerequisite course work within the last five years: three hours in Health Care Accounting (HLAD502), three hours in statistics, three hours in economics (principles, microeconomics, or foundations), three hours of an undergraduate principles of management course, three hours in social science or policy analysis, and a course or workshop in computer literacy. Students without this course work may be admitted to the program, but can only enroll in graduate level courses in areas for which they have completed the prerequisite course work. Students may seek a waiver from prerequisites by submitting a written request with supporting documentation to their advisor for evaluation during their first trimester of enrollment.

### Admission to Candidacy

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

1. have earned a grade of "B" or better in five of the following seven courses: HLAD700, HLAD701, HLAD705, HLAD715, HLAD718, HLAD745, and HLAD755;
2. complete all prerequisite course work listed above;
3. apply for candidacy after earning a minimum of 15 and a maximum of 24 graduate-level credit hours;
4. demonstrate adequate oral and written communication abilities appropriate for the profession; and
5. demonstrate adequate interpersonal skills appropriate for the profession.

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

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

## Degree Requirements

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

In addition, a student must:

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

### I. Required Courses (51 Hours)

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

### II. Practicum Option (3 Hours)

Select three hours:

HLAD 865	Health Administration Field Experience	(3)
HLAD 880	Internship: Residency (multi-trimester, minimum of six months)	(3)

### III. Total - 54 Hours

## Master of Science in Nursing

The graduate major in Nursing provides a master's degree program in advanced practice nursing for nurses who have a baccalaureate degree in nursing. The curriculum is designed for the commuting, full-time employed student who may complete the program on a part-time basis. The major is advanced clinical nursing practice in acute and chronic health care with role preparation as a clinical specialist. Students apply research concepts, theories, and skills in the development of the clinical specialist role. The focus of the clinical specialist role is the development of clinical expertise to improve the quality of client care in acute, chronic, or community health care environments.

### Accreditation

The graduate program is accredited by the National League for Nursing.

### Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

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

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

Applicants must assume all responsibility for fees associated with testing.

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

**Admission to Candidacy**

After admission as a degree-seeking student, a student must also apply for candidacy. Application for candidacy should be made with the approval of one's academic advisor at the completion of NURS785, at which time all candidacy requirements must be fulfilled. Admission to candidacy is required in order to enroll for additional nursing courses. To qualify for degree candidacy, a student must:

1. meet all conditions of admission; and
2. complete NURS740, NURS750, NURS755, NURS780, and NURS785.

**Degree Requirements**

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

In addition, students must:

1. pass, during the last trimester of the student's program, an oral comprehensive examination over the major area of study. This examination may be repeated only once; and
2. repeat only once any graduate nursing course in which an "F" is received.

**I. Required Courses (39 Hours)**

NURS 740	Concepts in Advanced Nursing Practice ..	3
NURS 750	Advanced Clinical Pathophysiology .....	3
NURS 755	Nursing Theories and Models .....	3
NURS 780	Advanced Health Assessment .....	4
NURS 785	Research for Advanced Nursing Practice ..	3
NURS 801	Pharmacotherapeutic Nursing .....	3
NURS 804	Seminar and Practicum in Acute Care Nursing .....	5
NURS 805	Seminar and Practicum in Chronic Care Nursing .....	5
NURS 806	Nursing and Health Care Policy .....	3
NURS 820	Clinical Nurse Specialist .....	3
NURS 845	Seminar and Practicum for Clinical Specialists .....	4

**II. Thesis Option (3 Hours)**

NURS 890 Graduate Thesis/Project: . . . . . 1-8

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

**III. Total Required - 39 Hours**

With Thesis - 42 Hours

**RN's with a B.A. or B.S. Degree (Non-nursing) to M.S. Degree in Nursing Option**

**Special Admission Requirements:**

In addition to meeting university criteria, applicants must:

1. have a current and valid license as a registered professional nurse in the state of Illinois;
2. have a baccalaureate degree, non-nursing, from a regionally accredited college or university;
3. have a cumulative GPA of 3.0 on a 4.0 scale in all nursing and non-nursing undergraduate work;
4. take the following battery of Regents College examinations and must achieve a score equivalent to a grade of "B" in each examination: Health Support: Area I (baccalaureate), Health Support: Area II (baccalaureate), Health Restoration - Area I (baccalaureate), Health Restoration - Area II (baccalaureate). The examinations must be completed before admission to the major;
5. have 60 hours of lower-division credits, 30 hours of which must be in nursing. If a student does not have any of these courses (for example, organic chemistry), he/she would be required to complete these before admission to the major;

Of the 54 credit hours of lower-division and upper-division required general education courses, all hours can be transferred in with the following stipulations: must have ten hours of sciences, three hours of statistics, and six hours of upper-division courses.



Required nursing core courses are: NURS304, Conceptual Basis for Professional Nursing; NURS320, Teaching Individuals, Families, and Communities; NURS330, Nursing: Health Assessment; NURS400, Nursing Research: Analysis and Utilization; NURS410, Management in Nursing Care; NURS420, Community Health Nursing; NURS430, Episodic Nursing. Students may transfer no more than 17 hours to fulfill these course requirements;

6. have current nursing malpractice/liability insurance;
7. submit two references using the university's forms: one from an undergraduate nursing faculty member and one from another professional nurse (non-faculty); and
8. submit a one-page biographical sketch and a statement of personal goals for pursuing a graduate degree in nursing.

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

Applicants must assume all responsibility for fees associated with testing.

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

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

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

## Accreditation

The Occupational Therapy program has full accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 651-AOTA. Graduates of the program are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Illinois, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

## Special Admissions Requirements

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

**Social and Behavioral Sciences** (9 semester credits total) to include General Psychology (3 credits).

The following courses are strongly recommended: Abnormal Psychology, Developmental Psychology or other related sociology or anthropology courses.

**Natural Sciences** (32 credit hours) to include General Biology with lab, Anatomy with lab and/or upper division Biology with lab for a total of 12 Biology credits, General Chemistry with lab (8 credits), Organic Chemistry with lab (4 credits), General Physics I with lab (4 credits), and Upper-Division Physiology with lab (4 credits).

**Arts/or related disciplines**

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

**Other course work:**

Medical Terminology (1 credit)

Orientation to Occupational Therapy (2 credits)

Survey of Research or Statistics course (3 credits)

Students must have a minimum cumulative GPA of 2.75 and a minimum prerequisite GPA of 3.00. Students must complete a specific application form when applying to the program.

Entry into the program is by application and is competitive. Applications for the program are due by March 1 for early consideration, and all other applications must be received by May 1 for entry each fall trimester. Advisement from an Occupational Therapy faculty member is strongly recommended prior to submission of the application.

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

Admissions Office  
Governors State University  
University Park, IL 60466  
(708) 534-4490

**Recommended Preparation**

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

**Admission to Candidacy**

After admission as a degree-seeking student, a student must apply for candidacy. Application forms are available in the program office. Application for candidacy must be made at the end of the fifth trimester in which the student is enrolled in the major. Students must have completed at least 75 credit-hours before applying for candidacy and maintain a GPA of 3.0 or higher for all graduate courses attempted.

**Degree Requirements**

**I. Required Courses (94-99 Hours)**

- HLAD 701 Medical Care in Society: Ethics, Health, and Leadership ..... 3
- BIOL 701 Gross Anatomy I ..... 3
- BIOL 702 Gross Anatomy I Laboratory ..... 1
- BIOL 706 Physiology of Disease I ..... 2
- PHYT 705 Movement Analysis I ..... 2
- OCCT 706 Movement Analysis I Laboratory ..... 1
- BIOL 711 Gross Anatomy II ..... 3
- BIOL 712 Gross Anatomy II Laboratory ..... 1
- BIOL 716 Physiology of Disease II ..... 3
- PHYT 715 Movement Analysis II ..... 2
- OCCT 716 Movement Analysis II Laboratory ..... 1
- OCCT 720 Theories of Occupation ..... 3
- OCCT 750 Occupational Therapy Process ..... 3
- BIOL 726 Neuroscience ..... 4
- OCCT 725 Seminar in Occupational Therapy ..... 1-3
- OCCT 760 Human Development and Performance I ..... 3
- OCCT 740 Psychosocial Knowledge with Level I Fieldwork ..... 4

- OCCT 770 Human Development and Performance II ..... 3
- OCCT 780 Research Methods for Occupational Therapy ..... 3
- OCCT 800 Occupational Therapy Assessment & Intervention I with Level I Fieldwork ..... 5
- OCCT 820 Assistive Technology Methods and Tools ..... 3
- OCCT 810 Occupational Therapy Assessment & Intervention II with Level I Fieldwork ..... 5
- OCCT 830 Models of Health ..... 3
- OCCT 840 Managing Occupational Therapy Services ..... 4
- OCCT 860 Methods and Tools for Promoting Performance ..... 2
- OCCT 864 Exploring Interdisciplinary Team Process and Leadership ..... 3
- OCCT 865 \*Occupational Therapy Level 2 Fieldwork A ..... 10
- OCCT 868 \*Occupational Therapy Level 2 Fieldwork B ..... 10
- OCCT 862 Advanced Assistive Technology (optional) ..... 4
- OCCT 869 Occupational Therapy Specialty Fieldwork (optional) ..... 5
- OCCT 870 Independent Research Study ..... 1-8

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

**Master in Physical Therapy (M.P.T.)**

The entry-level master's degree in Physical Therapy (M.P.T.) is a full-time program, preparing new practitioners to meet the community's needs in an ever-changing health care delivery system. Graduates are trained to assume general practice positions in physical therapy in a variety of health, education, and social service environments. This program is grounded in the philosophy of cooperation and interdisciplinary practice by conducting courses with other programs, including Occupational Therapy, Health Administration, and Biology. The program addresses the university's mission by providing high quality and innovative teaching for a diverse service community and by integrating the application of technology throughout the curriculum.

The physical therapy professional provides for the assessment, evaluation, treatment, and prevention of physical disability, movement dysfunction, and pain resulting from injury, disease, disability, or other health related conditions. As respected members of a health care, education, or human services team, they practice in a variety of settings, including hospitals, clinics, rehabilitation centers, school systems, sports medicine centers, extended care centers, and in-home care.

## Accreditation

The Physical Therapy program has been granted Probationary Initial Accreditation Status by the Commission on Accreditation in Physical Therapy Education (CAPTE). Commission on Accreditation in Physical Therapy Education, 1111 N. Fairfax Street, Alexandria, VA 22314, (703) 706-3245.

Probationary Initial Accreditation is an accredited status so students currently enrolled in the program who graduate in a timely manner will graduate from an accredited program. Similarly, prospective students who are admitted to the program are admitted to an accredited program. If the deficiencies are not addressed and CAPTE withdraws accreditation, only those students who are enrolled in the final year of the program will be considered graduates of an accredited program. Those students must successfully complete the program in the original time frame scheduled for their graduation. Because the program's accreditation status may change, applicants should contact the Physical Therapy program for current accreditation status.

## Licensure

After graduation from an accredited program, a student must pass a national examination and meet licensure requirements of the state in which they wish to practice.

## Special Admissions Requirements

In addition to meeting university admission criteria, applicants must:

1. have a bachelor's degree, any major, with a minimum cumulative GPA of 2.75 on a 4.0 scale;
2. have appropriate prerequisite course work with a minimum prerequisite GPA of 3.0 on a 4.0 scale. The following courses (in semester credit hours) or their equivalents are minimum prerequisites for entry into the M.P.T. program:

General Biology with lab (8)  
 General Chemistry with lab (8)  
 CHEM 322/323 Organic Chemistry with lab (4)  
 BIOL 360/361 Anatomy with lab (4) (Two semesters of lower division Human Anatomy and Physiology with lab satisfies this requirement only.)  
 BIOL 444/445/446/447 (6) or BIOL 450/451 Physiology with lab (4)  
 PHYS 352/353 and PHYS 362/363 General Physics with lab (8)  
 STAT 520 Statistics (3)  
 CPSC 305 or MIS 301 Computer Information Systems (3)  
 PSYC 310 General Psychology (3)  
 PSYC 430 Abnormal Psychology (3)  
 PSYC 512 Developmental Psychology (3)  
 PHYT 320 Orientation to Physical Therapy (2);

3. submit a supplementary application packet which includes:
  - official transcripts of all previous college-level work.
  - supplemental information form.
  - official GRE scores,
  - three letters of recommendation,
  - a personal essay, and
  - official TOEFL scores (if applicable); and
4. participate in personal interviews conducted by the admissions committee.

Applications for admission are due by January 31, and admissions decisions are made by April 15. Applications for admission are available from the GSU Admissions Office and the Physical Therapy Program Office. Due to accreditation guidelines and limited space availability, this program can only accept a limited number of students each year. Applicants will be ranked for admission on the basis of their academic potential and the admission's criteria.

## Admission to Candidacy

After an approved study plan is on file in the Physical Therapy Program Office, each student must apply for admission to candidacy. Application forms are available in the program office. Application for candidacy must be made at the beginning of the third trimester in which the student is enrolled and before participation in Clinical Practicum (PHYT 729). Students must have completed 30 credit-hours with a minimum GPA of 3.0.

## Curriculum

Building on a foundation in the basic sciences during the first year, the curriculum focuses on clinical and research skills during the second year. Clinical expertise and the presentation of clinical research is emphasized during the third year. Clinical experiences complement the didactic instruction and provide exposure to a variety of clientele in a broad range of professional settings. Students develop universal skills and attitudes, including a commitment to lifelong learning, patient safety, management strategies, and professional behavior that can be applied to any clientele or health care setting.

**Degree Requirements**

**I. Required Courses: (89 hours)**

**A. Basic Sciences:**

BIOL 701	Gross Anatomy I .....	3
BIOL 702	Gross Anatomy I Laboratory .....	1
BIOL 706	Physiology of Disease I .....	2
BIOL 711	Gross Anatomy II .....	3
BIOL 712	Gross Anatomy II Laboratory .....	1
BIOL 716	Physiology of Disease II .....	3
BIOL 726	Neuroscience .....	4

**B. Health Administration:**

HLAD 701	Medical Care in Society: Ethics, Health, and Leadership.....	3
----------	-----------------------------------------------------------------	---

**C. Physical Therapy:**

PHYT 701	Patient Care Fundamentals .....	2
PHYT 702	Patient Care Fundamentals Laboratory .....	1
PHYT 705	Movement Analysis I .....	2
PHYT 706	Movement Analysis I Laboratory .....	1
PHYT 711	Foundations of Therapeutic Exercise .....	2
PHYT 715	Movement Analysis II .....	2
PHYT 716	Movement Analysis II Laboratory .....	1
PHYT 717	Clinical Orthopedics I .....	2
PHYT 718	Clinical Orthopedics I Laboratory .....	1
PHYT 728	Physical and Electrical Agents in Physical Therapy .....	3
PHYT 729	Clinical Practicum .....	1
PHYT 737	Clinical Orthopedics II .....	3
PHYT 738	Clinical Orthopedics II Laboratory .....	1
PHYT 742	Psychomotor Development Throughout the Lifespan .....	4
PHYT 743	Research in Physical Therapy Practice .....	3
PHYT 745	Exercise Physiology .....	2
PHYT 755	Cardiopulmonary Physical Therapy .....	3
PHYT 756	Neuroscience Therapeutics I .....	4
PHYT 757	Neuroscience Therapeutics I Laboratory .....	2
PHYT 760	Interaction and Education for Patient Care .....	4
PHYT 766	Neuroscience Therapeutics II .....	2
PHYT 767	Neuroscience Therapeutics II Laboratory .....	1
PHYT 780	Physical Therapy in the Health Care Team .....	3
PHYT 783	Applied Research in Physical Therapy .....	1
PHYT 784	Medical Lectures .....	4
PHYT 788	Integrative Assessment .....	2
PHYT 801	Clinical Internship I .....	4
PHYT 803	Clinical Internship II .....	4
PHYT 805	Clinical Internship III .....	4

**D. In addition to completing the required courses, students must also:**

1. satisfactorily complete all clinical internships in a variety of settings;
2. complete and present a graduate research project; and
3. pass a written comprehensive final examination.

To ensure timely progress through the program, students should work closely with advisors to complete their study plans.

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

The Master of Social Work degree (M.S.W.) prepares advanced social work professionals in the roles of direct social work professionals, supervisors, and managers to meet the needs of the poor, disadvantaged, and at-risk populations in the state of Illinois in the public and private sector. Students are prepared to synthesize and apply a broad range of knowledge to their practice with vulnerable populations, and emphasis is placed on community, neighborhood-based, and family-centered solutions. The M.S.W. program consists of foundation and advanced curricula.

The M.S.W program is designed to address the needs of students employed full-time who can not leave their places of employment to attend school full time. The M.S.W. program is offered as a part-time program over four years with classes scheduled in the evenings and on weekends over the full academic year which includes the fall, winter, and spring/summer terms. Students who wish to complete the program on a full-time basis must make a special request which is subject to the approval of the academic program director. Advanced standing is also an option for students who have completed a baccalaureate social work degree accredited by the Council on Social Work Education (CSWE). This accelerated program exempts qualified students from the foundation curriculum in the Master of Social Work degree program.

**Accreditation**

At the date of the publication of the catalog, the Master of Social Work (M.S.W.) program at Governors State University is not accredited. The university is seeking professional accreditation from the Council on Social Work Education (CSWE) for the M.S.W. degree program.

**Special Admission Requirements**

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

1. a bachelor's degree with a minimum cumulative GPA of 2.75 on a 4.0 scale;
2. a liberal arts foundation which includes course content in human biology, American government, macroeconomics, sociology, anthropology, psychology, and computer literacy;
3. submission of a supplementary application packet which includes:
  - a. official transcripts of all previous college level work,
  - b. completed background information application form,
  - c. three letters of recommendation,
  - d. a personal essay, and
  - e. official TOEFL scores (if applicable).

In addition to the above, a personal interview may be requested by the M.S.W. admissions committee.

Information related to the program and special application materials for the Master of Social Work program are available from the GSU Office of Admissions:

Admissions Office  
 Governors State University  
 University Park, IL 60466  
 708-534-4490

Admissions occur once a year for the fall trimester. Applications for admission consideration must be received by February 15 and admissions decisions are made by May 15.

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

1. academic performance,
2. commitment to working in the public and not-for-profit human services,
3. human service delivery experience, and
4. communication skills.

**Admission to Candidacy**

After admission as a degree-seeking student, an application must be submitted at the completion of the foundation curricula. Application forms are available in the M.S.W. program office. Candidacy status will be granted to students who have maintained a 3.0 GPA or higher for all graduate courses attempted and who have been deemed prepared to move into the advanced curricula.

**Degree Requirements**

The M.S.W. program offers a 60 credit-hour degree, encompassing both the foundation and advanced curricula which includes the nine foundation areas required by the Council on Social Work Education. These foundation areas are: human behavior in the social environment, social welfare policy, social research, practice, values and ethics, diversity, populations-at-risk, social and economic justice, and field practice.

**Required Courses: (54 Hours)**

**I. Foundation Curriculum (29 Hours)**

SOCW605 Human Behavior and the Social Environment I .....	3
SOCW610 Human Behavior and the Social Environment II .....	3
SOCW620 Social Welfare Services and Professional Roles .....	3
SOCW644 Practice I: Intervention with Individuals, Families, and Groups .....	3
SOCW645 Practice II: Intervention Strategies II .....	3
SOCW665 Research in Health and Human Services I .....	3
SOCW710 Social Welfare Policy I: Issues and Processes .....	3
SOCW720 Field Practicum I .....	2
SOCW721 Field Practicum I: Integrative Seminar ...	2
SOCW725 Field Practicum II .....	2
SOCW726 Field Practicum II: Integrative Seminar ...	2

**II. Advanced Curriculum (25 Hours)**

SOCW815 Field Practicum III .....	3
SOCW816 Field Practicum III: Integrative Seminar ..	2
SOCW820 Research in Health and Human Services II .....	3
SOCW825 Advanced Practice with Children and Family .....	3
SOCW826 Advanced Practice with Children and Families II .....	3
or	
SOCW830 Advanced Practice in Health and Mental Health .....	3
SOCW831 Advanced Practice in Health and Mental Health II .....	3
SOCW835 Advanced Policy: Children and Family .....	3
or	
SOCW840 Advanced Policy: Health and Mental Health .....	3
SOCW850 Organizational Theory and Behavior in Human Services .....	3
SOCW855 Field Practicum IV .....	3
SOCW856 Field Practicum IV: Integrative Seminar ..	2

**III. Electives (6 Hours)**

*Select from the following:*

SOCW500	Topics in Social Work: . . .	3
SOCW530	Urban Dynamics .....	3
SOCW565	Interprofessional Teamwork in Health and Human Services .....	3
SOCW570	Social Work in Health Care .....	3
SOCW595	Management and Supervision in the Human Services .....	3
SOCW655	Human Diversity: Myths, Realities, and Opportunities .....	3
SOCW659	Law for Human Service Professionals .....	3
SOCW680	Social Work Practice: Ethics, Values, and Interviewing .....	3
SOCW700	Proseminar: Field Practicum .....	3
SOCW745	Practice in Schools .....	3
SOCW760	Practice with Groups .....	3
SOCW864	Interdisciplinary Team Process and Leadership .....	3
SOCW865	Advanced Family Treatment .....	3
SOCW870	Independent Study .....	1-8
SOCW880	Internship .....	1-8

**IV. Total - 60 Hours**

In addition to meeting the university's requirement for a master's degree, M.S.W. students must maintain a GPA of 3.0 or higher for all graduate courses attempted; must earn a grade of "B" or better in all required course work; must complete 900 hours of fieldwork; and must receive positive evaluations from their fieldwork instructors and coordinator.

Because of the new, developing program status, courses may be modified. Students should work closely with advisors to complete their study plans.

**Field Practicum**

The field practicum is an exciting and integral component in the professional education and development of a social worker. It is here that the student engages in an intense learning experience geared towards providing opportunities to integrate classroom knowledge and theory with the unique skills and methods of social work practice.

Each master's level student must complete two distinct field practica: a foundation practicum and a specialization practicum.

The foundation practicum typically occurs over the course of two consecutive trimesters (30 weeks) and consists of working 14 hours per week (two days) at an approved social service agency under the supervision, guidance, and mentoring of a professional social worker committed to the education and training of students. During this sequence of two trimesters, the student will complete 420 clock-hours of education and supervision in the field at a single agency. During this

practicum, the student will have the opportunity to apply the foundations of social work knowledge, skills, values, and ethics to the practice of social work from a generalist perspective. This includes learning to apply social work methods to individual, group, family, and community work within a multidisciplinary system whose purpose is to enhance the functioning of diverse populations with often unique and multiple complex needs. Students also learn how to utilize these methods for the purpose of eliminating social injustice regardless of practice setting.

Upon satisfactory completion of the foundation practicum, the student will begin a two-trimester sequence of the concentration practicum which consists of a total of 480 clock-hours of supervised practical education. This second field practicum builds upon the knowledge and skills obtained during the first. The purpose of the concentration practicum is to prepare students for advanced social work practice in either Children and Family Services or Health and Mental Health.

At the time of graduation students will have completed 900 clock-hours of education and supervision in the applied science and art of social work methods, skills and theory under the guidance of professional social workers who have earned M.S.W.s and also hold the state license, L.S.W. or L.C.S.W., and have a minimum of two years post-graduate social work experience. The field practica involve an ongoing relationship between the student and the agency field instructor and the M.S.W. program field coordinator who instruct, guide, and supervise each field placement.

---

---

# COURSE DESCRIPTIONS

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

## Course Numbering

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

300-499 Upper-division undergraduate courses;

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

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

800-999 Courses open to graduate students only.

## Application to Degree Requirements

Credits earned in courses with the ADPD prefix cannot be applied toward degree requirements of the M.H.S. in Addictions Studies.

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

## Explanation of Course Descriptions




### **Variable Topics Courses.**

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

### **Credit Hours and Credit Options.**

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

### **Mediated Courses.**

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

### **Description.**

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

### **Course Prerequisites and Corequisites.**

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

## Accounting

---

### ACCT301 Financial Accounting (3)

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

### ACCT302 Managerial Accounting (3)

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

### ACCT331 Cost Accounting I (3)

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

### ACCT332 Cost Accounting II (3)

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

### ACCT351 Intermediate Accounting I (3)

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

### ACCT352 Intermediate Accounting II (3)

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

### ACCT353 Intermediate Accounting III (3)

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

### ACCT410 Advanced Accounting (3)

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

### ACCT421 Tax Accounting I (3)

The study of individual income taxation. 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.*

### ACCT422 Tax Accounting II (3)

The study of business taxation. Topics include the tax consequences of the formation, operation, consolidation, and termination of business organizations. *Prerequisite: ACCT421 or permission of instructor.*

### ACCT423 Taxation of Gifts, Trusts, and Estates (3)

Focuses on (a) the federal estate and gift transfer taxes and (b) the federal taxation of estate and trust income within a compliance-oriented framework. Includes preparation of the gift, estate, and trust returns that require application of specific primary sources and that must be completed using state-of-the-art, on-line, tax research databases to locate and interpret primary source materials. *Prerequisite: ACCT421 or equivalent.*

### ACCT430 Accounting and Computer Integration (3)

An exploration of the uses of computerized applications in the financial accounting area. The primary focus is on learning the capabilities of computer spreadsheet software and applying those capabilities to a wide variety of financial accounting situations. Other topics include demonstrations of a number of accounting and business databases, Internet services, commercial online services, and other computerized applications in accounting. *Prerequisite: ACCT301.*

### ACCT431 Accounting and Computer Integration, Advanced (3)

An advanced exploration of the uses of computerized applications in the financial accounting area. The primary focus is on applying the capabilities of computer spreadsheet software and computerized financial accounting software to a wide variety of financial accounting situations. Other topics may include demonstrations of a number of accounting and business databases, utility software, accounting related shareware and new developments in personal computing for accountants. *Prerequisites: ACCT353 and ACCT430.*

### ACCT440 Audit Concepts and Standards (3)

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



**ACCT441 Advanced Auditing Concepts and Standards (3)**

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

**ACCT452 Accounting Information Systems (3)**

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

**ACCT456 International Accounting (3)**

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

**ACCT470 Independent Study: . . . (3)**

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

**ACCT480 Internship: . . . (3)**

Designed to provide accounting students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**ACCT601 Foundations of Accounting and Finance (3)**

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

**ACCT801 Strategic Management Accounting (3)**

Offers an in-depth exposure to the management control process, including organizing and evaluating data for decision making under conditions of uncertainty. M.B.A. students with a cost accounting background must take ACCT815, ACCT831, or ACCT861, instead of ACCT801, to satisfy the M.B.A. accounting requirement. A student's requirement will be determined during advisement. *Prerequisites: ACCT601 or its equivalent, and graduate student status or instructor permission.*

**ACCT812 Advanced Financial Accounting Topics (3)**

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

**ACCT813 Seminar in Financial Accounting Theory & Practice (3)**

Contemporary financial accounting issues, including liabilities, pensions, tax allocation, leases, price level reporting, investments, and capital transactions. *Prerequisite: ACCT353 or equivalent.*

**ACCT815 Financial Statement Analysis (3)**

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

**ACCT820 Tax Research (3)**

Focuses on applied research in federal taxation. Examines primary sources of tax law (e.g., the Internal Revenue Code, Treasury Regulations and Supreme Court holdings) and various tax research methodologies. Includes several practical written assignments that require application of specific primary sources and that must be completed using state-of-the-art, on-line, tax research databases to locate and interpret primary source materials. *Prerequisites: Graduate standing and either ACCT601 or permission of instructor.*

**ACCT822 Federal Income Taxation of Partnerships and Corporations (3)**

Focuses on applied research with respect to the federal income taxation of (a) regular "C" corporations and their shareholders, (b) "S" corporations and their shareholders, and (c) partnerships and their partners. Includes several practical written assignments that require application of specific primary sources and that must be completed using state-of-the-art, on-line, tax research databases to locate and interpret primary source materials. *Prerequisite: Graduate standing and either ACCT601 or permission of instructor.*

**ACCT823 Taxation of Gifts, Trusts, and Estates (3)**

Focuses on (a) the federal estate and gift transfer taxes and (b) the federal taxation of estate and trust income within a research-oriented framework. Includes several practical written assignments that require application of specific primary sources and that must be completed using state-of-the-art, on-line, tax research databases to locate and interpret primary source materials. *Prerequisites: Graduate standing and either ACCT601 or permission of instructor.*

**ACCT831 Seminar in Managerial Accounting Theory and Applications (3)**

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

**ACCT841 Advanced Auditing (3)**

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

**ACCT842 Seminar in Auditing Standards and Applications (3)**

Role in society; professional auditing organizations; regulatory structure; performance standards and reviews; information and control systems evaluation; acquisition of evidence; materiality and risk judgments; nature of reporting obligation. *Prerequisites: ACCT440 or equivalent.*

**ACCT843 Seminar in Information Technology Auditing (3)**

An in-depth analysis of internal auditing problems and EDP auditing applications. *Prerequisite: ACCT440 or equivalent.*

**ACCT851 Accounting Information Technology and Systems (3)**

An in-depth analysis of concepts and principles of designing computer systems to perform accounting functions; applications of microcomputer accounting software packages. *Prerequisite: ACCT452 or equivalent, or both ACCT801 and MIS830.*

**ACCT856 Seminar in International Accounting (3)**

Financial accounting for international operations, multinational managerial accounting and control, comparative international accounting, international reporting issues, and international taxation. *Prerequisite: Admission to master of science in accounting program or ACCT801.*

**ACCT861 Governmental and Nonprofit Accounting (3)**

An overview of accounting and financial reporting for state and local governmental units and nonprofit organizations. *Prerequisite: ACCT301 or equivalent or permission of instructor.*

**ACCT865 Integrative Perspective on Accounting Issues (3)**

Synthesis of auditing, information systems, financial, managerial, and taxation accounting concepts. Accountant's responsibilities, ethics, and functions in organizations and society. Analysis and applications to business situations. *Prerequisites: ACCT331, ACCT421, ACCT813, ACCT842, and ACCT851.*

**ACCT870 Independent Study: . . . (3)**

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

**ACCT880 Internship: . . . (3)**

Designed to provide accounting students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**ACCT890 Graduate Thesis/Project: . . . (6) P/NC**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate degree in business should select the thesis option. *Prerequisites: Permission; last trimester of master of science in accounting student's program of study.*

## Addictions Studies

---

**ADDS340 A Study of Addiction (3)** 

Offered as a self-instructional correspondence course only. Provides an overview of the far-reaching problem of substance abuse in American society. Covers the causes, symptoms, manifestations, and treatment of substance abuse. Not open to addictions studies majors.

**ADDS500 Substance Abuse: Current Concepts (3)** 

Offered in both lecture and televised format. Examines physiological, psychological, and sociological aspects of drug abuse and includes historical and contemporary patterns. Examines past and present substance abuse treatment modalities and analyzes factors and institutions at the local, state, and national level that affect the delivery of substance abuse services. Includes legal and ethical issues in substance abuse.

**ADDS501 Addictions Counseling: A Multicultural Perspective (3)** 

Offered in both lecture and televised format. Multicultural influences on addictions and their treatment will be examined. Students will develop competencies to work with clients from diverse cultural backgrounds.

**ADDS505 Addictions: Recovery Process (3)**

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

**ADDS510 Women and Addictions (3)**

Addresses issues of gender as they relate to addictions treatment. Focus is placed on the clinical strategies that are most effective for women clients.

**ADDS515 Alcoholism and Drug Abuse: Self-Help Groups (3)**

Focuses on the twelve steps and the twelve traditions of Alcoholics Anonymous, as well as the knowledge and skills necessary to refer family, friends, and/or clients to the appropriate self-help group effectively. Other self-help groups will be reviewed.

**ADDS518 Substance Abuse: A Systems Approach (3)**

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


**ADDS521 Screening, Referral, and Treatment Planning (3)**

Provides an overview of screening, assessment, referral, and treatment planning for individuals with addiction-related problems. Examines assessment processes in conjunction with specific techniques and methods used with substance abusers.

**ADDS522 Clinical Skills in Substance Abuse (3)**

An introduction to the theories and techniques used in substance abuse clinical practice. Topics include assessment and diagnosis of substance use disorders, treatment planning, and direct clinical services to substance abusing clients.


**ADDS526 The Adolescent Substance Abuser (3)**

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

**ADDS530 Addictions and Criminal Justice (3)**

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

**ADDS532 Alcoholism/Employee Assistance Programs in Business and Industry (3)**

Offered as a self-instructional correspondence course.  Overviews substance abuse problems affecting business and industry. Examines how to plan and implement a program designed to intervene before such problems become severe. Topics covered include work behaviors of drug and alcohol abusers, confrontation strategies, program development, supervisory training, and assessment and referral procedures.

**ADDS610 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.

**ADDS625 Clinical Approaches to Substance Abuse: . . . (1-3)**

Examines a current technique or emerging perspective to the treatment of addictions. Topics may include treatment interventions, client-treatment matching, treatment efficacy, special populations, and clinical issues. May be repeated for credit with a different topic. *Prerequisite: ADDS521, ADDS522, or ADDS505 or equivalent.*

**ADDS630 Families and Addictions (3)**

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

**ADDS720 Substance Abuse Prevention (3)**

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

**ADDS815 Substance Abuse Counseling (3)**

Examines issues related to counseling clients with substance abuse problems. Focus is placed on the student's ability to use state-of-the-art methods for assessment, treatment, planning, client motivation, and behavior change. *Prerequisite: ADDS521, ADDS522, or ADDS505 or equivalent.*

**ADDS821 Group Techniques (3)**

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

**ADDS825 Etiology and Epidemiology of Substance Abuse (3)**

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

**ADDS835 Planning, Managing, and Evaluating Substance Abuse Programs (3)**

Discusses the philosophy and historical development of alcoholism and drug abuse services. Reviews the processes involved in planning, managing, and evaluating programs. Topics include proposal writing and funding issues, needs assessment and community analysis, organizational development, leadership styles, decision making, personnel issues, and evaluation strategies.

**ADDS845 Clinical Models of Addiction (3)**

Examines evolving clinical theories and advanced clinical techniques used in substance abuse treatment. Cognitive, behavioral, psychodynamic, and pharmacological interventions as they pertain to substance abuse behavior change will be presented. Clinical interventions will be practiced. *Prerequisite: ADDS815 or permission of instructor.*

**ADDS855 Seminar in Substance Abuse (3)**

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

**ADDS865 Internship Seminar (1)**

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

**ADDS869 Comprehensive Examination (1) P/NC**

Final course in the Addictions Studies major. Intended to assess students' ability to analyze, synthesize, and evaluate diverse content materials and apply their knowledge to selected issues and problems in the substance abuse field. *Prerequisite: Candidacy.*

**ADDS870 Independent Study: . . . (1-8)**

Individual reading, research, and/or project in addictions under the supervision of faculty. *Prerequisite: Permission.*

**ADDS880 Internship: . . . (1-3)**

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

**ADPD563 Impact of Alcoholism in the Work Place (1) P/NC**

Provides an overview of employee assistance programming and the many elements involved in this process. Emphasizes practical skills and applied knowledge, as well as necessary supporting theory. Includes research, theories, and their application in concrete organizational situations. *Prerequisite: ADDS340.*

**ADPD568 How to Talk to Children about Drinking (1) P/NC**

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. *Prerequisite: ADDS340.*

**ADPD570 Diagnosing Alcoholism: Practical Guidelines (1) P/NC**

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. *Prerequisite: ADDS340.*

**ADPD572 Treating Alcoholism: Clinical Skills Training (1) P/NC**

Develops treatment skills for use with alcoholism clients in clinical settings. *Prerequisite: ADDS340.*

**ADPD573 Relapse Prevention (1) P/NC**

Focuses on the conceptual knowledge and skills necessary for relapse prevention and intervention with substance abuse clients. *Prerequisite: ADDS522.*

**ADPD574 Approaches to Family Recovery (1) P/NC**

Explores the contribution of family dynamics to the use and abuse of alcohol and other drugs. The importance and methods of family therapy are discussed in the context of substance abuse. *Prerequisite: ADDS340.*

**ADPD576 Workshop: Teenage Substance Abuse (1) P/NC**

Focuses on understanding prevention and treatment of substance abuse in teenagers.

**ADPD578 Educating the Alcoholism Patient (1) P/NC**

Identifies special learning needs of alcoholism patients and methods for meeting those needs. Analyzes what an alcoholism patient needs to know and why. Develops skills for designing and implementing patient education as a part of treatment. *Prerequisite: ADDS340.*

## Addictions Studies - Professional Development

---

Credits earned in the following ADPD courses cannot be applied toward degree requirements of the M.H.S. in Addictions Studies.

**ADPD530 Current Topics in Alcoholism and Drug Abuse (2)**

Examines current and emerging topics, issues, or trends in the substance abuse field. *Prerequisite: Undergraduate human biology course.*

**ADPD560 Sobriety Planning (1) P/NC**


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. *Prerequisite: ADDS340.*

## Anthropology

### ANTH310 Trends in Cross-Cultural Analysis (3)

This course acknowledges the centrality of race, culture and ethnicity, religion, and migration in the formation and development of diverse societies and emphasizes the importance of art, science, anthropology, and history as the 'story tellers' of human drama, truth, and change. *Prerequisite: Introduction to Cultural Anthropology.*

### ANTH350 Beliefs and Believers (3)

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


### ANTH411 Urban Anthropology (3)

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

### ANTH470 Independent Study: . . . (1-4)

Individual reading, research, and/or project in anthropology under the supervision of the faculty. *Prerequisite: Permission.*

### ANTH500 Anthropology in Film (3)

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

### ANTH750 Cognitive Anthropology (3)

Examines the sociology of knowledge from a cross-cultural perspective, with emphasis upon social change and global environmental awareness.

### ANTH870 Graduate Research: . . . (1-4)

Individual reading, research, and/or project in anthropology under the supervision of the faculty. *Prerequisite: Permission.*

## Art

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

### ART300 Interrelational Studies: Art and Music (3)

A study of types of formal organizations in art and music, analogies between styles, and the relation between styles and history. Examines both correspondences and divergences in the history of art and music as they relate to the history of ideas.

### ART301 Photographic Foundations (3)

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

### ART302 Photography in Natural Light (3)

Uses the study of sensitometry and previsualization through the zone system to understand light/exposure management to create monochromatic prints of exceptional quality. Course covers other elements of natural light photography, including daylight flash techniques, window light, and the use of location reflectors. Archival keeping and presentation techniques are also covered. Students are required to have at least a 35 mm camera with manual controls. *Prerequisite: ART301 or equivalent.*

### ART304 Drawing: Studio (3)

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

### ART305 Drawing: Life Study (3)

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

### ART309 Stained Glass (3)

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

### ART310 Ceramics (3)

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

### ART314 American Art: Diverse Views (3)

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

**ART325 Advanced Problems in Design (3)**

Examines advanced problems of two- and three-dimensional design. Studio assignments focus on problem solving within various art media. *Prerequisite: Prior drawing or design course.*

**ART360 Art Seminar: Concepts and Methods (3)**

Explores artistic concepts, theories, and research methodology. Presentations and discussions apply standards of evaluation, theories of imitation and abstraction, expression, and decorum to specific art imagery.

**ART435 Photographic Imaging Methods (3)**

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

**ART440 Photography in Artificial Light (3)**

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

**ART442 Advanced Art History Seminar (3)**

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

**ART470 Independent Study: . . . (1-3)**

Individual reading, research, and/or project in art under the supervision of the faculty. *Prerequisite: Permission.*

**ART490 Senior Project (3)**

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

**ART500 Topics in Art: . . . (1-3)**

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

**ART501 Drawing: Advanced Life Study (3)**

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

**ART502 Drawing: Combined Media (3)**

Offers the advanced student drawing opportunities with combined media. Encourages alternative and exploratory methods. Emphasis on drawing as an independent art discipline. May be repeated with approval of instructor. *Prerequisite: prior drawing or design.*

**ART505 Worlds of Art (3)**

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

**ART509 Electronic Drawing and Design (3)**

Focuses on the creative potential of computer graphics in art and design. Students work with PC and Macintosh computers, experimenting with a variety of imaging techniques. *Prerequisites: ART325 or equivalent.*

**ART514 American Art: . . . (3)**

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

**ART515 20th Century Art: Europe and the Americas (3)**

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

**ART516 Great Artists: . . . (3)**

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

**ART518 Women Artists (3)**

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

**ART520 Art in Context: . . . (3)**

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

**ART521 Art and Cultures of the South Pacific (3)**

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

**ART523 Pre-Columbian Art and Cultures: . . . (3)**

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

**ART525 Native American Art and Societies (3)**

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

**ART527 African Art and Cultures: . . . (3)**

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

**ART528 Digital Motion Graphics (3)**

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

**ART530 Asian Art and Thought: . . . (3)**

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

**ART532 Sculpture: Multi-Level (3)**

For students of varying levels of artistic development. Students explore a range of sculpture media and techniques. May be repeated with approval of instructor. *Prerequisite: ART325 or equivalent.*

**ART533 Sculpture: Fiber, Clay, & Metal (3)**

Emphasizes techniques of combined materials in three or more sculpture media. May be repeated with approval of instructor. *Prerequisite: ART304 or 305 or equivalent.*

**ART534 Design for Electronic Publishing (3)**

Course emphasizes digital design of documents for print or electronic publishing, including dynamic Web pages. *Prerequisites: ART325 and ART509 or ART544.*

**ART535 Sculpture: Metal I (3)**

Explores the problems of metal sculpture, forming, and fabrication techniques. May be repeated with approval of instructor. *Prerequisite: ART304 or 305 or equivalent.*

**ART536 Sculpture: Metal II (3)**

Continuation of ART535. Focuses on problems of metal casting, fusion welding, soldering, and brazing. *Prerequisite: ART535.*

**ART541 Sculpture: Wood (3)**

Enables students to work in three-dimensional wood medium and study both traditional and new approaches. Outside readings, gallery visits, and reports are required. *Prerequisite: ART304 or 305 or equivalent.*

**ART542 History of Photography (3)**

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

**ART543 Ceramic Sculpture (3)**

Explores sculptural forms using the clay medium. Examines various clay bodies and glazing techniques. May be repeated with approval of instructor. *Prerequisites: ART304 or 305 or equivalent.*

**ART544 Digital Photographic Imaging (3)**

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

**ART545 Sculpture: Figure Modeling (3)**

Emphasis on the human figure as a total form in both naturalism and abstraction. Techniques of clay building from amateur to plaster or wax castings are explored. *Prerequisite: ART304 or 305 or equivalent.*

**ART546 Advanced Electronic Software Workshop (1)**

Advanced intensive course covering either smaller auxiliary imaging software or significant method upgrades. May be taken more than once. *Prerequisite: ART509 or 544.*

**ART549 Photography: Combined Color Processes (3)**

Covers color theory and aesthetic practice using negative-to-positive and positive-to-positive printing methods. Emphasis on color balance, filtration, and the aesthetic use of color in imaging. *Prerequisites: ART301 or equivalent.*

**ART554 Documentary Photography (3)**

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

**ART555 Painting Composition (3)**

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

**ART558 Painting & Drawing Composition (3)**

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

**ART561 Painting: Development of a Theme (3)**

Emphasizes the development of a theme or motif in drawing and painting in producing a consistent body of work. May be repeated with approval of instructor. *Prerequisite: Prior drawing and painting.*

**ART563 Painting: Multi-Level (3)**

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

**ART570 Introduction to Non-Toxic Printmaking (3)**

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

**ART571 Lithography (3)**

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

**ART572 Printmaking: Waterbase Silkscreen (3)**

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

**ART573 Printmaking: Relief (3)**

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

**ART574 Printmaking: Intaglio (3)**

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

**ART581 Printmaking: Monoprint and Collagraph (3)**

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

**ART585 Printmaking: Computer Applications (3)**

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

**ART605 Digital Mixed Media Techniques (3)**

Course looks at alternate means of presenting digital imaging work, including advanced motion sequencing, multimedia techniques, interactive viewer participation, and development of a self-promotional Web page. *Prerequisite: At least nine hours of digital imaging courses.*

**ART609 Advanced Electronic Drawing and Design (3)**

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

**ART610 Sculpture: Advanced Studio (3)**

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



**ART615 Contemporary American Ideas and Cultures (3)**

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

**ART644 Advanced Photographic Digital Imaging (3)**

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

**ART805 Art and Society (3)**

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

**ART810 Studies in Art: . . . (3)**

Offers graduate students the opportunity to do individualized research in a particular area of art history or art studio. *Prerequisite: Permission.*

**ART820 Art Seminar: . . . (3)**

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

**Art 830 Graduate Photography and Digital Imaging (3)**

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

**ART855 Graduate Painting Composition (3)**

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

**ART860 Graduate Printmaking (3)**

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

**Art 870 Graduate Research: . . . (1-3)**

Individual reading, research, and/ or project in art under the supervision of the faculty. *Prerequisite: Permission.*

**Art 890 Graduate Thesis/Project: . . . (1-3)**

Provides the art major the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in art. *Prerequisite: Permission of graduate advisor.*

## Bilingual-Bicultural Education

---

See Education - Bilingual-Bicultural

## Biology

---

**BIOL305 Biological Science Foundations I (3)**

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

**BIOL306 Biological Science Foundations II (3)**

Covers plant structure and function and the process of photosynthesis. The operations of DNA and protein synthesis are examined. The concepts of Mendelian and nonMendelian genetics are introduced, as well as the fundamental principles of ecology and evolution. Designed for non-science majors.

**BIOL307 Biological Science Foundations Laboratory (1)**

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

**BIOL308 Human Evolution (3)**

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

**BIOL312 Human Genetics: Concepts and Technology (3)**

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

**BIOL316 Plant Diversity Lecture (2)**

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

**BIOL317 Plant Diversity Laboratory (1)**

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

**BIOL320 Animal Diversity (2)**

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

**BIOL321 Animal Diversity Laboratory (1)**

Includes laboratory experiments and activities correlated with topics covered in BIOL320. Prepared slides, preserved specimens, and live material are provided for laboratory study. These materials are comprised of selected genera representing major phyla of the animal kingdom.

**BIOL322 Ecology (3)**

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

**BIOL323 Ecology Lab (1)**

Provides field and laboratory experiences associated with BIOL322. *Corequisite: BIOL322.*

**BIOL340 Genetics (3)**

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

**BIOL360 Comparative Anatomy (3)**

Introduces the anatomy of the chordates, treating the structure and functioning of the major vertebrate organ systems from a comparative and evolutionary perspective. *Prerequisites: Zoology or BIOL320/321.*

**BIOL361 Comparative Anatomy Laboratory (1)**

Examines in detail the structure of the vertebrate body. Emphasizes the dissection of a series of vertebrate types. *Corequisite: BIOL360.*

**BIOL370 Cell Biology (3)**

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

**BIOL371 Cell Biology Laboratory (1)**

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

**BIOL430 Microbiology (3)**

Considers the function of microbial organisms in natural and disturbed environments, and introduces the basic morphology and physiology of microorganisms found in soil, air, and water. Primary emphasis is on the techniques for detecting, culturing, identifying, and controlling microorganisms. This course is writing intensive. *Prerequisites: General biology and chemistry; concurrent enrollment in BIOLA31.*

**BIOL431 Microbiology Laboratory (1)**

Course consists of laboratory experiments and activities correlated with topics covered in BIOL430. Students will learn to use standard laboratory procedures to identify microorganisms. *Prerequisite: General biology and chemistry; concurrent enrollment in BIOLA30.*

**BIOL444 Human Physiology I (2)**

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

**BIOL445 Human Physiology I Laboratory (1)**

Covers laboratory experiments associated with BIOL444. *Corequisite: BIOLA44.*

**BIOL446 Human Physiology II (2)**

Emphasizes the physiological principles of human health and disease by examining the cell and organ physiology of the digestive, renal, immunological, endocrine, and sensory systems. *Prerequisite: BIOLA44.*

**BIOL447 Human Physiology II Laboratory (1)**

Covers laboratory experiments associated with BIOL446. *Corequisite: BIOLA46.*

**BIOL450 Animal Physiology (3)**

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

**BIOL451 Animal Physiology Laboratory (1)**

Covers laboratory experiments and demonstrations associated with BIOL450. *Corequisite: BIOLA50.*

**BIOL455 Behavioral Ecology (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. *Prerequisite: General biology (two semesters).*

**BIOL460 Plant Physiology (3)**

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

**BIOL461 Plant Physiology Laboratory (1)**

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

**BIOL465 Evolution (3)**

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

**BIOL470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in biology under the supervision of the faculty. *Prerequisite: Permission.*

**BIOL480 Internship: . . . (1-4)**

Designed to provide biology students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**BIOL501 Biology Workshop: . . . (1)**

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

**BIOL510 Biological Literature (1)**

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

**BIOL512 Human Genetics (3)**

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

**BIOL516 Integrative Studies: Tropical Ecology (3)**

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

**BIOL522 Ornithology (1)**

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

**BIOL523 Ornithology Laboratory (2)**

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

**BIOL530 Biotechnology (2)**

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

**BIOL531 Biotechnology Laboratory (1)**

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

**BIOL555 Mammalogy (2)**

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

**BIOL556 Mammalogy Laboratory (1)**

Provides laboratory experiences associated with BIOL555. *Corequisite: BIOL555.*

**BIOL560 Plant Systematics (2)**

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

**BIOL561 Plant Systematics Laboratory (1)**

A study of the flowering plants of the Chicago region with emphasis on identification, classification, and nomenclature. *Corequisite: BIOL560.*

**BIOL570 Immunology (3)**

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

**BIOL600 Environmental Science: Terrestrial Biology (1-2)**

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

**BIOL601 Environmental Science: Biological Field Science (1-2)**

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

**BIOL602 Environmental Science: Earth Science (1-2)**

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

**BIOL603 Environmental Science: Forest Investigations (1-2)**

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

**BIOL604 Environmental Science: Investigations in Limnology (1-2)**

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

**BIOL615 Geographical Information Systems (3)**

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

**BIOL622 Natural Areas Ecology (3)**

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

**BIOL630 Aquatic Systems (2)**

An integrated treatment of aquatic ecology which focuses on the chemical, physical, and biological processes which structure aquatic environments. The characteristics of the aquatic environment will be discussed in lectures, and observed in field studies and laboratory measurements. Students will participate on scientific teams to characterize local and/or regional aquatic ecosystems. *Prerequisites: BIOL322/323 and CHEM315/316 or equivalents.*

**BIOL631 Aquatic Systems Laboratory (2)**

Provides field work and laboratory experiences appropriate to the topics covered in BIOL630. *Corequisite: BIOL630.*

**BIOL641 Toxicology (3)**

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

**BIOL 657 Ecological Methods: Populations (2)**

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

**BIOL660 Ecological Methods: Communities (2)**

For environmental biology students. One of three core courses on field methods in ecology. Covers basic field techniques, planning of field experiments, collection and analysis of data, and interpretation of results used in the study of natural communities. Topics will include landscape interpretation, topographic and vegetation mapping, analyses of forest communities, age structure in trees, and basic ordination techniques. *Prerequisites: BIOL322/323 and STAT 520 or equivalents; STAT 820 recommended.*

**BIOL665 Ecological Methods: Animal Behavior (2)**

For environmental biology students. One of three core courses on field methods in ecology. Covers basic field techniques, planning of field experiments, collection and analysis of data, and interpretation of results used in the study of individual organisms and small groups. Topics include definition of data categories, sampling theory, checks on sampling reliability, use of radio-telemetry equipment of home-range/territory analysis, temporal patterning analysis, and analysis of vocalizations.

*Prerequisites: BIOL322/323 and STAT520 or equivalents; BIOL455 and STAT820 recommended.*

**BIOL701 Gross Anatomy I (3)**

This course initiates a comprehensive study of human anatomy. An overview of each organ system is presented and the regional anatomy of much of the body is considered in detail. This course, which emphasizes the trunk, upper extremity, and reproductive systems, stresses the interrelationships of structure with function. *Prerequisite: Admission into the occupational therapy program, the physical therapy program, or permission of instructor.*

**BIOL702 Gross Anatomy I Laboratory (1)**

Provides detailed dissection on human cadavers that parallels the topics covered in BIOL701. *Corequisite: BIOL701.*

**BIOL706 Physiology of Disease I (2)**

This course emphasizes the cellular mechanisms fundamental to understanding the pathological changes inherent in the most common disease states. A systematic approach is used to integrate pathophysiology, clinical manifestations, and pharmacological interventions that affect individual organs and body systems. The impact of developmental abnormalities, the aging process, and pharmacological interventions on the practice of physical and occupational therapy is considered. *Prerequisite: Admission into the occupational therapy program or the physical therapy program, or permission of instructor.*

**BIOL711 Gross Anatomy II (3)**

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

**BIOL712 Gross Anatomy II Laboratory (1)**

Provides detailed dissection on human cadavers that parallels the topics covered in BIOL711. *Corequisite: BIOL711.*

**BIOL716 Physiology of Disease II (3)**

This course, which is an extension of BIOL706, continues to emphasize the cellular mechanisms fundamental to understanding the pathological changes inherent in the most common disease states. The impact of injury, the aging process, and pharmacological interventions on the practice of physical and occupational therapy are considered. *Prerequisite: BIOL706.*

**BIOL726 Neuroscience (4)**

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

**BIOL810 Special Topics In: . . . (1-4)**

Readings and discussions of selected, special topics in animal and/or plant ecology. Potential areas include environmental toxicology, evolution, population ecology, behavior, physiological ecology, or environmental/ethical issues. *Prerequisite: Permission.*

**BIOL830 Plant Microenvironments (2)**

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

**BIOL831 Plant Microenvironments Laboratory (1)**

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

**BIOL840 Microbial Ecology (2)**

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

**BIOL841 Microbial Ecology Laboratory (1)**

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

**BIOL850 Environmental Physiology (2)**

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

**BIOL851 Environmental Physiology Laboratory (1)**

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

**BIOL870 Graduate Research: . . . (1-4)**

Individual reading, research, and/or projects in biology under the supervision of the faculty. *Prerequisite: Permission.*

**BIOL880 Internship: . . . (1-4)**

Designed to provide biology students with supervised practical experiences in applied settings. *Prerequisite: Admission to candidacy and permission of research advisor.*

**BIOL890 Graduate Thesis/Project: . . . (1-6) P/NC**

Provides the environmental biology student with the opportunity to synthesize and integrate their graduate work by developing and completing a research thesis or project. The subject of the research should be consistent with the student's goals and faculty expertise. *Prerequisites: Admission to candidacy and permission of the research advisor.*

**BIOL899 Research Presentation (1)**

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

## Business Law

---

**BLAW320 Legal Environment of Administration (3)**

Focuses on public law and the organization. Examines the organization's relationship to employees, customers/clients, competitors, governmental bodies, and the public interest. Discusses administrative law policy and procedure in such substantive areas as labor law, consumer protection, antitrust, securities law, and environmental protection.

**BLAW325 Business Law I (3)**

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

**BLAW326 Business Law II (3)**

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

## Chemistry

---

**CHEM306 Chemical Science Foundations I (3)**

Introduces the fundamental principles of chemical science and examines material changes in our universe that are the result of chemical processes. Designed for non-science majors. *Prerequisite: Intermediate Algebra.*

**CHEM307 Chemical Science Foundations Laboratory (1)**

Covers basic laboratory techniques as performed on a variety of samples. Illustrates fundamental chemical principles and environmental analyses through laboratory experiments. Designed for elementary education majors. *Prerequisite: CHEM306.*

**CHEM308 Chemical Science Foundations II (3)**

Continuation of CHEM306. Covers chemical reactions, equilibrium, reaction rates, carbon chemistry, and introduction to the chemistry of living systems. *Prerequisite: CHEM306.*

**CHEM315 Analytical Chemistry (3)**

Covers fundamental methods of chemical analysis. Discusses acid-base, solubility, and redox equilibrium, volumetric, gravimetric, potentiometric, and spectrophotometric analytical methods and separation techniques. *Prerequisites: One year of freshman chemistry with laboratory, algebra. Corequisite: CHEM316.*

**CHEM316 Analytical Chemistry Laboratory (2)**

Covers laboratory experiments associated with CHEM315. Classical laboratory techniques, including volumetric titrations, gravimetric analysis, potentiometry, spectrometric analysis, and chemical separations, are performed. *Corequisite: CHEM315.*

**CHEM322 Introduction to Organic Chemistry (3)**

One trimester survey course in organic chemistry designed for students in health-related fields (nursing, occupational therapy, etc.). Organic functional groups are emphasized. This course does not provide adequate preparation for CHEM343/344 Organic Chemistry II. *Prerequisite: General chemistry.*

**CHEM323 Introduction to Organic Chemistry Laboratory (1)**

Covers laboratory experiments associated with CHEM322. *Corequisite: CHEM322.*

**CHEM341 Organic Chemistry I: Lecture (3)**

The first trimester of a two-trimester sequence (CHEM341 and CHEM343). Covers applications of modern principles of chemistry to elucidate structure, reactivity, and physical and spectroscopic properties of organic compounds. Chemical bonds, molecular structure, functional groups, stereochemistry of organic compounds, and mechanisms of organic reactions are emphasized. UV-visible, IR, and NMR spectroscopy are included for structure elucidation of organic compounds. *Prerequisite: One year of general chemistry.*

**CHEM342 Organic Chemistry I: Laboratory (1)**

Covers organic laboratory techniques (mostly microscale) including methods of separation, purification, and identification of organic compounds. Techniques include melting point and boiling point determinations, refractive index, recrystallization, simple distillation, fractional distillation, extraction, column chromatography, thin layer chromatography, and gas chromatography. Ultra violet-visible, infrared, and proton nuclear magnetic resonance spectroscopy techniques are covered for structure elucidation of organic compounds. *Corequisite: CHEM341.*

**CHEM343 Organic Chemistry II: Lecture (3)**

The second trimester of a two-trimester sequence (CHEM341 and CHEM 343). Covers applications of modern principles of chemistry to elucidate structure, reactivity, and physical and spectroscopic properties of organic compounds. Chemical bonds, molecular structure, functional groups, stereochemistry of organic compounds; mechanisms of organic reactions; and synthesis of organic compounds are emphasized. Computer molecular modeling is also included. *Prerequisite: CHEM341 or equivalent (not CHEM322).*

**CHEM344 Organic Chemistry II: Laboratory (1)**

Organic laboratory techniques (mostly microscale) used to conduct synthesis, isolation, purification, and characterization of organic compounds are performed by students. Ultra violet-visible, infrared, and proton nuclear magnetic resonance spectroscopic techniques are utilized for structure elucidation of the synthesized compounds. *Prerequisite: CHEM342 or equivalent (not CHEM323).*

**CHEM366 Physical Chemistry I: Lecture (3)**

This course discusses the principles and applications of physical and mathematical methods to describe chemical systems. The topics include properties of ideal and non-ideal gases, thermodynamic principles and applications, chemical equilibria and phase diagrams. *Prerequisites: Two semesters each of general chemistry; calculus and physics; and one semester of analytical chemistry.*

**CHEM367 Physical Chemistry I: Laboratory (1)**

Demonstrates the principles and practice of physical-chemical measurements. Laboratory experiments include molecular weight determination, high vacuum line techniques, heats of solution using solution calorimeter, heat of combustion using bomb calorimeter, vapor pressure, and heat of vaporization of volatile liquids, as well as chemical computations. *Prerequisite: CHEM366 or concurrent enrollment.*

**CHEM368 Physical Chemistry II: Lecture (3)**

This course is a continuation of CHEM366 and covers the principles and applications of physical and mathematical methods of chemical systems. The topics covered include the following: thermodynamics of solutions, electrochemistry, quantum and atomic structure, statistical mechanics, spectroscopy, photochemistry and kinetics. *Prerequisite: CHEM366.*

**CHEM369 Physical Chemistry II: Laboratory (1)**

This course is a continuation of CHEM367. Topics include determination of equilibrium constants using UV-VIS spectrophotometer, colligative properties of organic compounds using freezing point depression and boiling point elevation apparatus, kinetics of inversion of sucrose using polarimeter, viscosity of liquids, acquisition of kinetic and thermodynamic parameters by NMR and chromatography, laser spectroscopy and chemical computation. *Prerequisite: CHEM368 or concurrent enrollment.*

**CHEM426 Instrumental Analysis (3)**

Surveys basic instrumental analysis, including gas chromatography, liquid chromatography, atomic absorption and emission spectroscopy, infrared and Raman spectroscopy, ultraviolet spectroscopy and nuclear magnetic resonance spectrometry, mass spectrometry, X-ray spectroscopy, electrochemical analysis, and surface characterizations. *Prerequisites: One semester of analytical chemistry and one semester of physical chemistry.*

**CHEM427 Instrumental Analysis Laboratory (1)**

Covers laboratory experiments associated with CHEM426, including atomic absorption, atomic emission, mass spectrometry, UV-VIS, infrared, fluorescence, <sup>1</sup>H NMR, gas chromatography, HPLC, and voltammetry. *Corequisite: CHEM426.*

**CHEM433 Advanced Inorganic Chemistry (3)**

Structure and bonding of inorganic compounds, symmetry and group theory, extension of acid-base theory, coordination chemistry, oxidation-reduction reactions and the descriptive chemistry of selected elements. Lecture-discussion format. *Prerequisite: Physical Chemistry II (CHEM368 or equivalent).*

**CHEM434 Advanced Inorganic Chemistry Laboratory (1)**

An introduction to the experimental study of the synthesis, decomposition, and stability of a variety of inorganic compounds. *Prerequisite: CHEM433 or concurrent enrollment.*

**CHEM450 Organic Synthesis and Structural Methods (2)**

Covers organic laboratory techniques for multi-step synthesis of organic compounds and their structural determination by chemical and spectroscopic (IR, UV, and NMR) methods. The course includes inert atmosphere and advanced separation techniques. *Prerequisite: One year of organic chemistry.*

**CHEM455 Chemical Literature (1)**

This Internet course acquaints students with major sources in chemical information literature and provides guidance and practice in their efficient utilization. Includes utilization of indices, abstracts, online databases, Websites, and other sources to identify specific information resources in chemistry. Consideration is given to how information is organized and stored for retrieval. *Prerequisites: One year of general chemistry and organic chemistry; open to chemistry majors only.*

**CHEM470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in chemistry under the supervision of the faculty. *Prerequisite: Permission.*

**CHEM480 Internship: . . . (1-4)**

Designed to provide chemistry students with supervised practical experiences in applied settings. *Prerequisites: CHEM344 and CHEM427 or permission.*

**CHEM490 Chemistry Research: . . . (1-3)**

Laboratory or theoretical investigation of a problem in chemical research performed under the supervision of a faculty member. In the research setting students will further develop laboratory and analytical skills introduced in chemistry course work. Student research results will be presented in a written report, according to departmental guidelines, conference presentations strongly recommended. *Prerequisites: One year of organic chemistry and instructor's permission.*

**CHEM501 Chemistry Workshop: . . . (1)**

Each chemistry workshop examines a selected topic in the chemical sciences. Explores the scientific, chemical, societal, and policy dimensions of a selected area of chemical practice or chemical discovery. Topics may vary. May be repeated for credit. *Prerequisite: College algebra and college chemistry or permission of instructor.*

**CHEM505 Environmental Chemistry Lecture (3)**

Covers chemical principles and their application to environmental problems. Topics include the source, chemical composition, nature, and effects of principal pollutants. Also covers the treatment and disposal of domestic and industrial waste and techniques for detecting and analyzing chemical pollutants. *Prerequisites: CHEM343/344 and CHEM427 or permission.*

**CHEM506 Environmental Chemistry Laboratory (1)**

Practical work with highly analytical chemistry content to monitor the environment. Analytical methods involve gathering and storage of environmental samples for chemical analysis; chromatographic and other techniques for the separation of chemical compounds; and computational methods for presenting analytical results and assessing their precision, accuracy, and significance. *Prerequisite: CHEM505 or concurrent enrollment.*

**CHEM535 Industrial Chemistry (3)**

A treatment of some reaction chemistry, chemical processes, thermodynamics, chemical equilibria, and kinetics that are important to the chemical industry. Fundamental principles and problems of the chemical industry will also be discussed. *Prerequisite: CHEM366, Physical Chemistry.*

**CHEM544 Biochemistry: Lecture (3)**

An introduction to the fundamentals of biochemistry, including chemistry of living organisms, structures of biomolecules, and a survey of metabolism. *Prerequisite: One semester of organic chemistry or permission. Students who also have a degree requirement for physiology are strongly urged to take the physiology course before biochemistry.*

**CHEM545 Biochemistry: Laboratory (1)**

Laboratory component of CHEM544. *Corequisite: CHEM544.*

**CHEM550 Polymer Chemistry (3)**

This course discusses a broad range of topics, including basic concepts in polymer chemistry, morphology, rheology and solubility, molecular weight, testing and characterization of polymers, naturally occurring polymers, step-reaction, ionic, addition and free radical chain polymerization reactions, copolymerization, inorganic-organic polymers, plasticizers and other additives, as well as polymer technology. Audio-visual tapes are used to bring industrial processes to campus bound participants. Laboratory demonstrations will supplement lecture material. *Prerequisites: Organic and physical chemistry.*

**CHEM622 Chromatography (3)**

This course examines the theory, practice, and instrumentation of chromatographic separations, with special emphasis on thin-layer, column, paper, and liquid chromatography. Introduction to gas chromatography/mass spectrometric technique is also covered. *Prerequisites: Analytical and organic chemistry.*

**CHEM623 Chromatography Laboratory (1)**

Laboratory experiments associated with this course include the following topics: preparation and use of TLC plates for the separation of organic compounds; packed and capillary gas chromatographic analysis of environmental samples; column chromatography of organometallic compounds; paper chromatography of amino acid mixtures, pesticides residue analysis by electron capture gas chromatography; HPLC of food preservatives and computerized GC/MS analysis of volatile organics. *Corequisite: CHEM622.*

**CHEM661 Organic Spectroscopy (2)**

Covers fundamental principles of spectroscopy, ultra violet-visible, infrared, proton and carbon-13 nuclear magnetic resonance, and fluorescence spectroscopy for characterization and determination of organic compounds. *Prerequisite: One year of organic chemistry and physical chemistry.*

**CHEM662 Organic Spectroscopy Laboratory (1)**

Covers laboratory experiments associated with CHEM661. Hands-on experience with the UV-VIS, IR, NMR, and fluorescence spectrophotometers is available through comprehensive laboratory experiments. *Corequisite: CHEM661.*

**CHEM663 Inorganic Spectrochemistry (2)**

A treatment of several important topics in inorganic spectroscopy. These topics include symmetry and group theory, electronic absorption, infrared, Raman, microwave, nuclear magnetic resonance, Mossbauer, and photoelectron spectroscopies. The application of these techniques to the characterization and determination of inorganic substances will be especially emphasized. *Prerequisite: CHEM366.*

**CHEM664 Inorganic Spectrochemistry Laboratory (1)**

Practical experience with several important inorganic spectroscopic techniques. The techniques include electronic absorption spectroscopy, the method of continuous variations, infrared spectroscopy of solids and gases, H nuclear magnetic resonance spectroscopy of organometallic and polyhydride compounds, Evans' method for the determination of magnetic moments, mass spectrometry, atomic absorption spectroscopy, and atomic emission spectroscopies. *Corequisite: CHEM663.*



**CHEM 668 NMR Spectroscopy (2)**

Provides treatment of the theories and applications of modern Fourier transform nuclear magnetic resonance (FT-NMR) spectroscopy. Applications of FT-NMR spectroscopy to the investigation and solution of chemical problems will be emphasized. *Prerequisites:* CHEM661/662 or CHEM663/664. *Corequisite:* CHEM669.

**CHEM 669 NMR Spectroscopy Lab (1)**

Provides practical experience with an FT-NMR spectrometer. Activities covered range from FT-NMR fundamentals such as the shimming of samples and the determination of 90° pulse lengths through standard FT-NMR techniques such as decoupling experiments, variable temperature investigations, and the use of auxiliary reagents, to advanced 2D and 3D experiments. *Prerequisites:* CHEM661/662 or CHEM663/664. *Corequisite:* CHEM668.

**CHEM744 Analytical Biochemistry (2)**

Presents basic procedures for cell fractionation and for isolation and characterization of biopolymers. *Prerequisite:* CHEM544.

**CHEM745 Analytical Biochemistry Laboratory (1)**

Covers laboratory experiments associated with CHEM744. Students isolate organelles and biopolymers and characterize them by techniques that include photomicrography, spectrophotometry, polyacrylamide electrophoresis, fluorometry, nephelometry, and ultracentrifugation. *Corequisite:* CHEM744.

**CHEM810 Special Topics: . . . (3)**

Examines specialized topics in chemistry. Topics will vary. May be repeated for credit. *Prerequisites:* Vary depending on topic selected.

**CHEM822 Gas Chromatography/Mass Spectrometry (3)**

The course covers the basics of GC/MS, including a full range of commonly used techniques and a variety of applications. Discussion topics include introduction to terminology; qualitative and quantitative GC/MS, types of mass spectrometers, mass spectrometry/mass spectrometry (MS/MS), electron impact and chemical ionization, inlet systems, data acquisition and processing, sample handling, and vacuum systems. Varian Saturn 2000 GC/MS/MS and Shimadzu QP1000 instruments will be used for this course. *Prerequisites:* CHEM622/623. *Corequisite:* CHEM823.

**CHEM823 Gas Chromatography/Mass Spectrometry Laboratory (1)**

This course covers experiments associated with CHEM822. The experiments include hands-on laboratory work that covers the basic principles of GC/MS operation and principles and theory of mass spectral analysis. Instrumentation, data acquisition, as well as interpretation of spectra of organic molecules are also covered. *Prerequisites:* CHEM622/623. *Corequisite:* CHEM822.

**CHEM855 Electrochemistry (3)**

Introduces the theory and practice of electrochemical techniques with a focus on electroanalytical methods. Presents the techniques of potentiometry, conductance measurements, coulometry, and voltammetry. Includes new developments in electrochemical detection, spectroelectrochemical studies, and chemically modified electrodes. *Prerequisite:* CHEM368 and CHEM433.

**CHEM856 Electrochemistry Laboratory (1)**

Covers laboratory experiments associated with CHEM855. *Corequisite:* CHEM855.

**CHEM870 Graduate Research: . . . (1-4)**

Individual reading, research, and/or project in chemistry under the supervision of the faculty. *Prerequisite:* Permission.

**CHEM880 Internship: . . . (1-4)**

Designed to provide chemistry students with supervised practical experiences in applied settings. *Prerequisite:* Permission.

**CHEM890 Graduate Thesis/Project: . . . (1-6)**

Provides the chemistry student the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in chemistry. Students will either make a presentation in CHEM895 (project) or prepare a formal research seminar in CHEM899 (thesis). *Prerequisite:* Permission of advisor.

**CHEM895 Chemistry Colloquium Series (1)**

Provides students with the opportunity to observe presentations by scientists from academia, industry, and government. Students are required to attend at least eight chemistry colloquia during their enrollment at GSU. This colloquium series serves as the forum for CHEM899, Presentation in Chemistry. *Prerequisite:* CHEM890, Graduate Thesis/Project.

**CHEM899 Research Presentation in Chemistry (1)**

Students completing their graduate research will present a seminar on their research project in a format similar to a presentation of a paper at a professional meeting. Students should enroll during their final trimester of graduate research or the following trimester.

## Communication Disorders

---

**CDIS304 Phonetics (3)**

Studies the transcription of speech using the International Phonetic Alphabet and the manner, type, and place of articulation of each of the sounds of American speech.

**CDIS305 Introduction to Sign Language (3)**

Designed to enable the student to acquire basic conversational sign language skills. Discusses deaf awareness and the different systems of signed communication.

**CDIS306 Intermediate Sign Language (3)**

Designed to facilitate development of intermediate to advanced-level conversational sign language skills. *Prerequisite:* CDIS305 or permission of instructor.

**CDIS307 Advanced Sign Language (3)**

American Sign Language is the third most used language in the United States today. It is the native language of the American deaf. Students, who already have a comprehensive vocabulary, will learn how to use English (hearing) idioms and American Sign Language colloquialisms and idiomatic expressions. Students will engage in roundtable class conversation with the instructor, each other and visitors, deaf and hearing, to the classroom. This class will fine tune signing skills and clean up production and concept problems. It will also introduce interpreting skills and generally prepare the student for conversing and working with persons whose primary language is American Sign Language.

**CDIS310 Introduction to Communication Disorders (3)**

Study of the major types of communication disorders, their effects on the communicatively impaired individual, and basic remediation programs.

**CDIS322 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.

**CDIS330 Speech and Hearing Science (3)**

Study of sound generation and transmission, measurement and analysis of sound, and psychophysical methods. Topics include psychoacoustics and speech production, acoustics, and perception.

**CDIS345 Speech Physiology (3)**

This course examines the anatomy, physiology, and neurology of respiration, phonation, articulation, and resonance in speech production. Anatomy and physiology of the hearing mechanism will also be reviewed.

**CDIS401 Phonological Disorders (3)**

This course reviews the study of normal and disordered articulation. Coverage includes traditional views of articulation disorders and their treatment, as well as current treatment methods derived from the study of phonology. This course provides the opportunity to develop and analyze articulation therapy programs. *Prerequisites: CDIS304, CDIS310, and CDIS322.*

**CDIS410 Introduction to Audiology (3)**

Covers the concepts, equipment, materials, and procedures involved in assessment of auditory function. Topics include anatomy, physiology, and pathology of the auditory system, basic auditory evaluation, physiological tests of the auditory system, hearing screening, and assessment of the pediatric population. *Prerequisite: CDIS330.*

**CDIS435 Introduction to Childhood Language Disorders (3)**

Introductory examination of the etiology, symptomatology, assessment, and remediation of language disorders in children and adolescents. *Prerequisites: CDIS310 and CDIS322.*

**CDIS440 Sociolinguistics (3)**

Study of major sociolinguistic concepts, multicultural issues, and American dialects.

**CDIS450 Clinical Methods in Communication Disorders (3)**

Examines principles and procedures of assessing and treating disorders of human communication. *Prerequisite: CDIS310.*

**CDIS470 Independent Study: . . . (1-8)**

Individual reading, research, and/or project in communication disorders under the supervision of the faculty.

*Prerequisite: Permission.*

**CDIS480 Internship: . . . (1-8)**

Designed to provide the communication disorders student with supervised practical experiences in applied settings.

*Prerequisite: Permission.*

**CDIS495 Honors Seminar: Communication Disorders (3)**

Explores varying topical themes from an interdisciplinary perspective. Special emphasis is given both to the development of critical thinking and practical problem solving skills. Both the guest lecturers and the students enrolled will represent an array of different disciplines and perspectives contributing to the interdisciplinary discourse. *Prerequisite: Advanced Honors status. Students should have completed the advanced honors work within their own majors before registering for this course.*

**CDIS501 Navigating the Internet Resources for Speech, Language, and Hearing (1)**

Provides "hands-on" exposure to Internet resources available in the areas of speech, language, and hearing. *Prerequisite: Undergraduate or graduate standing in a program in communication disorders or currently practicing in the field of speech, language, and hearing.*

**CDIS510 Speech and Language Characteristics of Exceptional Students (3)**

Study of normal and disordered speech and language development with special emphasis on aspects relevant to classroom teachers and special educators.

**CDIS800 Current Trends in Public School Speech-Language Pathology (3)**

Focuses on recent developments in diagnostic and therapeutic procedures as well as on professional issues such as Public Law 94-142. Designed for school speech pathologists. *Prerequisite: Bachelor's or master's degree in speech pathology.*

**CDIS801 Recent Developments in Childhood Language Disorders (3)**

Emphasizes current clinical practice in language disorders and related conditions. Review of recent literature and presentations will cover diagnostic and therapeutic procedures. Designed for speech-language pathologists. *Prerequisite: Bachelor's or master's degree in speech pathology.*

**CDIS802 Scientific and Professional Foundations of Communication Disorders (3)**

Develops bases for locating, analyzing, evaluating, producing, and communicating scholarly work in communication disorders, with special emphasis on the connection between clinical research and practice. Explores the historical bases of professional behavior and issues, with critical reference to the ASHA Code of Ethics. *Prerequisite: Undergraduate degree in communication disorders.*

**CDIS805 Current Topics: . . . (3)**

Explores current clinical and scientific issues in communication disorders. Designed for practicing speech-language pathologists and audiologists and focuses on significant topics in speech, language, and hearing. Topics will vary; may be repeated for credit. *Prerequisites: Vary depending on topic.*

**CDIS810 Voice Disorders (3)**

Reviews anatomy and physiology related to phonation. Examines etiology, diagnostic features, and treatment approaches for functional and organic voice disorders. Provides an introduction to laryngectomy rehabilitation. *Prerequisite: Undergraduate degree in communication disorders or instructor's approval.*

**CDIS813 Language Disorders of Children (3)**

Advanced examination of the etiology, symptomatology, assessment, and treatment of language disorders of children and adolescents. Includes application of linguistic, psycholinguistic, pragmatic, and cognitive models. *Prerequisite: Undergraduate degree in communication disorders or instructor's approval.*

**CDIS818 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. Emphasizes techniques of writing behavioral objectives and individual education plans for therapeutic intervention. *Prerequisite: Undergraduate degree in communication disorders or instructor's approval.*

**CDIS825 Fluency Disorders (3)**

Examines the various theories of stuttering and their corresponding therapies. Attention to current stuttering research, development, and implementation of a stuttering therapy program. *Prerequisite: Undergraduate degree in communication disorders or instructor's approval.*

**CDIS831 Language and Cognitive Disorders of Adults (3)**

Examines the historical, neuro-anatomical, etiological, and linguistic aspects of aphasia and related disorders that result from conditions such as stroke, traumatic brain injury, and dementia. Assessment and treatment are emphasized. *Prerequisite: Undergraduate degree in communication disorders or instructor's approval.*

**CDIS833 Motor Speech Disorders (3)**

Investigates the differential diagnosis and common treatment approaches for motor speech disorders resulting from neurological conditions such as stroke, cerebral palsy, and degenerative neurologic disorders. *Prerequisites: Undergraduate degree in communication disorders or instructor's approval.*

**CDIS838 Dysphagia (3)**

Examines the anatomy and physiology of the normal swallow as well as clinical evaluation and treatment of swallowing disorders in adults and children. Issues related to various etiologies, ethical considerations, and management strategies are emphasized. *Prerequisites: An undergraduate degree in communication disorders, CDIS810, CDIS833, or instructor's approval.*

**CDIS840 Communication Disorders in Craniofacial 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. *Prerequisite: An undergraduate degree in communication disorders or instructor's approval.*

**CDIS845 Aural Rehabilitation (3)**

Development of assessment and remediation procedures for auditorily impaired clients. Overview of amplification and counseling. Some sign language is included. *Prerequisite: An undergraduate degree in communication disorders or instructor's approval.*

**CDIS850 Practicum in Audiology: Assessment (1)**

External practicum in audiometric assessment. May include screening, basic, or audiological evaluation. *Prerequisites: Pass qualifying examination or have thesis proposal approved. One graduate practicum in speech-language pathology. Permission from the practicum coordinator.*

**CDIS852 Practicum in Audiology: Rehabilitation (1)**

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: Pass qualifying examination or have thesis proposal approved. One graduate practicum in speech-language pathology. Permission from the practicum coordinator.*

**CDIS854 Practicum in Speech-Language Pathology: Public School (5)**

Requires 100 clinical hours of speech-language pathology practicum in a public school setting. Included are group and individual therapy, screening, and diagnostics. *Prerequisites: Pass qualifying examination or have thesis proposal approved. Permission from the practicum coordinator.*

**CDIS856 Practicum in Speech-Language Pathology: Mental Health Setting (3)**

Provides experience in individual and group therapy, diagnostics, consultations, training of paraprofessionals, and interdisciplinary staffing in a mental health setting. *Prerequisites: Pass qualifying examination or have thesis proposal approved. Permission from the practicum coordinator.*

**CDIS858 Practicum in Speech-Language Pathology: Medical Setting (3)**

Provides experience in individual and group therapy, diagnostics, consultations, and interdisciplinary staffings in a medical setting. *Prerequisites: Pass qualifying examination or have thesis proposal approved. Permission from the practicum coordinator.*

**CDIS870 Independent Study: . . . (1-8)**

Students arrange individual reading, research, and/or project in communication disorders under the supervision of the faculty. *Prerequisite: Permission.*

**CDIS880 Internship: . . . (1-8)**

Designed to provide the communication disorders student with supervised practical experience in applied settings. *Prerequisite: Permission.*

**CDIS890 Graduate Thesis/Project: . . . (3)**

Provides the communication disorders student the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in communication disorders. *Prerequisite: Permission of advisor.*

## Communication Studies

---

**COMS300 Introduction to Communications (1)**

Designed to serve as an introduction to undergraduate work in the communications fields. Covers careers, professional and research resources, and student support services. Should be taken in the first trimester of undergraduate work in communications.

**COMS310 Concept of Human Communication (3)**

Offered in both lecture format and as a correspondence course. Examines the communication process on the basic levels and contexts of communication, intra-interpersonal, small group, and organizational communications. Examines verbal, nonverbal, and intercultural communication behaviors; recognizes vital electronic communication processes in light of their broad ramifications.

**COMS330 Interpersonal Skills (3)**

Focuses on face-to-face interaction and intergroup relations and combines knowledge about human communication with practice in interpersonal skills.

**COMS420 Communication Research (3)**

Explores basic concepts, terms, and procedures of communication research. Surveys research methods and instruments, their strengths, weaknesses, and applications. Students prepare and implement a research proposal.

**COMS435 Persuasive Theory and Practice (3)**

Examines major theories of persuasion, especially as related to oral communication. Applies these theories to interpersonal, social, political, and organizational change. Students create and present persuasive messages and analyze persuasive messages and campaigns.

**COMS450 Corporate and Community Communication Systems (3)**

Examines communication networks and power structure corporations and communities. Investigates the assumptions of public and interpersonal messages in corporations and communities. Applies concepts and analyzes case studies.

**COMS470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in speech-communication studies under the supervision of the faculty. *Prerequisite: Permission.*

**COMS480 Internship: . . . (1-4)**

Designed to provide the speech-communication studies student with supervised, practical experiences in applied settings. *Prerequisite: Permission.*

**COMS500 Introduction to Graduate Communications and Training (1)**

Designed to serve as an introduction to graduate work in the communications and human performance and training fields. Covers careers, professional and research resources, and student support services. Should be taken in the first trimester of graduate work in communications and training.

**COMS505 Communication Workshop: . . . (1-3)**

Designed to apply concepts of human communication to a specific social and professional setting. Topics of this workshop vary according to the specific content areas being covered. Focuses on developing participants' practical knowledge and skills of communication that are crucial to a given social/professional context.

**COMS506 Communication Workshop: Communicating Values to Children (2)**

Designed to apply concepts of human communication to a specific social and professional setting. Topics of this workshop vary according to the specific content areas being covered. Focuses on developing participants' practical knowledge and skills of communication that are crucial to a given social/professional context. *Prerequisite: Permission of instructor.*

**COMS530 Intrapersonal Communication (3)**

Designed to explore theoretical and practical perspectives of the communication process within the individual. Explores aspects and influences of the physiological, symbolic, emotional, mental components of messages at many levels of consciousness as individuals attempt to understand themselves, their interactions, and their relationship to the environment. *Prerequisite: COMS330 or equivalent.*

**COMS531 Listening (3)**

Examines the styles of listening in communication and applies them in the different contexts of the communication process. Develops sensitivity and effective listening skills in human interaction.

**COMS532 Nonverbal Communication (3)**

Students examine nonverbal elements of human communication, consider body movement, space behavior, time orientation and management, and aesthetic and environmental factors. Students analyze interpersonal communication settings in terms of their nonverbal function, value, and meaning.

**COMS533 Group Communication (3)**

Examines principles of group interaction in the decision-making process, with emphasis on the dynamic effects of leadership style, risk taking, and feedback techniques. Involves theory and practice with groups.

**COMS534 Family Communication (3)**

Family Communication is a TV course that explores family interaction patterns. Examines the ways in which family members communicate, make decisions, settle conflict, and learn to relate to one another. This course is especially relevant because of the profound changes that are currently affecting the family unit. More children are born to single parents, more families have both partners working, more couples are commuting, more couples are divorcing, and more stepfamilies are being formed than ever before.

*Prerequisites: Basic communications course or permission of instructor.*

**COMS535 Debate and Public Advocacy (3)**

Study of argumentation, that is, evidence, reasoning, and construction of briefs; practice in formal and informal forms of debate and public discourse on current public questions.

*Prerequisite: COMS435, a public speaking course or permission of instructor.*

**COMS536 Business and Professional Speaking (3)**

This course examines speech communication theory and practice with major emphasis on applications in the corporate work environment. It includes practical training in group/team communication, business interviewing, management-employee relations (especially listening), and an emphasis on oral presentations. *Prerequisite: Undergraduate speech/oral communication course.*

**COMS538 Conflict Management (3)**

Explores constructive conflict to initiate change on both macro and micro levels. Examines theories and techniques designed to facilitate the creative resolution of spontaneous and chronic conflicts on intrapersonal, interpersonal, group, and organizational levels. Also, applies communication theory and practice to effective conflict management in the workplace. *Prerequisite: COMS310.*

**COMS540 Intercultural Communication (3)**

Surveys communication transactions between members of differing cultures and studies of definitions, models, values, beliefs, customs, and attitudes that affect intercultural communication. Relates culture to social perception and communication patterns. Examines culture-specific as well as universal modes of communication and identifies factors that impede effective intercultural understanding.

**COMS541 Culture and Communication Process (3)**

Relates culture and verbal/nonverbal communication behaviors. Examines differences in customs, philosophy and religion, social institutions, language structure, values, and attitudes. Explores the future of intercultural communication.

**COMS542 Gender Communication (3)**

Designed to apply concepts of human communication to male/female interactions. The focus is on theoretical understanding and analysis of cultural differences, conflict management, listening, stereotypes, verbal and nonverbal differences. Students will be encouraged to develop experiential knowledge and practical skills in gender communication.

**COMS550 Public Relations (3)**

Study of public relations, its media, and messages. Students utilize case studies of public relations strategies in at least two organizations and design a campaign to improve the public image of an organization. *Prerequisite: MCOM551.*

**COMS552 Communicating with Clients and Customers (3)**

Focuses on interpersonal communication skills for effective management of customer/client relations. Identifies key characteristics of successful verbal and nonverbal skills essential to enhancing the quality of communication with customers/clients in service-oriented professions such as sales, marketing, legal counseling, financial counseling, social work, and food services.

**COMS561 Technology and Human Communication (3)**

Examines communication and computer technology in terms of their influence on society and the day-to-day living of citizens of technological societies. Studies the impact of communication and computers in such areas as business, industry, education, and the home and considers future trends.

**COMS565 Advertising as Communication (3)**

Examines the nature and process of communication as it relates to advertising.

**COMS567 Advertising Strategy (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 the consumer as related to advertising strategy.

**COMS611 Philosophy of Human Communication (3)**

Examines how and why we communicate from the perspectives of modern and postmodern philosophies. Studies various theories of communication and their philosophical foundations. *Prerequisite: COMS310 or equivalent background.*

**COMS635 Interpersonal Communication (3)**

Focuses on the importance of sensitivity to various communications. Examines feedback, empathy, levels of interdependence, perception, inference, observation, selectivity processes, and rumor transmission. *Prerequisite: Graduate occupational therapy majors or permission of instructor.*

**COMS645 International Communications (3)**

This course provides an introduction to a broad range of concepts and issues in the study of communication between and within the international systems, while focusing on culture and communication as essential components of international political and business organizations, diplomatic relations, and nation states. It examines differences in cultural mindsets, emphasizing the role of mass, interpersonal, and technological communication in international conflicts as well as in promoting cooperative actions.

**COMS650 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. *Prerequisite: Graduate occupational therapy majors or permission of instructor.*

**COMS651 Managing Communication Systems (3)**

Students identify nine features, nine postulates, and four network diagrams of a functioning organization; apply at least one theoretical approach to improving the management of communication within an organization of their choice; and submit the suggestion for adoption by the members. Consists of simulations and seminar reports by students.

**COMS805 Seminar in Communication Studies: . . . (1-3)**

A graduate seminar exploring a selected issue in communication or a current perspective in communication studies. Will focus on theories and methods appropriate to the topic. *Prerequisite: COMS810 or permission.*

**COMS810 Communication Theory (3)**

Examines the concept of theory, investigates major theories of communication, and takes a critical approach to the evaluation of communication theories. *Prerequisite: COMS310.*

**COMS815 Survey of Research Literature (3)**

This course enables students to gain familiarity with the scope of research literature in the communication studies, media communication, and human performance and technology fields; develop an understanding of common research literature; and write an article.

**COMS825 Graduate Communication Research (3)**

Examines advanced methods of design and data analysis in communication research. Topics include field/lab research design, intercultural research problems, sampling reliability and validity tests, quantitative/qualitative analysis, bivariate/multivariate analysis, time series analysis, sociometric analysis, and report writing. *Prerequisite: COMS 815 or permission.*

**COMS860 Communication Training (3)**

Examines various approaches to developing and implementing communication training programs. Theories of interpersonal communication are utilized in identifying and evaluating interpersonal effectiveness. Particular emphasis is given to training programs that are designed to help individuals maximize effectiveness in dealing with members of different ethnic/cultural groups.

**COMS861 Problems in Applied Communication (3)**

This course provides an opportunity for students to utilize case study methods in synthesizing and applying communication theories and concepts in hypothetical and real life situations in the professional environment. This course will provide opportunities for students to investigate, analyze, and propose solutions for actual problems in the professional setting. *Prerequisite: Should be taken in the last half of the student's academic program.*

**COMS864 Interdisciplinary Team Process (3)**

This course will bring together graduate students from many disciplines to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. This course will use communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach will show students effective techniques for valuing and educating client/customers, identifying and overcoming barriers to effective customer/client service, and leading to outcomes desired by the client/customer. *Prerequisites: All undergraduate prerequisites completed. At least 12 hours in graduate major completed or permission of instructor.*

**COMS870 Graduate Research: . . . (1-4)**

Individual reading, research, and/or project in communication studies under the supervision of the faculty. *Prerequisite: Permission.*

**COMS880 Internship: . . . (1-4)**

Designed to provide the communication studies student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**COMS890 Graduate Thesis/Project: . . . (1-6)**

Provides the communication studies student the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in interpersonal communication. *Prerequisite: Permission of advisor.*

---

## Computer Education

See Education, Computer Education

---

## Computer Science

**CPSC305 Introduction to Computer Technology (3)**

Covers computer hardware, software, applications, and future technology. Presents an overview of all aspects of computer technology via readings, videotapes, and microcomputer lab exercises. Major topics include evolution of the computer industry, interactive and batch processing systems, input and output processes and devices, information systems interfaces, internal processing and data representation, file organization and database concepts, data communication, application software, programming languages, operating systems and systems software, systems analysis and design, and computers in society. Provides extensive hands-on use of microcomputers. *Prerequisite: Satisfactory completion of the university's basic mathematics proficiency examination.*

**CPSC320 Computer Programming: QBASIC and Visual BASIC (3)**

An introduction to computer programming in QBASIC that includes writing numerous programs. Students will analyze problems, develop algorithms to solve these problems, and write well-documented QBASIC programs corresponding to these algorithms using QBASIC input/output operations, numeric and string constants and variables, control statements, arrays, functions and subroutine, and data files. Topics in Windows programming with Visual BASIC will be covered. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: MATH325 and CPSC305.*

**CPSC321 Computer Programming: QBASIC and Visual BASIC Laboratory (1)**

Involves hands-on computer exercises appropriate to the content of CPSC320. Students will work alone and in teams to develop programs related to course content. This is an optional laboratory that meets for two hours per week. Students for whom CPSC320 is the first programming course are strongly encouraged to enroll in this laboratory. *Corequisite: CPSC320.*

**CPSC330 Computer Programming: FORTRAN (3)**

A first course in the use of the FORTRAN language. Technical and business applications will be studied. Students will write programs and solve them on both batch processing and time-shared computer systems. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: MATH325.*

**CPSC340 Computer Programming: PASCAL (3)**

Study of the PASCAL programming language. Top-down structured programming technique will be taught. Topics include control statements, data types, control structures, arrays and strings, records and sets, nested structures and recursions. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: MATH325: College Algebra or equivalent.*

**CPSC342 Computer Programming: Introduction to C++ (3)**

Introduces a disciplined approach to problem-solving and algorithm development in the structured, high-level language C++. Introduces procedural abstraction, sequence control structures, including selection and repetition, data abstraction, arrays, records, files. Emphasizes program design, testing, and documentation using good programming style. *Prerequisites: Students are expected to have completed the equivalent of college algebra. Completion of at least one programming course in a high level language, BASIC, FORTRAN, COBOL, PASCAL, etc., is recommended.*

**CPSC343 Computer Programming: Introduction to C++ Laboratory (1)**

Involves hands-on computer exercises appropriate to the content of CPSC342. Students will work alone and in teams to develop programs related to course content. This is an optional laboratory that meets for two hours per week. Students for whom CPSC342 is a first programming course are strongly encouraged to enroll in this laboratory. *Corequisite: CPSC342.*

**CPSC345 Computer Programming: C++ (3)**

Covers C++ programming with emphasis on object-oriented programming. This is a course for students with C++ programming experience. A background comparable to CPSC342 will be assumed. Topics will include overloading functions and operators, friend functions, and other language features which enable programmers to create new data types which have all the capabilities of the built-in types. Special emphasis will be placed on the use of pointers, dynamic allocation of memory, and the development of classes which implement common data structures such as linked lists. Students will use the ANSI C++ compiler to write, run and debug programs. Clarity and correctness of the resulting programs will be the primary evaluation criteria. *Prerequisites: CPSC342: Computer Programming: Introduction to C++.*

**CPSC351 Computer Programming: COBOL (3)**

Presents the fundamentals of computer programming and the ANSI COBOL computer language. These fundamentals will be applied to various business and/or statistical situations. The course will also cover discussion of input/output devices, software considerations, and basic forms design. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: MIS301 or CPSC320.*

**CPSC365 Computer Programming: PC Assembler (3)**

Introduces the 8088 microprocessor, information representation inside machine, 8086/88 assembly language (DEBUG, ASM, and MASM), the PC/DOS, and the use of some BDOS functions to do I/O and file manipulations. The environment to run the assigned programs is an IBM PC or compatible computer. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: At least one high level programming language.*

**CPSC390 Introduction to Software Engineering (3)**

Introduction to the systems development process. Covers the system life cycle, current system documentation through use of classical and structural tools and techniques for describing process flows, data flows, data structures, file designs, input and output designs, and program specifications. Also covers information gathering and reporting activities and transition into systems analysis and design. *Prerequisite: CPSC342.*

**CPSC405 Computer Organization (3)**

An introduction to basic topics in computer organization, including number systems, digital logic design, PC assembly language programming, CPU, memory, input/output and peripherals, buses, instruction sets and formats, and addressing techniques. *Prerequisite: CPSC342 and MATH340.*

**CPSC415 Data Structures (3)**

Advanced data structures with continuing emphasis on writing well-designed, structured programs. Major topics include linked list, stack, queue, trees, graphs, algorithms, sorting, priority queues, and hashing tables. *Prerequisite: MATH340; prerequisite or corequisite: CPSC345 and CPSC390.*

**CPSC435 Operating Systems (3)**

An introduction to basic topics of operating systems including computer system structure, operating system design, process management, memory management, I/O management, deadlock handling, process synchronization, system protection, and security. *Prerequisite: CPSC405 and CPSC415.*

**CPSC438 Discrete Structures (3)**

Continuing survey of foundations of discrete mathematics, covering linear algebra, counting methods, sequences, discrete probability, and topics from theoretical computer science. *Prerequisite: MATH340.*

**CPSC441 Introduction to Data Communications (3)**

A study of data communications for computers and computer terminals. Consideration of communications media, codes, data transmission, protocols, multiplexing, circuit-switching, packet-switching, communications software, and Local Area Networks (LAN). *Prerequisite: CPSC435.*

**CPSC442 Introduction to Computer Networks (3)**

A study of computer networks, including overview of network architectures, layered architectures, and the Open System Interconnection (OSI) reference model, routing and congestion control, protocols, local area networks, Integrated Services Digital Networks (ISDN), and network security. *Prerequisite: CPSC435.*

**CPSC445 Database Systems (3)**

Practical development of a database, i.e., requirement analysis, functional specifications, database design, and implementation are the main focus of the course. Topics include data redundancies, data independence, role and functionality of DBMS in database processing, database modeling using entity relationship and semantic object models, building relationships, relational model vs. network and hierarchical models, functional dependencies, normal forms, normalization, extracting the data model from database model, using Bachman diagram to document the data model, data dictionary, data integrity and data security rules, query languages: SQL and QBE, client/server architecture, and distributed databases. More emphasis is given to the fundamentals of database processing and design of the data model. *Prerequisite: CPSC415.*

**CPSC446 Network Configuration and Integration (3)**

This course explores networking by using a hands-on lab to instruct students how to design, install, configure, and troubleshoot a live network. *Prerequisite: CPSC405.*

**CPSC450 Introduction to Algorithms (3)**

Development and analysis of algorithms for problem solving in computer science. Emphasizes issues of complexity of algorithms, efficiency, and reliability. Covers sorting, searching, string processing, graph, and mathematical algorithms. *Prerequisites: CPSC415 and MATH340.*

**CPSC452 Advanced COBOL and CICS for Business Applications (3)**

Covers application program design, development, and implementation using common level CICS and advanced features of COBOL on IBM 4341. Emphasizes on-line CICS applications from a user's point of view. Students will create and run programs with the Virtual Machine/System Product. *Prerequisite: CPSC351.*

**CPSC455 Organization of Programming Languages (3)**

Covers the organization of programming languages, especially the run-time behavior of programs; introduces the formal study of programming languages, continues the development of problem solution and programming skills. Includes topics on language definition structure, data types and structures, control structures and data flow, run-time considerations, interpretive languages, lexical analysis, and parsing. *Prerequisites: CPSC405 and CPSC415.*

**CPSC458 Database Programming (3)**

Covers advanced programming in a database environment using block structured languages, database query language interfaces, and program development languages. *Prerequisite: CPSC445.*

**CPSC465 Software Engineering: Project (3)**

Develops an engineering approach to the software life cycle of planning, development, and maintenance. Covers system definition, software scoping and estimation requirements analysis, modularity, information hiding, cohesion and coupling, software complexity, data flow and structure, design methodology, software testing, and maintenance methodology. Students will participate in a software engineering project to provide an applied focus for study. *Prerequisites: CPSC390, CPSC415, and either CPSC435 or CPSC445.*

**CPSC470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in computer science under the supervision of the faculty. *Prerequisite: Permission.*

**CPSC480 Internship: . . . (1-4)**

Designed to provide computer science students with supervised experiences in applied settings. *Prerequisite: Permission.*

**CPSC520 Windows Programming: Visual BASIC II (3)**

This course explores the character and features of the event driven Visual BASIC programming language to create sophisticated Visual BASIC-based Windows applications to solve problems. This course covers user interface management system, design and implementation of on-line applications, ActiveX components, report generations, and advanced database development using Visual BASIC and ODBC. The principal goal is to provide students with the most marketable skills together with fundamental concepts so that they can prepare themselves in the rapidly changing dynamic world of information technology. *Prerequisite: CPSC320.*



**CPSC535 Introduction to the UNIX System (3)**

With features fitting for mainframe systems down to microcomputers, UNIX is a dominant system today. This course provides a structured means for students who want to learn the state-of-the-art of the UNIX environment.

*Prerequisite: CPSC435.*

**CPSC548 Computer Programming: Java (3)**

Introduces the Java programming language, including its syntax, control structure, methods, data structures, and graphical user interface components. Students will write, run, and debug programs to run directly on personal computers and over the Internet. Emphasis will be placed on clarity and correctness of the resulting programs. *Prerequisite: CPSC345.*

**CPSC560 Computer Graphics (3)**

A survey of hardware and software used for interactive computer graphics, with applications to various areas such as business graphics, art, and CAD systems. Topics include graphics hardware and packages for both mainframes and microcomputers, two- and three-dimensional graphics, windowing, clipping, transformations, hidden line removal, surface modeling, solid modeling, and graphics standardization (GKS, CORE, etc.) Students should be prepared to spend considerable time outside of class at a computer or terminal on homework assignments and the final project.

*Prerequisites: CPSC415 and MATH355.*

**CPSC562 Numerical Algorithms (3)**

Major topics include: floating-point arithmetic, direct and iterative methods for solving systems of linear equations, error analysis and norms, eigenvalues and eigenvectors, root-finding methods, polynomial interpolation, linear and nonlinear approximation of functions, numerical differentiation and integration, and the solution of differential equations. Students should allow ample time in their schedules for working with a computer outside of class.

*Prerequisites: MATH355 and MATH440.*

**CPSC570 Windows Systems (3)**

Nowadays every machine is on Windows systems. Therefore, for every serious computer user, it is an advantage for them to understand the fundamental design of the windows systems. This course is designed to provide the core foundation for Windows Operating Systems. Both Windows 3.1 and 95 are covered in this class. This course is also designed to help students obtain the Microsoft Certification. *Prerequisite: CPSC305 or equivalent course.*

**CPSC572 Implementation and Support of NT (3)**

Microsoft NT operating system has gained a big market share. It has very strong support in the industry. This course is designed to provide the core foundation for managing and supporting Windows NT operating system. Both NT server and workstation are covered in this class. This course is also designed to help students pass the Microsoft Certification examination. *Prerequisites: CPSC570 or CPSC305 or equivalent courses.*

**CPSC576 Database Design and Administration on SQL Servers (3)**

SQL (Structured Query Language) is the dominant language for database queries. Right now companies have to store their data in the server for data processing. Without a database server, a company cannot really manage their operation. This course is not only designed to provide the core foundation for installing, managing, and supporting Microsoft SQL server, but also designed to help students to pass the SQL examination in order to obtain the Microsoft Certification. *Prerequisite: CPSC572 or equivalent courses.*

**CPSC578 Networking Essentials (3)**

This course is designed to prepare students for the Networking Essentials examination that is one of the requirements for obtaining Microsoft Certified Engineering certification. This course focuses on the basic concepts and avoids unnecessary detail in order to overcome the complexity of networking issues. *Prerequisite: CPSC305 or CPSC570 or equivalent courses.*

**CPSC610 Computing for Scientists (3)**

This course will provide students in the sciences with the practical background they will need to apply computers to a wide variety of scientific endeavors. It will feature the study of word processing, spreadsheets, and databases with emphasis on those features of these common packages that will be most useful in their scientific work. In addition, students will be introduced to a number of more specialized scientific software packages.

**CPSC630 Computer Architecture (3)**

An introduction to more advanced topics in computer architecture, including combinational and sequential circuits, various digital components, data transfer language, microprogramming and microcode design, pipelining, superscalar, RISC machines, and multiprocessor systems. *Prerequisite: CPSC405.*

**CPSC635 UNIX Programming (3)**

This course concentrates on the programming interface that exists between the UNIX kernel and the applications software that runs in the UNIX environment. Library routines are also covered. *Prerequisite: CPSC535.*

**CPSC642 Network Programming (3)**

There has been an explosive growth in computer networks since the 1980s. The development of software to be used in these networks is still considered a mysterious art by some. The intent of this course is to concentrate on the development of software to use a computer network. This course provides the needed knowledge to develop networking software by studying numerous cases of existing network applications. *Prerequisite: CPSC635: UNIX programming or equivalent system-level programming experience.*

**CPSC643 Advanced Programming Using C (3)**

Covers advanced techniques for the creation of application programs using the C language. Topics will include study of C's run-time library functions, system calls, graphics, text displays, and selected C programming utilities. Emphasis will be placed on using the capabilities of the operating system, both DOS and UNIX, to implement features commonly found in modern application programs. *Prerequisite: CPSC345.*

**CPSC646 Windows Programming: . . . (3)**

This course covers the fundamentals of programming for the 32-bit Windows environment using a Rapid Application Development system. Topics will progress from the creation of simple, minimum Windows programs through the addition of various features common to the user interface of Windows programs, including check boxes, radio buttons, push buttons, combo boxes, list boxes, menus, images, text, media components, etc. The interface between the RAD system and common databases will be examined in detail, including creation of data entry forms, SQL queries, and the preparation of reports. Students will produce a working Windows application as their final projects. *Prerequisite: CPSC415: Data Structures.*

**CPSC648 Advanced Programming Using Java (3)**

Covers advanced techniques for creation of application programs using Java language. This course provides the needed knowledge to build Web-based enterprise applications. Emphasis will be placed on platform independence, extensibility, reusability, and global language support. *Prerequisite: CPSC548.*

**CPSC656 Object-Oriented Modeling (3)**

Introduction to object-oriented concepts: abstract data typing, inheritance, architecture, modeling, and design for object-oriented information system. This course describes a methodology that covers a wide range of software engineering techniques used in system analysis, modeling, and design. The methodology features the integration of concepts, including software reusability, frame-works, software component design, use-case analysis, event-flow analysis, rule analysis, and automatic code generation. Object-oriented database systems, architectural issues in object-oriented systems, and areas of research in object-oriented system will be examined. *Prerequisites: CPSC445 and CPSC465.*

**CPSC660 Artificial Intelligence (3)**

Covers artificial intelligence frameworks, methodology, and applications. Includes topics on AI problems and problem spaces, basic problem-solving methods, game playing, knowledge representation, planning systems, expert systems, natural language processing, perception, learning, and AI languages and systems. *Prerequisites: CPSC415 and MATH355.*

**CPSC705 Exploring the Technological Frontier: A Practical Approach to Multimedia (3)**

Designed as a pragmatic, high technology-oriented approach to understanding and handling the coming age of knowledge. Treats new concepts and technologies of information-based systems in a broad manner where multi-dimensional learning is evoked through recent advances in knowledge transfer. The multimedia, hypertext/hypermedia-based mode of our approach is reinforced through hands-on exercises in our Pentium computer lab. *Prerequisite: CPSC305.*

**CPSC710 Fourth-Generation Languages and Beyond (3)**

Introduces the concepts of nonprocedural, application generation languages. Topics include characteristics and classifications of fourth-generation languages, use of dialogues, action diagrams, program structure, natural language and graphic interfaces, decision support languages, prototyping, and sample systems such as FOCUS, IDEAL, MANTIS, RAMIS II, QBE, and SQL. *Prerequisites: CPSC445 and CPSC465.*

**CPSC720 Internet Programming (3)**

Covers techniques on the client and server sides for creation of Web-based applications. This course provides the synthesis to apply client/server techniques, databases, and distributed computing knowledge to build Web-based applications. Emphasis will be placed on programming skills along with introducing various development tools. *Prerequisites: CPSC442, CPSC445, and one high-level programming language course.*

**CPSC735 Advanced Operating Systems (3)**

Examines operating system design concepts such as system requirements, reliability, security, parallel processing, system structure, and process communication. Specialized topics in decentralized operating systems will be surveyed. *Prerequisite: CPSC435.*

**CPSC742 Advanced Computer Networks (3)**

A system-oriented view of computer networking is used in order to explore the designing principles of sound network design in this course. Providing an in-depth study of emerging technologies of data communication is the purpose of this course. The core material contains Internet-working, end-to-end protocol, congestion control, and high-speed networking. Open issues in those fields will be discussed. *Prerequisite: CPSC442.*

**CPSC745 Database Development and Environments (3)**

Examines practical design and implementation of database systems on fourth-generation, relational DBMS environments. Topics include conceptual design of database, logical and physical database design, functional dependencies and normal forms, nonprocedural and fourth-generation DBMS, SQL and the industry standard for Data Manipulation Language (DML), integrated and distributed DBMS, and LAN for PC-based databases. Students will design and implement an actual database using a relational DBMS such as FOCUS or ORACLE. *Prerequisite: CPSC445.*

**CPSC790 Special Topics: . . . (3)**

Provides a forum for topics not presented in regularly scheduled courses. Topic may include languages and automata small scale computers, parallel distributed architectures, and database design. *Prerequisites: Will vary depending on topic.*

**CPSC810 Formal Languages and Automata (3)**

Presents highlights of the foundations of computer science. This course will introduce the relationships between formal languages and automata; focus on the regular grammar and finite state automata, context-free grammar, and push-down stack automata; provide basic principles of compilers and compiler design, lexical analysis, parsing techniques, syntax directed translation, symbol tables, storage administration, error detection, and code generation. Thus, this course will provide both theoretical and practical foundation of modern computer science. *Prerequisites: CPSC415 and CPSC 438 or equivalent.*

**CPSC812 Design of Compilers (3)**

Introduces basic principles of compilers and compiler design, lexical analysis, finite state automata, context free grammars, parsing techniques, syntax directed translation, symbol tables, run time storage administration, error detection, optimization, data flow analysis, and code generation. A substantial programming project will be required. *Prerequisites: CPSC455 and CPSC810.*

**CPSC815 Natural Language Processing (3)**

Presents a multidisciplinary approach to the understanding of human languages, their grammar, syntax, and semantics, and the automatic processing of natural languages by computer. The potential of automated text translation from one human language into another, and problems such as visual text display and speech analysis and automatic synthesis is discussed. Emphasis is placed on potential applications to computerized processing of verbal and written text. Information from linguistics, psychology, artificial intelligence, and cognitive science is presented. Computer science tools and techniques that are presently available to deal with natural language processing are discussed. *Prerequisites: CPSC465 and CPSC660.*

**CPSC820 Planning and Management of Software Projects (3)**

Designed to expand on the principles of software engineering technologies and software management as cost-effective tools in software development. Specifically, methods of systems engineering, modular design of complex software, and application of knowledge engineering principles that include the design of natural-language interfaces will be discussed. Emphasis will be on design techniques, project planning, software integration, as well as maintenance and management of software. *Prerequisite: CPSC390.*

**CPSC825 Expert Systems and Knowledge Engineering (3)**

Presents a conceptual understanding of the principles of rule-based systems and practical development of mini expert systems. The concepts of neural networks also will be discussed as they pertain to expert systems development. *Prerequisites: CPSC465 and CPSC660.*

**CPSC845 Advanced Database Theory (3)**

Provides students with an in-depth study of the sensitive issues on the theory of relational database design such as design methodology, concurrency control, data integrity, security, query optimization, and transaction processing. *Prerequisites: CPSC445 and MATH340.*

**CPSC870 Graduate Research: . . . (1-4)**

Individual reading, research, and/or project in computer science under the supervision of the faculty. *Prerequisite: Permission.*

**CPSC880 Internship: . . . (1-4)**

Designed to provide graduate computer science majors with supervised experiences in applied settings. *Prerequisite: Permission.*

**CPSC890 Graduate Thesis/Project: . . . (1-6)**

Provides the computer science student with the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in computer science. The written portion will follow thesis guidelines for graduate level work. *Prerequisite: Permission.*

**CPSC899 Thesis Presentation in Computer Science (1)**

Students provide oral presentations of their theses in a format similar to that followed in the presentation of papers at professional meetings. Students will enroll during the final trimester of their research or the following trimester. *Prerequisite: Permission of advisor.*

## Counseling

---

**COUN470 Independent Study: . . . (1-6)**

Individual reading, research, and/or project in counseling under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

**COUN470P Independent Study: . . . (1-6) P/NC**

Individual reading, research, and/or project in counseling under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

**COUN510 Physical and Sexual Abuse of Children (3)**

Provides an overview of the nature of child abuse. Includes legal and ethical issues involved in definition, identification and treatment, and current theories of causation and treatment.

**COUN515 Death and Dying (3)**

Examines current attitudes toward death and dying. Explores ways in which the professional helps the patient and family deal with a terminal illness.

**COUN518 Workshop on Depression (2)**

Study of the causes and cures of depression from the humanities/holistic view of human nature. Specific attention to transactional analysis, the rededication model.

**COUN544 Introduction to Family Dynamics (3)**

Provides a beginning understanding of the family as a social system and the concepts involved in family counseling. Students analyze their role in their own family system. *Prerequisites: PSYC430 and PSYC544 or PSYC555.*

**COUN548 Alternate Approaches to Traditional Psychotherapy (3)**

Introduces students to alternate therapeutic strategies such as body therapy, communication therapy, Gestalt therapy, neurolinguistic programming, and psychodrama.

**COUN600 Professional Orientation and Ethical Standards for Counselors (3)**

Provides an introduction to professional, ethical, legal, theoretical, and practical aspects of counseling. Students will examine the roles and responsibilities of counselors, professional organizations, and associations. Historical and social contexts along with emerging professional issues and directions are included.

**COUN609 Issues in Counseling (1-3)**

This course is designed to introduce students to topical social issues related to counseling. It is meant to expose students to critical issues, their possible solutions and the most current thinking and research.

**COUN620 Lifespan Developmental Issues (3)**

Students will analyze and conceptualize human developmental themes from the perspective of various learning and personality theorists. The counseling process, interventions, and strategies will be addressed in relation to the topical issues presented in the class. *Prerequisite: Graduate student status.*

**COUN630 Counseling Theories (3)**

Introduces students to the major theories in counseling and associated techniques. Summaries of applicable research are covered.

**COUN633 Community Counseling (3)**

Introduces students to professional counseling practices in community settings. Examines the community counseling model and its application. Examines professional counseling roles, functions, standards, and activities. Includes visits to agencies. *Prerequisite: Admission to master of arts in counseling.*

**COUN638 Introduction to School Services (3)**

Examines the roles of school service personnel in the school environment. History, philosophy, trends, purposes, ethics, legal aspects, standards, and roles within the institution are examined. Students will explore the significance of classroom dynamics. *Prerequisite: COUN630 or concurrent enrollment.*

**COUN725 Family Systems: Theory and Practice (3)**

Introduces students to the theory, skills, and major approaches of family counseling, emphasizing the role of family systems in the maintenance of problem behavior. The decision of whether or not family counseling is the treatment of choice and the implications for intake methods are considered. Students will apply the concepts learned to a study of their own family that describes the dynamics involved. Ethical and training considerations are discussed.

**COUN730 Life Style and Career Development (3)**

Examines career development theories; occupational and educational information sources and systems; career and leisure counseling guidance and education; life style and career decision making; and career development program planning, resources, and evaluation. *Prerequisite: Graduate student status.*

**COUN810 Beginning Counseling and Human Relations Skills (3)**

Provides students with experience in human relations laboratory, focusing on basic communication skills and the development of beginning counseling skills. *Prerequisite: COUN630.*

**COUN811 Interventions with Children and Adolescents (3)**

Introduces students to the basic skills and techniques utilized in working with children and adolescents in community mental health settings and family practice. Students will interview and counsel a minimum of two cases. *Prerequisite: Candidacy and COUN620.*

**COUN826 Research Literature in Counseling and Psychotherapy (3)**

Provides counselors and psychotherapists with methods and criteria to locate and evaluate research literature on counseling and psychotherapy. Emphasizes examination and understanding of research questions and findings. *Prerequisites: PSYC544, PSYC560, or COUN630.*

**COUN837 Management of Counseling Programs (3)**

Provides an overview of methods used in the management of counseling programs in schools, agencies, or businesses. Focuses on unique management skills needed by counseling practitioners.

**COUN838 Counseling Employees in the Workplace (3)**

Introduction to the concept of employee assistance programs. Deals with design, implementation, and evaluation of counseling programs in business and industry.

**COUN840 Advanced Techniques: . . . (3)**

Intensive study of specific advanced techniques or topics in the field of psychology and counseling. Allows students to work intensively in a specialized study area not normally available in the general curriculum. Topic dependent upon faculty expertise and student need. *Prerequisite: COUN844 or COUN845 or permission.*

**COUN842 Practicum in Vocational Counseling (3)**

Examines theories of career choice and decision-making process and methods of assisting clients in career development. Students will also administer and evaluate appropriate instruments and develop vocational counseling skills. *Prerequisites: PSYC610, COUN730, and degree candidacy.*

**COUN844 Practicum in Individual Counseling: Child and 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. Students will maintain ongoing counseling relationship with one child and one adolescent client. *Prerequisites: COUN810 and degree candidacy.*

**COUN845 Practicum in Individual Counseling: Adult (3)**

Application of theory and practice in individual counseling and therapy with adults. *Prerequisites: COUN810 and degree candidacy.*

**COUN846 Reality Therapy (3)**

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.*

**COUN847 Group Dynamics and Intervention (3)**

Application of basic knowledge of the roles, functions, and dynamics among group leaders and group participants; covers group process theory and the research pertaining to group process; students analyze the interaction within a group. *Prerequisite: COUN600.*

**COUN851 Consultation and School Staff Development (3)**

Examines theories, functions, and skills required of consultants in schools and other settings. Students will use consultation skills with client. *Prerequisite: COUN630.*

**COUN852 Practicum in Group Counseling: Child and Adolescent (3)**

Students will develop, analyze, and evaluate one ongoing counseling group for children and one ongoing counseling group for adolescents; also one psychoeducational group. *Prerequisites: COUN844 or COUN845 and degree candidacy.*

**COUN853 Parent Education: Prevention and Intervention (3)**

Introduces students to dynamics of family interaction and methods of prevention and intervention in family problems. Students will conduct two family counseling sessions, analyze the family interaction, and propose remedial intervention. *Prerequisite: COUN638.*

**COUN854 Advanced Individual Therapy Techniques: Child (3)**

Covers advanced skills in using verbal and nonverbal techniques in individual therapy with children. Includes study of relevant theory, application of treatment techniques, and evaluation of their effectiveness. *Prerequisite: COUN844.*

**COUN855 Assessment and Treatment Planning (3)**

Covers interviewing and intake skills, including diagnostic assessment, psychosocial history, case notes, case summary, treatment format and planning, and evaluation of treatment effectiveness. Students are required to work with actual client(s). *Prerequisite: COUN845 or permission.*

**COUN856 Practicum in Group Counseling: Adult (3)**

Study and practice of basic interviewing skills and treatment techniques in group counseling or group therapy with adults. *Prerequisites: Completion or concurrent enrollment in COUN845 and degree candidacy.*

**COUN857 Behavior Therapy (3)**

Advanced study and application of behavioral therapy techniques with adults and children. *Prerequisite: COUN844 or COUN845.*

**COUN858 Development of School Counseling Programs (3)**

Study of rationale and program for guidance services. Special attention to analyzing, evaluating, and integrating administrative theory. *Prerequisites: PSYC610 and degree candidacy.*

**COUN859 Family Counseling Techniques (3)**

Study and practice of concepts and techniques of family counseling. Students demonstrate system's techniques with actual clients. *Prerequisites: COUN725 and COUN845.*

**COUN860 Marriage and Couple Counseling (3)**

Deals with approaches to counseling that focus on couple interactions rather than individual pathology. Students demonstrate basic techniques of couple therapy with actual clients. *Prerequisites: COUN725 and COUN845.*

**COUN861 Parent Study Group Leadership (3)**

Student initiates, develops, conducts, and maintains a successful ten-week parent study group. Special emphasis on training parents to identify problems in the home and providing techniques to deal with them. *Prerequisites: COUN638 and COUN853.*

**COUN868 Counseling Internship I (3) P/NC**

Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities for a minimum of 600 hours, including a minimum of 240 hours of direct client contact. *Prerequisites: Grade of B or better in three practica, good academic standing, and approval of advisor. See program handbook.*

**COUN869 Counseling Internship II (3) P/NC**

Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities for a minimum of 600 hours, including a minimum of 240 hours of direct client contact.

**COUN870 Independent Study: . . . (1-6)**

Individual reading, research, and/or project in counseling under supervision of faculty. *Prerequisites: Permission of instructor and division chairperson.*

**COUN870P Independent Study: . . . (1-6) P/NC**

Individual reading, research, and/or project in counseling under supervision of faculty. *Prerequisites: Permission of instructor and division chairperson.*

**COUN881 Counseling Internship I: Marriage and Family Counseling (3) P/NC**

Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities for a minimum of 600 hours, including a minimum of 240 hours of direct client contact. *Prerequisites: COUN842, COUN845, COUN855, COUN859, COUN860, and six hours of required courses. Should be taken immediately before or concurrent with Counseling Internship II: Marriage and Family Counseling. Grade of B or better in three practica, good academic standing, and approval of advisor. See program handbook.*

**COUN882 Counseling Internship II: Marriage and Family Counseling (3) P/NC**

Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities for a minimum of 600 hours, including a minimum of 240 hours of direct client contact. *Prerequisite: Enrollment in COUN881.*

## Criminal Justice

---

### CJUS310 Criminal Justice Organization and Process (3)

Studies current structures and procedures of American criminal justice. Presents various comprehensive theories useful for analysis and understanding of the justice subsystems.

### CJUS320 Correctional Process (3)

Examines research on the social/psychological effects of confinement. Studies the prison as a social system with its own norms and peculiarities. Critically analyzes similarities among prisons and other subsystems such as mental hospitals.

### CJUS330 Juvenile Justice (3)

Explores the development of the juvenile court and the system of juvenile justice in the United States. Studies contemporary issues in juvenile justice and approaches to prevention, control, and treatment of delinquency.

### CJUS345 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 that takes into account societal pressures and research about crime, rehabilitation, and recidivism.

### CJUS355 Law Enforcement and the Community (3)

Topics and issues in the law enforcement process, police administration, police-community relations in the context of the multiethnic and multiracial urban communities.

### CJUS360 Criminal Law and Procedure (3)

Examines the criminal procedure and prosecution of cases in the criminal courts for misdemeanor and felony charges. Analyzes issues related to criminal prosecution, the role of the functionaries, and the sentencing process.

### CJUS390 Junior Seminar in Criminal Justice (1)

Familiarizes students with the degree curriculum and explains career alternatives. Also assesses student readiness skills in writing and computer literacy. Baseline outcome assessment measures will be taken. *Prerequisite: Permission of instructor.*

### CJUS410 Contemporary Issues in Justice Systems (3)

A review of the structure and methods employed by American justice systems. A number of contemporary and controversial social issues will be examined in the context of the application of these configurations and processes. The purpose will be to evaluate the utility of current justice system practices and procedures from the standpoint of ensuring equal and fair treatment under the law for all. *Prerequisite: CJUS310 or equivalent.*

### CJUS415 Justice System Research Design (3)

This course is designed to introduce the student to the analysis, research design, problem-solving approaches, conceptualization, and implementation of various methodologies in the field of criminal justice. *Prerequisite: CJUS410 and statistics or SOS450 or permission of instructor.*

### CJUS420 Correctional Policy and Practice (3)

Analyzes current approaches used in federal, state, and local correctional and related agencies. Examines discrepancies between new theories implemented by criminal justice decision makers and the actual outcome of theoretical applications. *Prerequisite: CJUS320 or permission of instructor.*

### CJUS430 Critical Issues in Juvenile Justice (3)

An examination of the critical issues and special problems challenging the contemporary juvenile justice system. The topics will include an analysis of youth violence; gang violence; school crime; teenage pregnancy; juvenile victimization; child poverty, abuse, neglect, and homelessness; the child welfare system; and teen substance abuse. Factors in American society that generate or influence delinquency and dependency will also be explored. *Prerequisite: CJUS330 or equivalent, or permission of instructor.*

### CJUS445 White Collar Crime (3)

An examination of the nature and extent of white collar crime to include the concepts, trends, theoretical explanations, methods, and mechanics of social control used by society and the criminal justice systems in this context. *Prerequisite: CJUS345 or permission of instructor.*

### CJUS450 Women and Minorities in Criminal Justice (3)

Role of women and minorities in the criminal justice system as employees and clients. Examines the nature and extent of crime and processing of women and minority offenders by the law enforcement courts and correctional systems. *Prerequisites: CJUS310 and CJUS345.*

### CJUS451 Current Topics in Computer Crime Investigation (3)

An introduction to the current topics in computer crime and the techniques for investigation. This course will serve as the first in a sequence for a minor in the area of computer crime investigation. *Prerequisites: CJUS410 and CJUS415 or permission of instructor.*

### CJUS452 Computer Forensics (3)

A technology intensive course focused on the collection, evaluation, preservation, and preparation of digital evidence typically presented for criminal prosecution. Makes intensive use of the forensic and behavioral science practices in the investigation of computer-related crime. *Prerequisites: CJUS410, CJUS415, and CJUS451.*

### CJUS453 Computer Applications in Criminal Justice (3)

A review of the available resources and selected computer software applications for criminal justice professionals. *Prerequisites: CJUS305 or MIS301 and CJUS410, or permission of instructor.*

### CJUS454 Computer Crime Prosecution (3)

This technology intensive course focuses on the Constitutional and legal concerns having to do with computer-related crime investigation and prosecution. *Prerequisites: CJUS410, CJUS415, and CJUS451.*

**CJUS455 Computer Security, Law, and Justice (3)**

This course introduces the major components of the criminal justice system—the community, policy makers, police, prosecution, courts, and corrections. Includes study of the justice process, the actors, and issues involved in effectively administering a system focused clearly on the management of computer security, law, and justice. *Prerequisites:* CJUS410, CJUS415, and CJUS451, or permission.

**CJUS456 International Computer Crime Issues (3)**

A technology intensive course. The focus is on concerns related to multi-jurisdiction and international issues involved in computer-related crime investigations. Addresses concerns related to interaction between government officials and corporate information security specialists. *Prerequisites:* CJUS410, CJUS415, and CJUS451, or permission of instructor.

**CJUS460 Judicial Process and Constitutional Issues in Criminal Justice (3)**

Includes a survey of jurisdiction, organization, policies, and procedures of courts and the judicial system. Analyzes issues related to the administration of criminal justice from arrest to incarceration or release. *Prerequisite:* CJUS 360 or permission of instructor.

**CJUS465 Non-Western Criminal Justice Systems (3)**

Examines the criminal justice systems of selected non-Western cultures from a comparative perspective. A survey of the organizational, administrative, and philosophical principles of criminal justice systems from the non-Western world. *Prerequisite:* CJUS310 or permission of instructor.

**CJUS470 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in criminal justice under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within criminal justice and an instructor to sponsor the work. *Prerequisites:* Permission of instructor and division chair.

**CJUS475 Justice Systems Planning (3)**

Explores the planning process and introduces students to the examination of various operational and administrative uses to which criminal justice planning can be applied. *Prerequisite:* CJUS410 or permission of instructor.

**CJUS480 Internship: . . . (3)**

Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. *Prerequisites:* Open to majors only with 24 hours of upper-division criminal justice credit or final trimester of enrollment before graduation.

**CJUS490 Senior Seminar in Criminal Justice (2)**

A writing-intensive outcome assessment of the concepts, issues, methodologies, policies, and practices learned about the criminal justice system/subsystems and processes. Also prepares students for career opportunities. *Prerequisite:* CJUS410 and CJUS415. Open only to majors with 24 hours of upper-division criminal justice credit or final trimester of enrollment prior to graduation.

**CJUS510 Topics in Criminal Justice: . . . (1-3)**

In-depth analysis of contemporary justice related issues and topics. *Prerequisite:* CJUS410 or permission of instructor.

**CJUS520 Substance Abuse in the Criminal Justice System (3)**

Offered in an Internet format. This course will introduce the student to the issue of substance abuse treatment within the context of the criminal justice system. The course examines the points along the criminal justice system continuum where substance abuse intervention programming exists. Perspectives, policies, and goals of the criminal justice and treatment systems will be presented. *Prerequisite:* CJUS410 or permission of instructor.

## Economics

---

**ECON301 Principles of Microeconomics (3)**

Studies price formation, demand, and production decisions. Examines the individual and interrelated behavior of consumers, firms, and industries. *Prerequisite:* successful completion of intermediate algebra or passing of the appropriate level of the university proficiency examination or permission of instructor.

**ECON302 Principles of Macroeconomics (3)**

Offered in both lecture and televised format. Studies the economy as a whole, dealing with economic data, behavior, and theory at the aggregate level of the economy. Examines income, output, employment, prices, and other variables in terms of their measurement, determination, and policy implication. *Prerequisite:* successful completion of intermediate algebra or passing of the appropriate level of the university proficiency examination or permission of instructor.

**ECON310 Consumer Economics (3)**

Study of the changing role of consumers, the consumption of goods and services, and the alternatives open to the consumer in the economic environment. *Prerequisites:* ECON301 and ECON302.

**ECON325 Comparative Economic Theory (3)**

Comparative analysis of contemporary economic theories, their evolution, and current impact. *Prerequisites:* ECON301 and ECON302.

**ECON350 Money and Banking (3)**

Studies the U.S. monetary system in the areas of money, institutions, and policy. Concentrates on analysis of money and its functions, the mechanics of the commercial banking system and its determination of the money supply, the Federal Reserve system's functions and policy instruments, the impact and effectiveness of monetary policy on the public, commercial banks and the treasury, and its overall impact on the economy. *Prerequisites:* ECON301 and ECON302.

**ECON410 Intermediate Macroeconomics (3)**

Deals with the aggregate level of economic activity. Analyzes the methodology of national income accounts, development of goods, money and labor markets, and the impact and effect of policy instruments. Uses models to develop the interdependence of markets in the determination of the aggregate level of economic activity. *Prerequisites: ECON301 and ECON302.*

**ECON420 Managerial Economics: The Economics of the Firm (3)**

Deals with analysis and theoretical constructs of microeconomics applied to managerial decision making. Emphasizes consumer demand, production and cost analysis, business behavior, market performance, and growth equilibrium. *Prerequisites: ECON301, ECON302, MATH355, and STAT362.*

**ECON430 International Trade and Commercial Policy (3)**

Investigates international trade theory and commercial policy theory with empirical applications. Also examined are exchange rates and open economy macroeconomics, which include national income accounting and the balance of payments. *Prerequisites: ECON301 and MGMT410 or permission of instructor.*

**ECON435 Comparative Economic Systems (3)**

Study of differences between popular political labels and sets of factors that actually distinguish working economic systems. *Prerequisites: ECON301 and ECON302.*

**ECON470 Independent Study: . . . (3)**

Independent study is intended to provide better students an opportunity to study a topic of their choice in economics under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within economics and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

**ECON480 Internship: . . . (3)**

Designed to provide economics students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**ECON520 Special Topics in Economic Education (1)**

Acquaints students with economic education materials; demonstrates methods of teaching economics concepts, with emphasis on decision making models, critical thinking skills, and cost benefit analysis. *Prerequisites: Certified teacher or permission of the instructor.*

**ECON533 Economic Development in Latin America (3)**

Study of the economic struggles of the Latin American peoples through an analysis of the role the economy has played in the past and is now playing in the modernization process, in the political process, and in the culture of Latin America.

**ECON601 Foundations of Economics (3)**

Study of the concepts of macro- and microeconomics at an advanced level. This course is a foundation course for the M.B.A. degree. *Prerequisite: Graduate student status or instructor permission. If a student has taken the equivalents of ECON301 and ECON302, this course may be waived.*

**ECON650 Consumer Economics for Teachers (3)**

Features an in-depth study of consumer topics. Includes credit, purchasing, insurance, investments, money management, and an overview of the American economic system. *Prerequisite: Nonteachers require permission of instructor.*

**ECON701 Teaching Current Economic Issues (3)**

Focuses on current microeconomic and macroeconomic issues. Features readings and instructional materials on important economic issues. Topics may include unemployment, inflation, taxation, social security, minimum wage laws, health care, the budget deficit, welfare reform, and international trade. Features speakers and field trips.

**ECON702 Strategies for Teaching Economics in the Elementary Classroom (3)**

Covers basic principles of economics and explores methods of teaching those principles of economics to students in kindergarten through sixth grades. Utilizes exemplary national curriculum projects that are designed to teach economics to elementary school children.

**ECON703 Strategies for Entrepreneurship Education (3)**

Examines entrepreneurship education models at the state and national levels. Examines the contribution of entrepreneurs to the United States economy by using case studies, speakers, and field trips. Examines and analyzes current curriculum materials in entrepreneurship education.

**ECON704 Current Global Economic Problems (3)**

Examines the theory and practice of international trade and economic development. Focuses on world trade and the conduct of commerce among individuals, firms, and governments. Topics include comparative and absolute advantage, free trade, protectionism, balance of payments, exchange rates, and factors influencing economic development. Examines the latest curriculum materials for teaching about international trade. Features speakers and field trips.

**ECON705 The Role of Labor in a Changing Economy (3)**

Analyzes changes in the United States economy and how these changes affect labor-management relations and future career options. Emphasizes the history and development of the labor movement, wage determination, and government policies on labor-management relations. Explores current problems in labor-management relations. Examines current curriculum materials designed to teach about labor-management relations.

**ECON706 Public Finance and Taxation for Teachers (3)**

Analyzes federal, state, and local taxes, and government programs. Develops criteria to judge what activities government should perform and how it should carry them out. Evaluates the effectiveness of government policies such as subsidies, taxes, and the provision of collective goods. Examines the latest high school curriculum materials on taxation and government finance.



**ECON707 Teaching about Money, Banking, and Monetary Policy (3)**

Analyzes the U.S. banking system, the Federal Reserve system, and the effectiveness of the monetary policy. Students will interact with policy makers and educational consultants from the Federal Reserve Bank of Chicago and will examine and critique curriculum materials designed to teach about money, banking, and monetary policy.

**ECON801 Managerial Economics and Forecasting (3)**

Applies microeconomics theories to the problem of most efficient use of resources within and between the organization and the economic system. Utilizes macroeconomics theories to forecast the future economic environment. Studies compromising techniques to reach an optimum of objectives when maximization remains elusive. *Prerequisites: MGMT610 and ECON601 or their equivalents, and graduate student status or instructor permission.*

**ECON810 Labor Economics (3)**

Study of the development and structure of the labor movement, wage determination, and public policy toward labor. *Prerequisites: ECON301 and ECON302.*

**ECON815 Economic Development (3)**

Deals with economic development as a progressive division of labor. Includes progressive technological specialization and its effect upon economic development. *Prerequisites: ECON410 and ECON420.*

**ECON841 Macroeconomics for Teachers (3)**

Provides in-depth coverage of macroeconomic concepts such as measuring economic performance, public finance, inflation, unemployment, fiscal policy, and monetary policy. Emphasizes various theories on controlling the economy such as Keynesian, Monetarist, supply management, and rational expectations. *Prerequisite: Two years teaching experience while holding an ISBE teaching certification.*

**ECON842 Microeconomics for Teachers (3)**

Provides in-depth coverage of microeconomic concepts such as markets and prices, supply and demand, competition and market structure, market failures, and the role of government. Emphasizes methods of teaching these concepts to high school students. *Prerequisite: Two years teaching experience while holding an ISBE teaching certification.*

**ECON843 Developing an Advanced Placement Economics Curriculum (3)**

Designed to prepare teachers to teach an advanced placement economics course. Emphasizes strategies for teaching the college principles course at the high school level. Utilizes the Advanced Placement Instructional Package published by the Joint Council on Economics Education. Teachers of older high school economics courses would find this course useful.

**ECON 870 Independent Study: . . . (3)**

Independent study is intended to provide better students an opportunity to study a topic of their choice in economics under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within economics and an instructor to sponsor the work.

*Prerequisites: Permission of instructor and dean.*

**ECON 890 Graduate Thesis/Project: . . . (6) P/NC**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. *Prerequisites: Permission; last trimester of M.B.A. student's program of study.*

---


## EDUCATION COURSES

**Education - General (EDUC)****Education - Administration (EDAD)****Education - Bilingual-Bicultural (BBED)****Education - Computer Education (EDCP)****Education - Early Childhood (EDEC)****Education - Elementary (ELED)****Education - Professional Development (EDPD)****Education - Reading (READ)****Education - Special Education (SPED)**


---

## Education - General

**EDUC310 Foundations of Education (3)**

Offered in both lecture and televised formats.  Presents an interdisciplinary and developmental overview of the historical, philosophical, and sociological factors that have influenced American education. Identifies and critically analyzes contemporary issues and trends such as teacher accountability, school desegregation, cultural pluralism, and bilingual/multicultural education. Includes 10 clock-hours of field experiences related to the learning disabled and other exceptional learners and those with culturally distinctive backgrounds.

**EDUC320 The Future of American Education (3)**

Explores an expansive vision of the future of American public education. Examines school organization, educational reform, diversity issues, and includes hands-on experience with a wide array of computer technology suited for classroom use. *Corequisite: EDUC321.*

**EDUC321 Effective Teaching and Laboratory (4)**

Examines relationships among instructional components: goals/objectives, instruction, and evaluation. Provides beginning instruction on stating goals/objectives and evaluation procedures. Provides alternatives for decisions on teaching strategies and evaluation procedures. Provides opportunities for students to work with media and prepare materials, teach small groups, and receive feedback about teaching. Requires 30 clock-hours of fieldwork. *Corequisite: EDUC320.*

**EDUC330 Educational Psychology: Child Growth and Development (3)**

A foundation course in theory and principles of development. Examines physical growth patterns, cognitive, language, and social-emotional development of children from prenatal through adolescence. Emphasizes application of this knowledge in planning, implementing, and assessing student activities.

**EDUC433 Principles of Science Education (3)**

Surveys the role of science education in the total school curriculum. Students will become familiar with contemporary science curricula and methods for teaching science. Includes 35 hours of clinical experience in secondary schools. *Prerequisite: Completion of 24 semester hours in science.*

**EDUC434 Teaching Secondary School Science (3)**

Students learn to create positive science classroom climate which promotes pluralistic approach to teaching and eliminates gender biases. Students develop inquiry-based activities to motivate secondary school students and involve them in learning. Technology is utilized as a tool and resource for teaching and learning. Diverse methods of learning assessment are developed. Thirty-five hours of clinical experience required. *Prerequisites: EDUC433, PSYC320, and SPED510 or permission.*

**EDUC440 Educational Psychology: Psychology Applied to Teaching (3)**

Examines the process of learning as applied to teaching. Factors such as development, task complexity, and individual differences are discussed. Surveys major views of learning and motivation including their foundations. Emphasizes application of this knowledge in classroom settings. Includes 15 hours of fieldwork. *Prerequisites: EDUC321 and EDUC330 or equivalent. Must be taken prior to student teaching.*

**EDUC465 Methods of Teaching English (3)**

Focuses on the various components of the secondary school English curriculum in which students should develop competencies 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 teach English in the secondary school or teach English language arts in the middle school. Requires 40 hours of field experience for students seeking certification. *Prerequisites: Twenty-five hours of English, EDUC310, PSYC320, and SPED510.*

**EDUC470 Independent Study: . . . (1-6)**

Individual reading, research, and/or project in education under the supervision of a faculty member. Deals with content not available in organized courses. *Prerequisites: Permission of instructor and division chairperson.*

**EDUC499 Student Teaching: . . . (9)**

Provides the teacher candidate with directed experiences in planning, organizing, and instructing pupils within a regular classroom of an Illinois public school. A student is supervised by a Governors State University faculty member and a school-based cooperating teacher. Includes 12 weeks of full-time classroom experience. *Prerequisite: Admission to student teaching; contact coordinator of field experiences.*

**EDUC520 Developmental Reading in Middle and Secondary Schools (3)**

Focuses upon continuation of developmental strategies appropriate for readers in grades six to twelve. Emphasis is upon instruction highlighting skill development in utilization of prior experiences, word knowledge, reading comprehension, reference usage, analysis of literature, and motivation of the adolescent reader. Requires 25 hours of field experience for undergraduates seeking certification in secondary education in English. *Prerequisites: Open to English majors, elementary education majors admitted to teacher education, or graduate students.*

**EDUC530 Multicultural Children's Literature (3)**

Introduces prospective and practicing teachers to the wealth of contemporary multicultural literature available for students in grades kindergarten through eight. Explores strategies for enhancing literacy development using multicultural literature, as well as methods of implementing multicultural literature across the curriculum.

**EDUC531 Teaching Secondary School Mathematics (3)**

This course introduces prospective teachers to the content, methodology, and instructional materials of secondary school mathematics. It explores methods and strategies in a learning environment where students can inquire, formulate, and apply mathematical models and techniques to real world situations. The course also emphasizes the guidelines set forth in the Curriculum and Evaluation Standards for Teaching Mathematics. Includes 15 hours clinical experience at both levels, middle and high schools. *Prerequisites: EDUC310, PSYC320, SPED510, and math through calculus I and 2.*

**EDUC535 Education of Minorities in the U.S. (3)**

Examines the history of the schooling of ethnic and racial minority groups in urban America. Focuses on both the public and parochial schools in the acculturation of minority children and adults. Presents ethnic case histories of educational achievement and historical background of issues such as mental testing, desegregation, and tracking.

**EDUC540 Educational Psychology: Early Adolescent Psychology Applied to Teaching (3)**

Examines middle school level philosophy, structure, and goals, based on the psychology of early adolescence. Analysis of developmentally appropriate curriculum, instruction, and support systems at the middle school level. Examines current teacher roles, classroom management, and educational assessment. Applies knowledge to classroom settings. *Prerequisite: EDUC440 or its equivalent (undergraduate educational psychology).*

**EDUC543 Curriculum and Instruction in the Middle Schools (3)**

As the needs of the early adolescent learner are unique, so too must the curriculum and instruction be unique to meet the learners' needs. This course will explore the curriculum and instructional needs and models for the early adolescent learner.

**EDUC564 Teaching Mathematics in the Intermediate and Middle Grades (3)**

Introduces prospective and/or in-service teachers to content, methods, and materials for upper-elementary and junior high school mathematics. Explores options for making instructional decisions. *Prerequisites: MATH320, MATH322, 12 hours of college level mathematics, ELED401, and ELED463.*

**EDUC565 Behavior Problems in the Classroom (3)**

Deals with behavior and attitudes in the classroom. Emphasizes diagnosis and change of typical behavior problems experienced by teachers.

**EDUC610 Issues in Education (3)**

Graduate students beginning a program explore trends in instructional practice reflectively, emphasizing the identification of current educational issues and problems. Emphasis is placed upon the identification of current educational problems and how instructional practices are related to improvement. *Prerequisite: Graduate student status.*

**EDUC611 Educational Statistics Lab (2)**

Focuses on several common statistical procedures for determining the impact of teaching and programmatic methods. Students apply statistical procedures in laboratory exercises in preparation for graduate and professional research. *Prerequisite: Graduate standing.*

**EDUC625 Models and Strategies for Science Education (3)**

Explores advanced methods for teaching science at the elementary, junior, and high school level. The learning cycle and other modes to promote critical thinking in science students will be examined. Students will develop teaching materials based on models reviewed during the course.

**EDUC630 Issues and Trends in Education (3)**

Explores current issues and trends in education. Emphasizes structural, empirical, and decision-making processes in schools. This course is intended to prepare students for writing at the graduate level.

**EDUC632 Teaching Mathematics to Low-Achieving Students (3)**

Examines the characteristics and needs of low achieving students. Explores content and teaching strategies and emphasizes diagnostic/evaluative procedures. *Prerequisite: An undergraduate mathematics education course or EDUC640.*

**EDUC640 Teaching and Learning Mathematics (3)**

Examines methods of teaching mathematical concepts in elementary and junior high schools based on learning theory, historical trends in mathematics education, and current research. Includes the roles of concrete materials, textbooks, and diagnosis in the teaching of mathematics. *Prerequisite: An undergraduate mathematics education course.*

**EDUC650 Topics in Education: . . . (1-3)**

Experts in the field present selected topics covering new developments in the field of education. Includes discussion of the topics and the implications for theory and practice. Participants have an opportunity to discuss the new developments and, where appropriate, apply techniques and skills. *Prerequisites: Vary depending on topic.*

**EDUC700 Instructional Design (3)**

Provides an extensive exploration and analysis of instructional design strategies. Covers such topics as design theories, needs assessment, scope and sequence of course topics and selection of appropriate instructional materials and evaluation strategies. *Prerequisite: EDUC825.*

**EDUC701 Science of Teaching: Teaching Learning Processes (3)**

Examines critical decisions teachers make, provides theoretical perspective to inform this decision making, and provides opportunity to gain experience in identifying and critiquing elements of decision making. *Prerequisite: Practicing elementary and secondary teacher.*

**EDUC703 Science of Teaching: Application of Processes and Principles (3)**

Focuses on application of theoretical and practical learning acquired in previous courses in this sequence. Focuses on developing the understanding and skills necessary to analyze teaching behavior with emphasis on predicting and evaluating teaching outcomes. *Prerequisite: EDPD702 or EDUC816.*

**EDUC704 Science of Teaching: Conferencing Skills (3)**

Focuses on the application of analytical skills and knowledge acquired in previous courses in this series to conferencing with other teachers regarding their teaching performance. Includes the application of communicative theory to conferencing. *Prerequisite: EDUC703.*

**EDUC705 Science of Teaching: Internship (3)**

Provides students an opportunity to identify and develop solutions to problems with the management of curriculum and their personnel instructional skill development within the context of their own teaching situations. *Prerequisites: EDUC704 and a GPA of 3.0 or better in all graduate work attempted.*

**EDUC710 Teacher Leadership and School Improvement (3)**  
Investigates the role of the reflective teacher leader in school efficacy, curriculum development, and school improvement. Provides students the opportunity to reflect upon and develop alternative solutions to educational problems while building skills in reflection, collaboration, and leadership. *Prerequisite: EDUC610.*

**EDUC712 Developmental Issues in Language Arts Instruction (3)**  
Presents the major theories and determinants of human development. Traces the course of cognitive and linguistic development. Focuses on instructional decision making in language arts instruction.

**EDUC714 Evaluating Learning in the Language Arts (3)**  
Examines measurement of reading and writing performance and oral language development. Critiques instruments and applies approaches for measuring cognitive and linguistic growth in language arts contexts.

**EDUC716 Developing Writing Models from Children's Literature (3)**  
Examines structural principles of literature; relates literary theory to the processes of comprehension and composition; develops alternate models for using literature as the center of classroom oral and written composition activities. *Prerequisites: ENGL531 or equivalent and EDUC719.*

**EDUC718 Teacher As Writer (3)**  
Introduces students to the domain of writing from a personal and professional perspective. Emphasizes teacher as model writer for students in schools. Develops successful written self-expression. Develops the ability to write for publication.

**EDUC719 Teaching Writing in the Classroom (3)**  
Assists classroom teachers in developing a yearlong written composition program for students. Leads students from pre-writing experiences to finished compositions, stories, and reports. Applies current theory and research in writing to classroom processes through which students acquire writing skills.

**EDUC728 Aerospace Education (3)**  
Focuses on materials and equipment available to teachers at all grade levels for integrating space education into science and other school subjects. Materials on space education from NASA, FAA, and private industry will be used in developing classroom lessons. Area resources and materials will be utilized throughout the course.

**EDUC732 Issues in Math Curriculum and Instruction (3)**  
Examines selected issues relating to curriculum, instruction, and learning processes in school mathematics. Issues may include the place of computation in mathematics curriculum, mathematics anxiety, and use of calculators and computers in mathematics instruction. *Prerequisite: EDUC640.*

**EDUC733 Innovation Processes in Education (3)**  
Develops capabilities for successful application of the principles/strategies that facilitate and improve learning and that introduce, implement, and manage innovation in educational systems.

**EDUC739 Teaching Higher Order Thinking Skills (3)**  
Investigates the relationship between thinking and writing skills; explores teacher behaviors that stimulate higher order thinking skills; and demonstrates classroom activities promoting generation and organization of ideas in oral and written composition assignments.

**EDUC742 Health Concerns of Classroom Teachers (3)**  
Presents concepts of preventive health and intervention based on ecological principles. Focuses on drugs, reproduction, nutrition, disease, and safety. Requires five to 10 hours of fieldwork.

**EDUC800 Student Learning and Assessment (3)**  
Examines current theories of learning, intelligence, and motivation. Provides students with working knowledge of assessment techniques and how to relate student assessment and views of learning to educational practices and teacher efficacy. *Prerequisite: Three hours of undergraduate educational psychology or human development.*

**EDUC810 Educational Research (3)**  
Develops literacy in use of the literature of educational research. Leads to development of research problems and methods to study the problems. Not available for credit to students who have received credit for EDAD729.

**EDUC811 Teacher as Researcher (3)**  
Provides students with a working knowledge of the literature and mechanisms of research, i.e., problem formulation, research design, data collection, data analysis, and interpretation. Students will develop research problems and select methods to study those problems in the form of research proposals. *Prerequisites: EDUC611 or equivalent and graduate candidacy status.*

**EDUC815 Socio-Cultural Factors and Students' Learning (3)**  
Explores the interaction of sociological and cultural factors as these relate to students' ability to learn. Examines the implications for school administrators and teachers.

**EDUC816 Applied Educational Psychology (3)**  
Examines behavioral and cognitive views of learning and motivation. Assists in understanding the views of learning underlying educational practices. Emphasizes application of knowledge of learning and motivation in educational settings. *Prerequisite: three hours of undergraduate educational psychology.*

**EDUC818 Teaching Mathematical Problem Solving and Critical Thinking (3)**  
Examines problem-solving processes related to teaching mathematics and science. Presents a variety of techniques for identifying problem situations, developing problem-solving techniques, and determining the reasonableness of results. Emphasizes questioning techniques for developing critical thinking. *Prerequisite: EDUC640.*

**EDUC820 Teaching Problem Solving in Science (3)**

Participants will utilize their own science textbooks as a starting point for developing activities. Problem solving techniques and critical thinking skills will be used in developing science/technology/society activities which focus on attaining the state goals. Participants will be required to show a correlation between the model learning objectives, the state goals, and indicate how problem solving and/or critical thinking were used in their products.

**EDUC824 Academic Evaluation and Assessment (3)**

Introduces the student to the selection and construction of classroom assessment instruments. The student learns how to write test items, how to match test items with learning behaviors and objectives, how to ensure objectivity, reliability, and validity in constructing tests, and how to compute test statistics.

**EDUC825 Curriculum Development (3)**

Identifies factors and processes considered in curriculum planning, instructional design, and development. Includes the assessment of plans for organization of the curriculum and the theory and application of curriculum principles. Students participate in the curriculum development process both in groups and individually.

**EDUC827 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 about the future in social studies.

**EDUC830 Science, Technology, and Education (3)**

Emphasizes the use of environmental education materials to teach basic ecological concepts. Existing environmental education materials such as "Environmental Education: A Process Approach," OBIS, and "Project Learning Tree" will be used to develop science lessons. Students will learn how to use school grounds and park areas along with environmental education materials.

**EDUC831 Strategies for Teaching Geometry (3)**

Examines the scope and sequence of geometric content in the elementary and junior high school mathematics curriculum. Explores the strategies and activities for teaching geometry and measurement concepts and their application in the real world. *Prerequisite: EDUC640.*

**EDUC833 Teaching Mathematics to Mathematically Able Students (3)**

Examines the identification and teaching of mathematically able students. Explores appropriate teaching techniques, enrichment activities, and programs that meet the special needs of the mathematically able. *Prerequisite: EDUC640.*

**EDUC835 Integrating Language Arts across the Curriculum (3)**

Examines the ways in which students can use writing as a tool for content area learning; reviews research findings underlying an integrated approach to learning; illustrates specific language-across-the-curriculum methods. *Prerequisites: EDUC712 and EDUC719 or permission of instructor.*

**EDUC838 Supervising Language Arts Instruction (3)**

Analyzes the characteristics of effective language arts instruction; presents curriculum development strategies for defining and evaluating language arts objectives; defines role expectations and builds competencies for the task of school language arts coordination; provides theory and practice in implementing professional growth experiences for classroom teachers. *Prerequisites: EDUC825 and EDUC835 or permission of instructor.*

**EDUC845 Quantitative and Qualitative Designs in Educational Research (3)**

Provides students with a working knowledge of practical research design skills in qualitative methodologies. Emphasis is on developing a working proficiency in design techniques. *Prerequisites: EDUC810 and competency in introductory statistics.*

**EDUC846 Reading Remediation in the Classroom (3)**

Reviews and extends students' skills in the use and critical evaluation of teaching methods and materials for remediating reading difficulties in the classroom. Emphasizes development of teacher-made as well as the use of commercially-produced materials. *Prerequisite: SPED619.*

**EDUC852 Advanced Methods of Teaching Social Studies (3)**

Focuses on citizens as decision-makers in a democratic society. Evaluates controversial issues in teaching social studies. Analyzes problems of democracy, global education, and societal values in teaching social studies.

**EDUC865 Graduate Seminar in Education (3)**

Reviews selected current topics in education. Requires the writing of a research paper related to the student's field of study. *Prerequisites: Completion of 27 semester-hours of study and admission to candidacy in the master of arts in education.*

**EDUC868 Culminating Experience: . . . (3)**

Provides the opportunity to synthesize graduate degree course work by completing an approved thesis, project, portfolio, internship or other approved experience under the supervision of three faculty members. *Prerequisites: Admission to candidacy; completion of at least 27 hours of course work applicable to degree, and an approved application for EDUC868.*

**EDUC869 Research Project in: (Specialization) (3) P/NC**

Provides students with opportunities to apply research skills in solving practical educational problems. With faculty supervision in their specializations, students develop researchable problems related to their interests, review related literature, and collect and analyze data to answer the problems. Examples of acceptable projects are action research projects, case studies with individual learners, evaluation studies using defined criteria, and surveys that produce data for the analyses of problems. *Prerequisites: Admission to candidacy; at least 27 hours in master's program, and advisor approval.*

**EDUC870 Independent Study: . . . (1-6)**

Individual reading, research, and/or project in education under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

**EDUC890 Thesis I in: (Specialization) (3) P/NC**

Provides students with opportunities to initiate in-depth, supervised research in their areas of interest. Complete proposals and Chapters 1 and 2 (including the review of literature) are required. *Prerequisites: EDUC845 or STAT860 or concurrent enrollment, admission to candidacy, at least 27 hours in master's program, and advisor approval. See program options under master of arts in education for other prerequisites.*

**EDUC891 Thesis II in: (Specialization) (3) P/NC**

Allows students to complete their research initiated in Thesis I. Thesis II culminates with successful oral defense of the research. *Prerequisite: EDUC890.*

## Education - Administration

---

**EDAD601 Curriculum Development and Learning Theories (3)**

An analysis of the basic determinants of curriculum; factors influencing design, current trends, and school reforms, including experimental programs and practices. Theories and methods of learning and models of teaching in the classroom will be emphasized as they relate to sociological and cultural factors of all children and minority children from different social and ethnic backgrounds. Special education programs are included. Methods are outlined for evaluating the effectiveness of curricula and programs. *Prerequisites: EDAD621; open to educational administration majors only.*

**EDAD618 The Adult Learner (3)**

An examination of demographic changes focusing attention on adults as well as stages and phases of adult life and adult characteristics as a framework for effective planning, programming, and marketing of adult education. *Prerequisite: Graduate status.*

**EDAD621 Foundations of School Administration and Organization (3)**

Introduction to the study of educational administration with emphasis upon the nature of the administrative process, administrative theory, and long-range planning and personnel management: overview of structure, governance, policy of public education, and school reforms at the local, state, and federal levels, including legal, business, financial, and the political, social, and cultural contexts of schools. Administration of schools and programs, including multicultural student populations and exceptional children. *Prerequisites: Graduate status and 12 hours of professional education.*

**EDAD713 Leadership and Organizational Behavior (3)**

Study of principles of leadership from historical, research, and application perspectives. Focuses on management behavior, leadership relations, group interaction, organizational dynamics, power, change, and diversity. Designed for students of administration, supervisors, administrators, school service personnel. *Prerequisite: EDAD621.*

**EDAD724 School Supervision (3)**

An analysis of the components of supervisory behavior in education and their influence upon the participants in the process of supervision; human and technical skills in personnel management; organizational factors affecting the performance of the supervisor; problematic areas within educational institutions; and their influence on supervisory behavior. Practical aspects of program and personnel evaluation; improvement of school learning climate; and academic achievement will be emphasized as they relate to school reform and to both multicultural and exceptional populations. *Prerequisite: EDAD621.*


**EDAD729 Research in Educational Administration (3)**

Develop skills in research design, including problem statements, hypotheses formulation, population/sample selection, data collection, and statistical analysis and interpretation. Historical, descriptive, casual-comparative, correlational, and experimental studies will be developed as they relate to effective schools and administrative research. Not available for credit to students who have received credit for EDUC810. *Prerequisite: EDAD621; open to educational administration majors only.*

**EDAD731 Community Relations (3)**

An analysis of the role of educational policy in the modern community, community power structure and resources, the social and political context, and the principles of community relations in the context of social change, including group processes, multicultural and multiethnic understanding, the needs of exceptional students, interagency cooperation, funding, and evaluation. Students are provided opportunities to develop materials for use in their institutions. *Prerequisite: EDAD621.*

**EDAD732 Schools and Society (3)**

Offered in televised format only. Discusses such social issues as gang involvement, teenage pregnancy, the use of drugs and alcohol by elementary and high school students, the reduced funding base for schools, and the growing trend toward privatization of public schools. 

**EDAD820 The Community College (3)**

Studies the community college as a unique type of educational institution. Surveys the historical development, philosophical bases, control, curriculum, and students in the community college system. *Prerequisite: EDAD621.*

**EDAD822 Elementary and Secondary School Administration (3)**

A practical examination of elementary and secondary school with emphasis upon the role of the principal in noncurricular problem solving. Food services, health services, individual personnel problem solving, working with cooperative educational service agencies, conflict management, leading meetings, special education administration, and his/her relationship with personnel; administrative behavior analyzed in terms of tasks and processes that aid in improving educational programs. School climate and quality learning environment and academic excellence, staff development, curriculum development, finance, action research; opportunity to solve problems with simulated material that includes an emphasis on program and personnel evaluation. Social and cultural factors and special education programs will be analyzed. *Prerequisite: EDAD621.*

**EDAD823 Community College Administration (3)**

Examines college administration in different areas of college operations. Focuses on policy-setting processes. *Prerequisites: EDAD621 and EDAD820.*

**EDAD832 School Finance (3)**

Primary focus on the financing of Illinois public schools. The theoretical background and legal bases of public school finance and the application of those theories to various school finance models. Budget analysis, state aid mechanisms, taxing and auditing processes, and legal foundations in relation to salary, transportation, contracts, liability, and managing facilities will be emphasized. Practicing consultants and school business managers, case studies, and simulated materials will be used to highlight practical applications. *Prerequisite: EDAD621.*

**EDAD833 School Law (3)**

Includes an analysis of selected general legal principles, case and statute law, and law-making agencies affecting Illinois public schools, including special education. Key content areas include the legal system; role of federal, state, and local governments; the legislative processes; school governance; policies, rules, and regulations; church and state; civil rights; student and parent rights and responsibilities; teacher rights and responsibilities; collective negotiations, torts, and contracts; and legal research. Content is designed for the practical application of school law. *Prerequisites: EDAD621 and EDAD729.*

**EDAD834 Practicum in Instructional Leadership and School Management I (3) P/NC**

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business, and facilities management, and community relations. *Prerequisites: Completion of 21 hours of required courses.*

**EDAD835 Practicum in Instructional Leadership and School Management II (3) P/NC**

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business, and facilities management, and community relations. *Prerequisites: Completion of 24 hours of required courses and EDAD834.*

**EDAD836 Administration of School Personnel (3)**

Provides a general understanding of personnel functions in education. Decision making and problem solving involving school personnel and supervision will be emphasized. Functions of recruitment, assignment, development, coordination, compensation, appraisal, negotiations, in-service education, motivation, and dismissal are included. *Prerequisite: EDAD621.*

**EDAD838 Collective Negotiations (3)**

The development and establishment of collective bargaining with school district groups. Presentation of historical, sociological, and legal perspectives, and current issues in educational collective bargaining, roles of individuals in the bargaining process, and effects in public sector. Participation in simulated collective bargaining exercises to prepare for negotiations, the use of table tactics and strategies, and dealing with impasse resolution and the impact on school budgets. *Prerequisite: EDAD621.*

**EDAD842 The Politics of Education (3)**

Examines school systems as politically-influenced entities. Topics include the politics of school governance, strategies of lobbying and negotiation, policy development and implementation, and the use of power, influence, and authority. Focuses on the relationship of these topics to system problems such as diminishing resources and dropping achievement. Students will apply political skills through role-playing and simulation. *Prerequisite: Permission of dean of the College of Education.*

**EDAD845 Practicum in School Business Management (3) P/NC**

The major purpose of the field practicum is to provide the student with a supervised experience in the functions and duties associated with school business management and operations. Students will participate in activities related to development and implementation of school business procedures, budget development, transportation, computer operations, and management of non-certificated personnel. *Prerequisite: Completion of 24 hours of required courses.*

**EDAD850 Seminar: Educational Policies and Issues (3)**

Provides an understanding of educational policies at the state, local, and federal levels. Includes legal and political issues involving state and federal educational programs for bilingual and disabled students. *Prerequisite: EDAD621.*

**EDAD860 The Dynamics of Maintaining and Improving School Climate (3)**

Examines the dynamics of the relationship among school administration, the community, and the teacher's union and provides strategies for affecting productive working relations among these and other involved groups. The superintendent's role as mediator, negotiator, problem solver, and strategist is treated as it relates to influencing the school atmosphere. *Prerequisites: Experience as school administrator and permission of dean of the College of Education.*

## **Education - Bilingual-Bicultural**

---

**BBED510 Introduction to Bilingual-Bicultural Communication (3)**

Introduces students to issues of bilingualism, bidialectism, language development, language attitudes, non-verbal communication in bilingual settings, and language assessment. These issues are directly related to the student's own experience through assessment of the student's linguistic proficiency. *Prerequisites: Teaching Certificate.*

**BBED520 Foundations of Bilingual and ESL Education (3)**

Presents an interdisciplinary overview of the history, philosophy, sociology, culture, psychology, and legislation of bilingual and ESL education. Compares methods and models of bilingual and ESL education. Requires 10 clock-hours of field experience. *Prerequisites: Teaching Certificate.*

**BBED525 Assessment of Language of Minority Students (3)**

Studies current trends in testing and the specific role of tests in the bilingual classroom. Examines selection and interpretation of language, achievement, diagnostic, and intellectual assessments for limited English proficient students. Also discusses current trends and issues relevant to assessment of bilingual students. Requires 20 clock-hours of field experience. *Prerequisite: BBED520 or permission of instructor.*

**BBED530 Methods and Materials for Teaching in Bilingual Programs (3)**

Prepares students to function effectively in a bilingual classroom. Identifies and examines specialized instructional strategies, materials, and evaluation stemming from various theories of teaching and learning. Introduces students to curriculum development, including the development of culturally relevant units and lesson plans. Requires 20 clock-hours of field experience. *Prerequisites: BBED520 or permission of instructor.*

**BBED535 Methods of Teaching Reading and Language Arts to Bilingual-Bicultural Students (3)**

Prepares students to teach language arts and reading in Spanish, as well as English as a second language to Spanish speaking, limited English proficient students. Focuses on planning and implementing reading strategies for the following three methods: onomatopoeic, global, and eclectic, and applies the principles of linguistics to the teaching of English pronunciation, structure, and vocabulary to non-native speakers of English. Requires 20 clock-hours of fieldwork. *Prerequisite: BBED525.*

**BBED538 Cross-Cultural Education (3)**

An overview of the ethnic minority groups in the United States and their impact on the school curriculum. Reviews concepts, methods, techniques, materials, and resources as applied to school settings. Requires 10 clock-hours of field experience.

**BBED740 Psychological Implications of Bilingual-Bicultural Education (3)**

Identifies factors, problems, materials, and instructional strategies appropriate to the education of bilingual-bicultural children.

**BBED793 Spanish Language Arts Instruction (3)**

Develops Spanish language skills of listening, speaking, reading, and writing for Spanish-speaking children. Students diagnose and remediate language inference in the first and second language.

**BBED797 Reading Strategies in the Bilingual and ESL Classroom (3)**

Develops and enhances knowledge and skills associated with instruction of reading in the bilingual classroom. Students will plan and implement reading strategies. Requires 20 clock-hours of fieldwork. *Prerequisites: BBED525 and ENGL508 or permission.*

**BBED799 Practicum in Bilingual and ESL Education (3)**

Provides a supervised field experience in bilingual education for limited English proficiency students. Includes experiences in language proficiency assessment and development of curriculum in reading, teaching English as a second language, and other selected subject areas. Requires 40 to 90 clock-hours of fieldwork and fulfills the clinical experience requirements of the state for approval in transitional bilingual education. *Prerequisites: Fifteen credit hours in bilingual and ESL education or permission of instructor.*

**BBED800 Practicum in Bilingual and ESL Education (3)**

Provides supervised advanced field experience in professional decision making in the classroom. Students work with limited English proficiency students in various bilingual and/or ESL programs. Students observe, diagnose the problems, and prescribe effective instructional strategies related to objectives, learning activities, and alternative assessment techniques. Requires 40 to 90 clock-hours of clinical experience. *Prerequisites: Twelve hours of BBED courses or permission of instructor.*



## Education - Computer Education

---

### EDCP500 Introduction to Microcomputers in Education (3)

Examines the impact and use of microcomputers in today's educational system, particularly as they apply to the introduction, use, and evaluation of the microcomputer as an instructional and managerial aid. Students discuss and apply strategies for assessing needs and the selection of hardware and software at an introductory level.

### EDCP510 Technology Management I (3)

Students will learn how to build computers, install and configure operating systems, other software, and peripherals. Emphasis is on developing troubleshooting and problem solving skills. *Prerequisite: Admission to technology management internship or instructor's permission.*

### EDCP511 Technology Management II (3)

Students will explore the emerging role of the technology manager in organizations, such as schools, businesses, health and governmental agencies. Emphasis is on identifying and interpreting the environmental factors that inhibit or facilitate the technology manager in being successful. Development of collaborative and problem solving skills is an essential part of this course. *Prerequisite: EDUC510.*

### EDCP512 Technology Management Internship I

Students will work 15-20 hours each week in an appropriate setting. In this setting they will have the opportunity to apply their skills and knowledge and to integrate what they have learned in previous courses. Emphasis in this course is on continued development of collaborative and problem solving skills. Students participate in five or six seminars during the trimester. *Prerequisite: EDUC511 with a grade of "B" or better.*

### EDCP513 Technology Management Internship II (3)

Students will work 15-20 hours each week in an appropriate setting. In this setting they will have the opportunity to apply their skills and knowledge and to integrate what they have learned in previous courses. Emphasis in this course is on continued development of collaborative and problem solving skills. Students participate in five or six seminars during the trimester. *Prerequisite: EDUC511 with a grade of "B" or better.*

### EDCP610 Evaluating Software for Instruction (3)

Enhances the student's ability to select and use microcomputer software and hardware. Activities center around the development of selection criteria for software. Students experience a hands-on approach to judging and selecting microcomputer software to meet educational objectives and needs.

### EDCP620 Programming in QBASIC and Visual BASIC (3)

Provides a fundamental level of working knowledge of computers and computer programming. Presents a general introduction to computing concepts, operations, and programming. Requires completion of a project on a topic acceptable to the instructor. *Prerequisite: MATH320, MATH325 or CPSC305.*

### EDCP640 Programming in PASCAL (3)

Introductory study of the PASCAL programming language. Focuses on top-down, structured programming techniques. Topics include control statements, data type control structures, arrays and subscripts, records and sets, nested structures, and recursion. Requires completion of a project. *Prerequisite: MATH320 or MATH 325 or CPSC305.*

### EDCP645 Programming in C++ (3)

The purpose of this course is to introduce the C++ programming language, including its syntax, control structures, functions, data structures, and the use of pointers. Students will use the Turbo C++ compiler to write, run, and debug programs on IBM PC compatible computers. Emphasis will be placed on clarity and correctness of the resulting programs. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisites: College algebra or equivalent and either CPSC340 or CPSC342.*

### EDCP732 Educational Applications of the Microcomputer: Mathematics (3)

Presents a variety of software and examines how these might be incorporated into the teaching of mathematical concepts and skills and the development of problem-solving processes. Examines the use of commercial and instructional applications software, the creation of teacher-made software, and the assessment of software and hardware needs.

### EDCP735 Educational Applications of the Microcomputer: Reading and Writing Development (3)

Provides the student with instructional applications of the microcomputer for use in reading, language arts, and writing skills development. Topics covered span the range from developmental through remedial applications. Particular emphasis is placed upon the use of the microcomputer for the enrichment of the reading-writing connection.

### EDCP736 Educational Applications of the Microcomputer: Science (3)

Enables students to evaluate, utilize, and develop computer software for use in science classrooms. Involves reviewing available science software, testing software in the classroom, and developing programs for use with science courses.

### EDCP737 Educational Applications of the Microcomputer: Special Education (3)

Investigates the use of microcomputers in special education and the multitude of uses this technology offers those with disabilities. Includes emphasis on user-oriented applications of the microcomputer, classroom problem-solving techniques, and computer assisted instruction (CAI).

### EDCP770 Administrative Uses of Microcomputers (3)

An overview of the administrative uses of microcomputers in educational settings. Emphasis will be on data management functions. Focus on hardware and software for use with budgets, schedules, recordkeeping, data processing, and word processing. Also includes review of educational hardware and software packages.

**EDCP810 Multimedia in Education (3)**

Capabilities for the use of multimedia in instruction have increased along with emerging technology. Multimedia describes a variety of hardware and software used alone or in combination to provide text, still images, digitized animation, and sound on a given topic. This course exposes students to these forms of media and provides experience in developing instruction by combining media into interactive presentations utilizing both hardware and software resources.

**EDCP820 Telecommunications in Education (3)**

This course is an exploration of the use of computers for communicating with other learners across the world. It also explores the use of telecommunications in the teaching and learning process. With knowledge doubling every five to seven years, it makes sense to examine ways to learn and find information rather than memorize a set of finite facts. This course focuses on the potential for learning outside the walls of the school building. *Prerequisite: EDCP500 or prior computer experience.*

**EDCP850 Integrating Microcomputer-Based Education (3)**

Provides students with a synthesis of computer education issues. Topics include uses and abuses of microcomputers, future roles of microcomputers, educational staffing and training issues, hardware and software cost analyses, promoting computer literacy, and other related issues. *Prerequisite: EDCP610.*

**EDCP860 Practicum in Microcomputer Education (3)**

Provides supervised practicum experience in microcomputer education and instruction. Students work with learners in either a classroom, laboratory, or computer camp setting, assisting the learners in developing proficiency in either the use of microcomputers or skill development in a subject area through the use of a microcomputer. *Prerequisite: EDCP850.*

## **Education - Early Childhood**

---

**EDEC350 Foundations of Early Childhood Education (3)**

Investigates historical and philosophical bases of early childhood education. Examines contemporary models, examines the impact of current issues on educational decision-making, and explores options in early childhood education for the future.

**EDEC360 Growth and Development of Young Children (3)**

Surveys theories and research about children's growth and development from birth through eight years of age. Includes attention to cultural diversity as related to child rearing patterns and development. Causes and characteristics of developmental anomalies are reviewed. This course builds a critical foundation upon which further course work, particularly methods courses, is built.

**EDEC370 Speech and Language Development (3)**

Focuses on the communication and language development of young children, developmentally appropriate practices for facilitating young children's construction of language, creating quality language-learning environments, and the relationship between language and literacy. *Prerequisites: EDEC350 and EDEC360.*

**EDEC415 Child and Family in the Community (3)**

Overview of the cultural differences, child-rearing practices, communication patterns, experiences of families, and the life stresses that affect young children and their views of self and others in family, school, and community. Explores ways in which the schools can provide services to families and identifies support networks in the community. This course requires one field trip. *Prerequisite: EDUC321 or SPED510. Corequisite: EDEC416.*

**EDEC416 Lab 1: Infant and Toddler (1)**

Under supervision, students are provided with experience in observing and assessing the development of infants and toddlers, assist in developing and maintaining an appropriate educational environment, and planning appropriate learning experiences for the very young child. Also students will facilitate parent/child interaction groups and parent support groups. Requires 30 clock-hours of field experience. *Prerequisite: EDUC321 or SPED510. Corequisite: EDEC415.*

**EDEC420 Early Childhood Observation and Assessment (3)**

This course studies the history and issues of early childhood assessment. It provides experiences in observing and critiquing screening approaches, assessment techniques, and materials. It emphasizes naturalistic observation and authentic assessment and its relationship to curriculum in early childhood education. *Prerequisites: EDEC350, EDEC360 and EDEC426 or EDEC431 or EDEC441.*

**EDEC425 Preprimary Methods (3)**

Introduces techniques for individualizing instruction in specified content areas for preschoolers and kindergarten. Introduces curriculum development and content related to language and emergent literacy, manipulatives, sensorial materials, blocks, dramatic play, the arts, movement, math, science, and social studies. Examines approaches to working with culturally diverse children and the inclusion of special needs children. *Prerequisites: EDUC320 or SPED10. Corequisite: EDEC426.*

**EDEC426 Lab 2: Preprimary (1)**

Provides field experience in preschool and kindergarten settings. Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching subject areas associated with EDEC425. Requires 30 clock-hours of supervised fieldwork. *Prerequisites: EDUC321 or SPED510. Corequisite: EDEC425.*

**EDEC431 Lab 3: Literacy in Early Childhood Education (1)**

Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching reading, writing, and language arts. Requires teaching small groups of primary grade students. Requires 30 clock-hours of supervised fieldwork. *Prerequisites: SPED510 or EDUC321. Corequisite: EDEC432.*

**EDEC432 Literacy Methods in Early Childhood Education (5)**

Introduces preservice teachers to content, methods, and materials for teaching writing and reading and language arts at the primary level. Includes approaches for working with culturally diverse children and special needs children. *Prerequisite: SPED510 or EDUC321. Corequisite: EDEC431.*

**EDEC440 Methods of Teaching Primary Math, Science, Social Studies, and Computer Use (5)**

Introduces prospective teachers to content, methodology and instructional materials for teaching science, mathematics, social studies, and computer use with primary aged children within a community school context. *Prerequisites: SPED510 or EDUC321. Corequisite: EDEC441.*

**EDEC441 Lab 4: Primary Math, Science, Social Studies, and Computer Use (1)**

Under supervision, students gain experience in observing and assessing the development of children in the primary grades, assist in developing and maintaining an appropriate educational environment, and create and present learning experiences in mathematics, science, social studies, and computer use. Requires 30 clock-hours of field experience. *Prerequisites: SPED510 or EDUC321. Corequisite: EDEC440.*

**EDEC450 Methods of Teaching in the Arts (2)**

Introduces and evaluates music and art methods and related disciplines such as dance, movement, and drama for the pre-school and primary levels. Includes attention to culturally diverse populations and special needs children. *Prerequisites: EDEC350 and EDEC360.*

**EDEC460 Integrating Instruction in Early Childhood Education (3)**

Prepares future teachers to create holistic learning environments for children through planning the physical and social/emotional classroom environment. Includes exploration, analysis, and evaluation techniques in establishing interest centers, attention to children's peer relationships and need for community, appropriate scheduling of classroom activity, and opportunity for children to work on extended projects that include a variety of subjects. Primary emphasis on preschool and early primary children. Includes attention to culturally diverse populations and special needs children. *Prerequisites: EDEC350, EDEC360, EDEC425, and EDEC426.*

**EDEC499 Student Teaching in Early Childhood Education (12)**

Provides the teacher candidate with directed experiences in planning, organizing, and instructing children within a primary classroom and within a preschool classroom in public schools. A student is supervised in both placements by a Governors State University faculty member and school-based cooperating teacher. Includes 15 weeks of full-time classroom experience. *Prerequisites: Meeting division and collegial requirements for student teaching eligibility.*

**EDEC520 Beginning Writing and Reading Instruction (3)**

Introduces teachers to content, methodology, and materials for teaching writing and reading at the preschool and kindergarten through third grade levels. Explores options for making instructional decisions. *Prerequisites: EDEC360 and/or concurrently EDEC370.*

**EDEC612 History and Philosophy of Early Childhood Education (3)**

Investigates the status of young children in history, focusing on the development of early childhood education in Western Europe. Traces various influences on early childhood educational practices in America and explores emerging cross-cultural exchanges.

**EDEC622 Advanced Early Childhood Development (3)**

Emphasizes important theories and research in infancy and early childhood development. Covers both the classical papers that have strongly influenced the field and recently published works that reflect the current state of knowledge of cognitive, social, and emotional development. Focuses on development of the normal child, but linkage to special educational areas is provided. *Prerequisite: EDEC360.*

**EDEC640 Psycholinguistics (3)**

Presents theories and research in the field of psycholinguistics, focusing on language development models and the reciprocal relationship between language and cognitive development. *Prerequisite: EDEC622.*

**EDEC651 Lab 1: Infant and Toddler (1)**

Under supervision, provides students with experience in observing and assessing the development of infants and toddlers, assist in developing and maintaining an appropriate educational environment, planning appropriate learning experiences for the very young child. Students will facilitate parent/child interaction groups and parent support groups. Requires 30 clock-hours of field experience. *Prerequisites: SPED 510. Corequisite: EDEC652.*

**EDEC652 The Child in Family and Community (3)**

Focuses on the child's experience in families and communities, including cultural differences, child-raising practices, communication patterns, and life stress as it affects the young child and his or her view of self and others. Explores current literature to assess ways in which schools can be responsive to the needs of families and communities. Identifies support networks in the community. Requires 10 clock-hours of fieldwork and one field trip. *Prerequisites: SPED510. Corequisite: EDEC651.*

**EDEC660 Advanced Assessment Techniques in Early Childhood (3)**

Studies the history and issues of early childhood assessment. Provides experiences in selecting, administering, and interpreting various assessment techniques and materials. Legal and ethical issues of assessment of young children will be discussed. *Prerequisite: SPED510.*

**EDEC665 Methods of Teaching in the Arts (2)**

Introduces and evaluates music and art methods and related disciplines, such as dance, movement, and drama for the pre-school and primary levels. Includes attention to culturally diverse populations and special needs children. *Prerequisite: SPED510.*

**EDEC670 Preprimary Curriculum Development in Early Childhood Education (3)**

Analyzes techniques for individualizing instruction in specified content areas for preschool and kindergarten. Analyzes and evaluates curriculum development and content related to language and emergent literacy, manipulatives, sensorial materials, blocks, dramatic play, the arts, movement, math, science, and social studies. Critiques approaches to working with culturally diverse children and the inclusion of special needs children. *Prerequisite: SPED510. Corequisite: EDEC671.*

**EDEC671 Lab 2: Preprimary (1)**

Under supervision, students gain experience in observing and assessing the development of preschool and kindergarten-aged children, assist in developing and maintaining an appropriate educational environment, and create and deliver teaching episodes. Requires 30 clock-hours of field experience. *Prerequisite: SPED510. Corequisite: EDEC670.*

**EDEC680 Literacy Methods in Early Childhood Education (5)**

Introduces preservice teachers to content, methodology, and materials for teaching writing, reading, and language arts at the primary level. Includes approaches for working with culturally diverse children and special needs children. *Prerequisites: SPED510. Corequisite: EDEC681.*

**EDEC681 Lab 3: Literacy in Early Childhood Education (1)**

Introduces preservice teachers to content, methodology, and materials for teaching writing, reading, and language arts at the primary level. Includes approaches for working with culturally diverse children in elementary school language arts. Requires teaching small groups of primary grade students. Requires 30 clock-hours of supervised field work. *Prerequisite: SPED510. Corequisite: EDEC680.*

**EDEC685 Integrating Instruction in Early Childhood Education (3)**

Prepares future early childhood teachers to create holistic learning environments for children through planning the physical and socio/emotional classroom environment. Includes exploration, analysis, and evaluation techniques in establishing interest centers, attention to children's peer relationships and need for community, appropriate scheduling of classroom activity, and opportunity for children to work on extended projects that include a variety of subjects. Primary emphasis on preschool and early primary children. Includes attention to culturally diverse populations and special needs children. *Prerequisite: SPED510.*

**EDEC695 Methods of Teaching Primary Math, Science, Social Studies, and Computer Use (5)**

Introduces preservice teachers to content, methodology, and instructional materials for teaching science, mathematics, social studies, and computer use with primary aged children within a community school context. *Prerequisite: SPED510. Corequisite: EDEC696.*

**EDEC696 Lab 4: Primary Math, Science, Social Studies, and Computer Use (1) P/NC**

Under supervision, students gain experience in observing and assessing the development of children in the primary grades, assist in developing and maintaining an appropriate educational environment, and create and present learning experiences in mathematics, science, social studies, and computer use. Requires 30 clock-hours of field experience. *Prerequisite: SPED510. Corequisite: EDEC695.*

**EDEC740 Seminar on Children and Families at Risk (3)**

This course will examine specific sources of risk and its effects on young children and families. Protective factors in the service of resiliency will also be examined as a contrasting construct. Implications for policy and practice will also be explored.

**EDEC760 Infant Growth and Development, Normal and Atypical (3)**

Introduces students to in-depth knowledge of infant development, including the developmental patterns of infants at risk. Includes an understanding of the developmental processes of cognitive, social, emotional, communication, and motor development across and within cultural contexts. *Prerequisites: EDEC612, EDEC622, or permission of instructor.*

**EDEC770 Infant and Toddler Observation and Assessment (3)**

Takes a developmental and contextual approach to observation of infants and toddlers. Students are trained to focus on underlying developmental processes, rather than on the appearance of individual milestones in cognitive, language, social, emotional, and motor development. *Prerequisites: EDEC612, EDEC622, or permission of instructor.*

**EDEC780 Prevention Strategies and Intervention Methods (3)**

Focuses on the design and implementation of family-centered services, including prenatal intervention. Students develop skill in naturalistic interventions to support infant development which fits into ongoing family patterns and builds on those already existing strengths in the family and infant. *Prerequisites: EDEC612, EDEC622, or permission of instructor.*

**EDEC790 Infant and Toddler Internship and Seminar (3)**

Supervised participation in an early intervention setting serving infants, toddlers, and their families. Includes a weekly seminar exploring methods for relating to and intervening successfully with the families of infants. *Prerequisites: EDEC612, EDEC622, EDEC760, EDEC770, EDEC780, and EDEC864.*

**EDEC864 Interdisciplinary Team Process (3)**

This course will bring together graduate students from any discipline to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. Will use communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach will show students effective techniques for valuing and educating client/customers, identifying and overcoming barriers to effective customer/client service, and leading to outcomes desired by the client/customer. *Prerequisites: All undergraduate prerequisites completed. At least 12 hours in graduate major completed or permission of instructor.*

## **Education - Elementary Education**

---

**ELED301 Teaching Laboratory I (1) P/NC**

Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching reading and language arts. Requires teaching small groups of elementary students. Requires 30 clock-hours of fieldwork. *Prerequisites: Admission to teacher education and EDUC321. Corequisites: ELED302 and ELED303.*

**ELED302 Teaching Language Arts in Elementary Schools (3)**

Introduces prospective teachers to content, methodology, and materials for elementary school language arts. Explores options for making instructional decisions. Includes 15 hours of field experience. *Prerequisites: EDUC320 and EDUC321. Corequisites: ELED301 and ELED303.*

**ELED303 Developmental Reading in Elementary Schools (3)**

Introduces prospective teachers to content, methodology, and materials for elementary school reading. Explores options for making instructional decisions. *Prerequisites: EDUC310, EDUC320, and EDUC321. Corequisite: ELED302.*

**ELED401 Teaching Laboratory II (1)**

Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching mathematics, science, and social studies. Requires teaching small groups of elementary students. Requires 30 clock-hours of fieldwork. *Prerequisites: Admission to teacher education, EDUC321, and ELED301. Corequisites: ELED460 and ELED466 and either ELED463 or ELED464.*

**ELED450 Corrective Reading (3)**

Introduces prospective teachers to content, methods, and materials for corrective reading instruction. Explores options for making instructional decisions for students who are experiencing minor reading problems. Must be taken before student teaching. *Prerequisites: ELED303.*

**ELED460 Teaching Science in Elementary Schools (3)**

Introduces and orients pre-service teachers to content, methods, and materials for elementary school science. *Prerequisites: ELED302, ELED303, 12 hours of biological and physical sciences. Corequisites: ELED401, ELED463, and ELED466.*

**ELED463 Teaching Mathematics in Elementary Schools (3)**

Introduces prospective teachers to content, methodology, and materials for elementary school mathematics. Explores options for making instructional decisions. Includes 10 hours of field experience. *Prerequisites: ELED302, ELED303, MATH320, and MATH322. Corequisites: ELED460 and ELED466.*

**ELED466 Teaching Social Studies in Elementary Schools (2)**

Introduces prospective teachers to content, methodology, and materials for elementary school social studies. Explores options for making instructional decisions. Includes 10 hours of field experience. *Prerequisites: ELED302, ELED303, POLS302, and HIST311 or HIST312. Co-requisites: ELED401, ELED460, and ELED463.*

**ELED499 Student Teaching (12)**

Supervised teaching for twelve weeks, generally in a public school, under the supervision of a superior classroom teacher and a university supervisor. *Prerequisites: Completion of all professional education courses with a GPA of 3.0 and a GPA in general education courses of 2.75.*

**ELED500 Teaching in the Inclusive Classroom (3)**

Examines methods of teaching students with exceptionalities in the regular education classroom. *Prerequisite: SPED510 or equivalent and ELED 301 or equivalent.*

## **Education - Professional Development**

---

Credits earned in the following EDPD courses cannot be applied toward degree requirements of the M.A. in Education.

**EDPD370 Methods of Teaching (3)**

Provides the student with linkage between theory, philosophy, and methodology. Introduces the prospective teacher to the foundations of methodology and to the myriad decisions that teachers have to make. Apprises students of a variety of approaches to lesson planning and unit planning, with special emphasis on the needs of culturally diverse students. Includes 10 clock-hours of field experience.

**EDPD380 Methods of Teaching Language Arts (3)**

Introduces the prospective teacher to programs of language arts instruction at the elementary level, including methods, materials, goals, and management strategies for teaching oral and written communication, spelling, composition, and handwriting. *Prerequisites: Satisfactory completion of university requirements for writing, PSYC320, EDUC310, EDPD370, and either ENGL501 or ENGL531; or concurrent enrollment in a general methods course.*

**EDPD424 Methods of Teaching Elementary Math (3)**

Introduces prospective teachers to the content, methodology, and instructional materials for elementary school mathematics programs. Emphasizes application of knowledge from learning theory, diagnostic/prescriptive teaching, and individual differences in selecting, organizing, and presenting mathematical content for elementary school children. *Prerequisites: EDUC 310, PSYC320, EDPD370, and MATH322.*

**EDPD426 Methods of Teaching Reading (3)**

Surveys the various phases of reading in their relation to a modern program of education and the place of reading in the curriculum. Emphasizes modern practices in the classroom teaching of reading. *Prerequisites: EDUC310, PSYC320, and EDPD370; or concurrent enrollment in a general methods class.*

**EDPD511 Sharing Nature with Children (1)**

Develops awareness, understanding, and appreciation of nature while acquainting teachers and youth leaders with outdoor activities that can be used with groups. Through active participation in an extended outdoor education/recreation experience, teachers and youth leaders become familiar with a wide variety of activities.

**EDPD610 Writing across the Curriculum (1)**

Examines the many ways in which students can use writing as a tool for content area learning. Participants in the class will develop activities that allow students to write down observations, notes, and questions to write up field trips, class projects, and events, and to write out directions, explanations, and problems. Explores cross-disciplinary themes as a vehicle for integrating various content areas. *Prerequisite: At least one undergraduate or graduate class in language arts.*

**EDPD621 Seasonal Science Methods: Autumn (1) P/NC**

Examines the structures and patterns found in the natural world during autumn. Includes using dichotomous keys for plant and insect identification, astronomy of the fall skies, examination of a restored prairie, migratory bird identification, and mapping skills. Techniques for monitoring a natural site will be presented. Offers classroom activities in mathematics, literature, and related arts. A weekend field study course designed for elementary teachers.

**EDPD622 Seasonal Science Methods: Spring (1) P/NC**

An outdoor education workshop providing the background information and activities for exploring the emergence aspects of the spring season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to spring will be covered. A weekend field study course designed for elementary teachers.

**EDPD623 Seasonal Science Methods: Summer (1) P/NC**

An outdoor education workshop providing background information and activities for exploring the emergence aspects of the summer season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to summer will be covered. A weekend field study course designed for elementary teachers.

**EDPD624 Seasonal Science Methods: Winter (1) P/NC**

An outdoor education workshop exploring the unique opportunities for wonder, delight, and mystery allowed only by winter. Activities in tracking, winter literature, energy implications, astronomy, snow, ice, and tree and twig identification will be presented. A weekend field study course designed for elementary teachers.

**EDPD650 Topics in Professional Development: . . . (1-3)**

Provides a series of skill- or competency-based training sessions directly related to improving the actual delivery, management, or reporting of classroom learning experiences for children and adolescents. *Prerequisites: Vary according to topic.*

**EDPD702 Science of Teaching: Teaching Learning Principles (3)**

Focuses on the instructional process. Presents the concepts of motivation, reinforcement, and learning theory and the application of these concepts in classroom teaching. *Prerequisite: EDUC701 or concurrent enrollment.*

## Education - Reading

---

**READ820 Psycholinguistics and Sociolinguistic Foundations of Literacy (3)**

Examines major theories and research on language development, cognition, and learning. Studies the relationships of linguistic differences and social, cultural, and environmental factors to language and literacy development. *Prerequisite: Graduate student status.*

**READ821 Survey of Reading: Theory and Practice (3)**

Provides a foundation in models and theories of reading process and current issues in reading instruction. Investigates research on developmental reading practices with varied populations, including special needs and linguistically and culturally diverse students. Develops teachers' ability to read, discuss, and write about reading research and to connect that research to their own classrooms. *Prerequisite: Three hours in undergraduate reading methods and graduate student status.*

**READ822 Teaching Reading in the Content Areas (3)**

Explores instructional practices that facilitate learning with content area texts. Identifies strategies for vocabulary and concept development, comprehending difficult text, and writing to enhance understanding of content materials. Includes assessment practices which can provide a basis for instructional decisions in content area teaching. Technology intensive course that requires the use of Internet research, a listserv, online instructional materials, and electronic learning logs. *Prerequisites: Three hours in reading and graduate student status.*

**READ823 Integrating Children's and Adolescents' Literature Across the Curriculum (3)**

Study of literature reflecting the culture, experiences, and contributions of distinct cultural and ethnic groups, as well as other literature for enhancing content area learning across the K-12 curriculum. *Prerequisite: Graduate student status.*

**READ824 Reading Diagnosis (3)**

Emphasizes the application of knowledge of theory and research to the selection of appropriate standardized and informal diagnostic tools. Explores the use of continuous assessment of reading progress to inform instructional decisions. Includes experiences in analyzing, administering, scoring, and interpreting diagnostic measures. Preparation of a diagnostic case study is required. *Prerequisite: READ821.*

**READ825 Reading Remediation (3)**

Focuses on the development of instructional strategies and selection of materials for individuals who have moderate to severe reading problems. Emphasizes adapting instruction to the interests and needs of students with exceptionalities and includes strategies for assisting students with linguistic and cultural differences. Requires preparation of a remediation case study. *Prerequisite: READ824.*

**READ826 Reading Practicum I: Elementary School****Reading (3)**

Provides a supervised clinical experience in assessing and remediating the reading difficulties of students. Continues exploration of adaptations appropriate for students with cultural and linguistic differences, as well as those necessary for students with exceptionalities. *Prerequisite: READ825.*

**READ827 Reading Practicum II: Middle and Secondary****School Reading (3)**

Provides a supervised clinical experience in diagnosing and remediating the literacy problems of older children and young adults. Continues exploration of adaptations appropriate for students with cultural and linguistic differences as well as those necessary for students with exceptionalities. *Prerequisite: READ825.*

**READ828 Seminar in Reading (3)**

In-depth study of selected literacy problems. Emphasizes evaluation of research findings and application of research methods to the study of classroom, school, and community literacy issues. *Prerequisite: Completion of 30 hours in the M.A. in reading or M.A. in education with specialization in reading or specialization in language arts.*

**READ830 Developing and Supervising Reading Programs (3)**

Examines local, state, and national trends in the development of goals and standards for the reading curriculum. Focuses on application of needs assessment as the basis for implementing school change and teacher professional development efforts. Includes supervisory approaches, such as mentoring and peer coaching, for improving the knowledge and skills of teachers. *Prerequisite: EDUC826 or permission of instructor.*

**Education - Special Education****SPED510 Survey of Students with Exceptionalities (3)**

Offered in both lecture and televised formats.

Introduces study of various exceptionalities, including learning disabilities and their impact on classroom learning. Focuses on methods for mainstreaming children with exceptionalities and considers legal requirements, policies, and directions in special education. Requires 15 clock-hours of fieldwork.

**SPED600 Identification and Characteristics of Students Who Are Gifted (3)**

Identifies the most common characteristics of students who are gifted and talented. Analyzes the reliability and validity of various techniques used in gifted student identification. Presents an overview of fundamental gifted teaching philosophies. Proposes problems encountered in gifted programs, as well as possible solutions. Stresses the need and importance of gifted programs in the current educational system. Requires 10 clock-hours of fieldwork.

**SPED610 Survey of Teaching-Learning Models for Gifted Education (3)**

Presents teaching-learning models that are used in the development of a program for the gifted. Discusses the role of critical enrichment education programs. Evaluates the appropriate use and proper application of various program models. Requires 10 clock-hours of fieldwork.

**SPED619 Psychological Diagnosis of Learners with Exceptionalities (3)**

Examines basic assumptions, assessment procedures, techniques, and instruments in the evaluation of individuals with special needs. Emphasizes prescriptive ability, assessment, and potential level of functioning. Requires 20 clock-hours of fieldwork. *Prerequisite: SPED510.*

**SPED621 Developing Programs in Schools for Students Who Are Gifted (3)**

Proposes the concept of curriculum differentiation for those who are gifted. Outlines a program initiation framework. Provides a step-by-step procedure for planning and implementing gifted programming. Requires 10 clock-hours of fieldwork. *Prerequisites: SPED600 and SPED610.*

**SPED650 Topics in Special Education: . . . (1-3)**

Involves experts in special education addressing selected topics of current concern in the field. Discusses implications both for theory and practice. Participants have an opportunity to discuss the topics and, where appropriate, apply techniques and skills.

**SPED805 Administration and Supervision of Special Education (3)**

Provides an overview of the functions, responsibilities, and problems in the organization, administration, and supervision of special education programs at the federal, state, and local levels. Emphasizes current rules and regulations.

*Prerequisites: Open to multicategorical special education, educational administration, psychology, and speech majors only.*

**SPED820 Learning Characteristics of Students with LD, MI, and S/ED (3)**

Investigates the cognitive and psychomotor abilities of students who are identified with learning disabilities, mental impairments, or social/emotional disorders. Requires 30 clock-hours of fieldwork. *Prerequisites: SPED510; open to multicategorical special education majors only.*

**SPED831 Behavioral Characteristics of Students with LD, MI, and S/ED (3)**

Examines the social-affective development across the continuum of behaviors of learning disabilities, mental impairments, or social/emotional disorders. Investigates theoretical approaches utilized in identification of exceptionalities. Requires 20 clock-hours of fieldwork. *Prerequisites: SPED820 or concurrent enrollment; open to multicategorical special education majors only.*

**SPED835 Methods for Teaching Students with LD, EMI, and S/ED (3)**

Investigates advanced methods and teaching techniques for use with learning disabilities, educable mental impairments, and social/emotional disorders. Examines strategies for curriculum development and writing IEPs. Requires 20 clock-hours of fieldwork. *Prerequisites: SPED619 and SPED831; open to multicategorical special education majors only.*

**SPED840 Special Education Practicum I (1)**

Provides professional experience in designing, implementing, and evaluating instructional intervention. Requires preparation of a case study, an IEP, and 30 clock-hours of fieldwork. *Prerequisites: SPED820, SPED831, and completion or concurrent enrollment in SPED619 and SPED835; open to multicategorical special education majors only.*

**SPED850 Practicum II (1)**

Provides advanced professional experience in designing and implementing instructional and behavioral intervention for exceptional children in multicategorical special education settings. Requires 30 clock-hours of fieldwork. *Prerequisites: SPED820, SPED831, and completion or concurrent enrollment in SPED619 and SPED835; open to multicategorical special education majors only.*

**SPED860 Collaboration Skills for Teachers and Support Personnel (3)**

Provides teachers and other school personnel with collaborative models to enhance student and classroom performance. Presents a systematic, collaborative problem-solving approach for creating alternative instructional strategies. Focuses on observation, instructional and data collection techniques, parent collaboration, intervention development, program evaluation, and accountability. Requires 15 clock-hours of field experience. *Prerequisite: SPED510.*

**SPED863 Special Education Practicum III (1)**


Provides advanced professional experience in discipline and behavior management with an emphasis on educating adolescents with exceptionalities in secondary programs. Requires participation in the implementation of behavioral management activities and 30 clock-hours of fieldwork. *Prerequisites: SPED840 and SPED850; open to multicategorical special education majors only.*

**SPED865 Graduate Seminar in Multicategorical Special Education (4) P/NC**

Examines current trends and issues in multicategorical special education. Explores contemporary philosophies of educating students with disabilities, instructional alternatives, and service delivery programs. Serves as culminating project for the master of arts degree in Multicategorical Special Education. *Prerequisites: SPED835 and EDUC810; completion of at least 30 credit-hours in the multicategorical special education major.*

---

## English


**ENGL30B Living Literature: The Classics and You (3)** 

Offered in televised format only. An introduction to a selection of the "classics" of the Western Literary Tradition. Beginning with Genesis, students will read and discuss Homer, Sophocles, Virgil, Dante, Shakespeare, Moliere, Milton, Voltaire, Goethe, Flaubert, Dostoevsky, Tolstoy, and Kafka. The orientation of the course is the relevance of these texts to our lives.

**ENGL301 Composition: Structure and Style (3)**

Covers the structure of standard English, from the basics of punctuation to sophisticated questions of usage and style. This course is designed to reinforce the students' command of the English language and their ability to write for other, content-specific courses and in the workplace. *Prerequisites: Two lower-division English composition courses.*

**ENGL310 Writing Principles (3)**

Offered as a correspondence course only. Emphasizes  principles, techniques, form, and style in writing.

**ENGL311 English Literature I (3)**

Surveys a selection of literary masterpieces from Anglo-Saxon origins through the Middle Ages and the English Renaissance to the Restoration and eighteenth century.

**ENGL312 English Literature II (3)**

Surveys a selection of literary masterpieces in English literature from the Romantic period through the Victorian and Modern periods to the present. *Prerequisites: ENGL311 or equivalent.*

**ENGL315 Studies in Mythology (3)**

In this course, we will study the myths of the ancient Greek world, with special emphasis on the impact these myths have had on world literature, art, and music. The class will be comprised of short lectures, oral work, and discussion groups of various description. A final project, either by groups or individuals, will be presented during the last week of class. *Prerequisite: ENGL301 or equivalent.*



**ENGL321 American Literature I (3)**

Focuses on the major writers, works, and related background in American literature before 1865.

**ENGL322 American Literature II (3)**

Focuses on the major writers, works, and related background in American literature, 1865 -1945. *Prerequisite: ENGL321 or equivalent.*

**ENGL330 Studies in Literature (3)**

Brings literature into the life of the educated citizen. Students will study consequential works of English, American, and world literature as a prologue to a lifetime of reading.

**ENGL400 Advanced Composition (3)**

Advanced writing is a course in critical reading, critical thinking, research, and writing. Tackling this enterprise by a combination of four approaches, we will 1) study composition techniques, rhetorical principles, and questions of usage; 2) analyze samples of professional writing; 3) practice writing and rewriting to acquire a habit of literate expression; and 4) share our own work and respond helpfully to the work of others. *Prerequisites: ENGL301 or permission of the instructor.*

**ENGL410 Studies in Rhetoric (3)**

Emphasizes a singular aspect of rhetoric: classical rhetoric; the relationship of composition theory and literature; research in rhetoric, composition, and computing. Focuses also on the student's ability to write analytically about the readings.

**ENGL420 Modern American Poetry:****Voices and Visions (3)**

Offered in televised format only. An introductory literature course emphasizing relationships of the poets, their influence on each other and on those who followed them, and their place in American literature. Compares and contrasts the American vernacular voice with modern European idiom, the democratic image of society with the poet as a privileged visionary, and the poetry of social conscience with a poetry of metaphysical rumination.

**ENGL421 Writing Poetry (3)**

Integrated poetry study with directed practice in the writing of poetry. Special attention to the types and structures available to the poetry writer. *Prerequisites: ENGL301, ENGL420, or equivalents.*

**ENGL470 Independent Study: . . .(1-4)**

Individual reading, research, and/or project in English under the supervision of the faculty. May be repeated once for additional credit, under different topic. *Prerequisite: Permission of instructor.*

**ENGL501 Introduction to Linguistics (3)**

Provides a comprehensive introduction to the ways in which linguistics describe language, focusing especially on English. Explores all levels of linguistic structure from sound (phonetics and phonology) to meaning and use (semantics and pragmatics). Examines major issues and subdisciplines in the systematic study of language, including dialects, prescriptivism, and language abuse, style, historical change, usage and definitions of standards, and the differences between speech and writing. *Prerequisite: ENGL301 or equivalent.*

**ENGL502 Asian American Literature (3)**

The Asian Americans have a commonality in their immigration experiences, all of which are being articulated and fast becoming the threads of a literary tradition shaping the now maturing Asian-American literature. It tells the story that "Asian and Pacific Americans have shed sweat and blood in the struggle for America's nationhood . . . they have greatly enriched our cultural heritage and institutions." (Proclamation 4727 of President Carter for APA week.) *Prerequisite: American Literature I or American Literature II.*

**ENGL505 Modern English Grammar (3)**

Studies the structure of English from a variety of perspectives. Emphasizes traditional components of English, such as the parts of speech, sentence construction, mechanics and issues of style. The course develops portable skills future teachers may carry into their classrooms. While the bulk of the course focuses on standard usage, the cultural relevance of grammar study will be the subject of ongoing discussion. *Prerequisite: ENGL301 or equivalent.*

**ENGL 507 African American English: Sociocultural, Historical, and Linguistic Contexts (3)**

This course is designed to introduce students to African American Vernacular English (AAVE), also known as Ebonics, and explores its historical and sociocultural contexts. It includes extensive written and oral applications of the semantics, syntax and phonology of the Ebonic language system. *Prerequisite: ENGL301 or equivalent.*

**ENGL508 Teaching English As a Second Language (3)**

Application of linguistic principles and various methods of language instruction to the teaching of English language skills to individuals learning English as a second language. Emphasizes techniques for effective utilization of first language skills in second language learning. Curricula and materials will be examined. *Prerequisite: ENGL301 or equivalent.*

**ENGL510 Major English Authors: . . . (3)**

Concentrated study of selected authors. Students may take course for credit more than once, because the authors selected change from year to year. *Prerequisites: English literature survey courses.*

**ENGL511 African Novel (3)**

A critical analysis of the literature written by selected major African writers. *Prerequisite: Literature survey course or equivalent.*

**ENGL512 Advanced Survey of Black Literature (3)**

Offered both as a classroom (lecture format) and a correspondence course. An advanced survey course of black literature. Covers a wide variety of works from several genres. Provides a model for approaching Black literature from a variety of literary and sociocultural perspectives. *Prerequisite: Literature survey course or equivalent. This course does not substitute for ENGL515 Major Black Authors.*

**ENGL515 Major Black Authors: . . . (3)**

Concentrated study of selected Black authors. Students may take course for credit more than once, because the authors change from year to year. *Prerequisite: Six credit hours of American literature survey courses, world literature, or equivalent.*

**ENGL520 Major American Authors: . . . (3)**

Individual American writers will be studied in-depth. Students may take course for credit three times providing different authors are studied. *Prerequisites: American literature survey courses, ENGL321 and ENGL322, or equivalent.*

**ENGL521 Comparative Latin American Literature (3)**

Studies the Latin American novel. Covers major writers of different Latin American countries and the poetry of protest and revolution in the 20th century. *Prerequisite: Literature survey courses or equivalent.*

**ENGL524 Contemporary American Literature (3)**

Focuses on the major writers, works, and related background in American literature after 1945. *Prerequisites: ENGL321 and ENGL322 or equivalent.*

**ENGL525 Advanced Writing (3)**

An advanced writing course for students who want further work in editing their own writing and improving its style. Will treat issues of style and revision in a workshop environment. Open to students in all disciplines. Will help students develop strategies to respond to any writing situation, whether personal, academic, business, or on the Internet. *Prerequisite: ENGL301 or equivalent.*

**ENGL526 Technical Writing I (3)**

Study, discussion, and writing of technical descriptions and processes, business communications and correspondence, formal and informal proposals, and reports. *Prerequisites: ENGL301 or permission of instructor.*

**ENGL527 A, B, C, D Technical Writing II: Computer Sciences; Technical Writing II: Health Industry; Technical Writing II: Business Applications; Technical Writing II: Sciences (3)**

ENGL527 (A-D) is designed as a continuation of ENGL526. Students will apply the basics learned in that introductory course to the specific applications necessary for given general fields. *Prerequisites: Technical Writing I. Other courses as listed by the instructor.*

**ENGL528 Advanced Technical Writing (3)**

Students will apply what they have learned in the introductory course and the field-focused course. The class will be made up of students who have chosen differing pathways. In helping each other during this course, students will have an opportunity to refine their own skills and learn from their peers in other fields. *Prerequisites: Technical Writing II or permission of the instructor.*

**ENGL531 Literature for Children and Adolescents (3)** 

Offered in both lecture and televised formats. Introduces the student to the variety of literature available for children and adolescents. Examines establishing criteria for selection of literature for children and adolescents, including criteria related to reading levels, student interests, quality of materials, and psychological, cultural, and social issues. *Prerequisite: Literature survey courses.*

**ENGL532 Literature of Immigrant Children (3)**

Readings and analysis of fiction produced by the immigrant children, the white ethnics, who emigrated to the U.S. in the late 19th century. Set in context with mainstream American writers and Black American literature. *Prerequisite: Literature survey courses or equivalent.*

**ENGL533 Read & Rap: Literature for Young Adult Readers (3)** 

This telecourse introduces the student to the variety of literatures available for young adult readers (middle school and high school students). This course also examines establishing criteria for the selection of literature for young adults, including criteria related to student interests, reading levels, quality of materials, and psychological, historical, cultural, political, and social issues. Emphasizes the components necessary for the creation of thematic literature units to be used in secondary language arts classrooms. *Prerequisites: ENGL301 or equivalent and American and English literature survey courses or equivalents.*

**ENGL535 Literature and History: . . . (3)**

Explores the relationships among ideas that have political, social, and historical importance and the developments in history for which these ideas have consequences. Topics vary and include the 1920s and modern Europe (19th and 20th centuries). *Prerequisite: Literature survey courses or permission of instructor.*

**ENGL540 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. *Prerequisite: Literature survey courses or permission of instructor.*

**ENGL541 Chinese Literature and Culture (3)**

Introduces Chinese culture through the progress and splendor of its literature. Emphasizes the different literary genres presented by the major writers of China, the structures of the language, and their varying native influences on Chinese culture. *Prerequisite: Literature survey courses or permission of instructor*

**ENGL542 Literary Criticism (3)**

Examines major approaches to criticism as a means of critiquing literature from a variety of perspectives on a variety of levels. *Prerequisite: Literature survey course.*

**ENGL545 Persuasion Analysis (3)**

Studies modern persuasion techniques used by advertising, political parties, and the government. Examines specific counter-propaganda techniques. Designed primarily for high school teachers who teach persuasion and propaganda analysis, consumer education, and the like. *Prerequisite: ENGL301 or equivalent.*

**ENGL551 Shakespeare's Plays (3)**

Reading and analysis of Shakespeare's plays. This course is offered in two segments—"Plays Before 1600" and "Plays After 1600." When both courses are taken, the first meets core requirements and the second is credited as an elective. Graduate students will address textual problems. *Prerequisite: English literature survey course or equivalent.*

**ENGL556 Native American Literature (3)**

This course serves as an introduction to the novels and poetry written by Native American authors. In order to understand the development of the novels, we will also read essays relevant to the events, issues, and concerns attending the historical interactions between Native Americans and Euro-Americans in North America. *Prerequisite: At least one upper-division literature course.*

**ENGL558 Contemporary Native American Authors (3)**

This telecourse is an introduction to the fictional literature produced by contemporary Native Americans. The authors of the works studied were guests for the taping segments. Modes of discourse and the impact of Native American cultures, concerns, and philosophy on the fiction and poetry of these authors are the primary foci of the course. *Prerequisite: Literature survey course or equivalent.*

**ENGL559 Native Americans in Film (3)**

Examines the use of the stereotypical "celluloid Indian" in films of the last 100 years. Special attention will be paid to the political and social ramifications of the representation of Native Americans. *Prerequisite: Literature survey course or equivalent.*

**ENGL560 Philosophical Themes in Contemporary Literature (3)**

Examines philosophical ideas embodied in literary works of art and presents a methodology of thematic studies in literature. *Prerequisite: Literature survey courses or equivalent.*

**ENGL562 Literary Genre: . . . (3)**

Examines the form, content, and history of the development of the various genre of literature in English, including poetry, dramatic literature, narrative fiction, the essay, and modern variations. This is a variable offering and may be taken more than once under different subtitles. *Prerequisite: Literature survey courses or equivalent.*

**ENGL570 Rhetorical Theory and Practice (3)**

Examines the history of rhetoric and composition and contemporary issues in rhetorical theory and pedagogical practice. Develops the student's abilities as a writer. *Prerequisite: ENGL301 or equivalent.*

**ENGL575 The Short Story: Crossing Cultures (3)**

Examines the short story as genre and analyzes the ways in which writers from a variety of backgrounds and contexts make meaning. Encourages analytic responses to the texts that help to understand cross-cultural boundaries. *Prerequisite: A 300 or above literature course.*

**ENGL580 Special Topics: . . . (1-3)**

Experts in the field present selected topics in writing, language, and literature. Includes discussion of the topics and implications for theory and practices. Because of varying topics, this course may be taken more than once. *Prerequisite: ENGL 301 or equivalent. (Prerequisites may vary according to course topic.)*

**ENGL585 Film: Analysis, Criticism, Ideologies (3)**

Course examines, analyzes, and, where appropriate, "reads against" a canon of American and foreign films using contexts from social, political, and literary-critical theory. *Prerequisites: ENGL311, ENGL312, ENGL321, ENGL322, or another literature course.*

**ENGL592 Historical Studies in the English Language (3)**

Focuses on the historical development of English language studies. Emphasizes the major contemporary theories of grammar, including structural, transformational, tagmemic, and traditional. Also examines two major approaches to language, psycholinguistic and sociolinguistic. *Prerequisite: ENGL 501.*

**ENGL600 Research Techniques (3)**

Instruction and practicum in research techniques ranging from basic library skills to advanced methods of information storage and retrieval. *Prerequisites: Graduate student status, literature survey course.*

**ENGL620 Women in Latin American Literature (3)**

Studies literary works produced by women in Latin America. Includes a critical analysis of other works that reflect the role women play in society. *Prerequisite: Graduate student status.*

**ENGL690 Pro-Seminar for Teachers of Writing (3)**

Emphasizes the methods and practice of teaching writing. Focuses on methods of motivating students, pre-writing, free writing, style development, revision, and evaluation. *Prerequisite: Graduate student status.*

**ENGL830 Seminar: Rhetorical and Critical Theory (3)**

Focuses on extensive readings in a major area of composition, rhetorical, and critical theory. Where appropriate, seminar participants will investigate the relationship of theory to college-level practice. *Prerequisites: Graduate student status, ENGL542, ENGL570, or permission of instructor.*

**ENGL840 Seminar: Philosophy in Literature (3)**

Focuses on philosophical themes in literature. Offers a forum at an advanced level where thematic studies are the focus of investigation in literary works. *Prerequisites: Graduate student status, literature survey courses, or equivalent.*

**ENGL845 Seminar: English Literature (3)**

Studies a selected period, theme, or author of English literature, including Medieval, English Renaissance, Restoration and Eighteenth Century, Romantic, Victorian, Modern, and Post-Modern. Literature of a period is related to historical, political, social, and religious currents of the times. *Prerequisites: ENGL311 and 312 or equivalent, graduate student status.*

**ENGL850 Seminar: American Literature (3)**

Focuses on a period, theme, or author in American literature. Typically, students read both primary and secondary literary works and secondary critical and historical analyses. This course, under a separate topic, may be repeated once for credit. *Prerequisites: American literature (ENGL321 and ENGL322) or equivalent and graduate student status.*

**ENGL870 Graduate Research: . . . (3)**

Individual reading and research in English under the supervision of the English faculty. Students may take course for credit more than once providing it is a different topic. *Prerequisite: Graduate student status and permission of instructor.*

**ENGL890 Graduate Thesis: . . . (3)**

Provides the English student with the opportunity to synthesize graduate work by developing and completing a thesis specific to the student's interests in English. *Prerequisite: ENGL870 and permission of instructor.*

## Finance

---

**FIN301 Principles of Financial Management (3)**

Deals with theory and practice of the financial management function in planning, raising, and directing the efficient allocation of funds within the firm. *Prerequisites: ACCT301 and STAT361. Recommend students have background in algebra and familiarity with graphing techniques.*

**FIN310 Estate and Personal Planning (2)**

Focuses on the development of a financial plan for identifying long-term goals through budget and spending plans. Cannot be used to meet degree requirements of the B.A. in business and administration.

**FIN420 Advanced Corporate Finance (3)**

Focuses on the application of financial management tools and techniques. The case study method is used to cover such topics as profit planning, leverage analysis, working capital management, capital budgeting, and valuation of the firm. *Prerequisite: FIN301.*

**FIN425 International Financial Management (3)**

Focuses on international aspects of financial management. Particular emphasis is placed on control of exchange rate and financing multinational corporations. *Prerequisites: FIN301 and MGMT410 or permission of instructor.*

**FIN436 Financial Options and Futures (3)**

The study of modern concepts and issues in financial options and futures markets. Emphasis on risk management in financial institutions and applications in corporate finance and funds management. *Prerequisite: FIN301.*

**FIN440 Insurance and Risk Management (3)**

Analyzes the nature and scope of the various risk exposures generally facing individuals and profit and nonprofit organizations. Examines alternate methods of dealing with risk exposures, including the use of insurance as a risk-handling device. Features topics on personal risks, property risks, third-party liability risks, and the nature and types of insurance contracts. Students will learn to apply risk management techniques to their professional and personal affairs. *Prerequisite: FIN301.*

**FIN455 Financial Institutions and Markets (3)**

This course focuses on both the financial system and its important players. Topics include operation of the securities markets, determination of interest rates, characteristics of important financial instruments, portfolio policies of financial institutions, and the effect of government's regulation on the financial system. *Prerequisites: FIN301 and ECON301.*

**FIN460 Investments (3)**

Involves study of the principles of investment securities with varying degrees of risk and return. Includes topics on investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. *Prerequisite: FIN301.*

**FIN465 Advanced Investments (3)**

A review of investment and portfolio management theory. The objective will be to develop superior long-term investment strategies. Current literature will be reviewed. *Prerequisite: FIN460.*

**FIN470 Independent Study: . . . (3)**

Independent study is intended to provide better students with the opportunity to study a topic of their choice in finance under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within finance and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

**FIN480 Internship: . . . (3)**

Designed to provide finance students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**FIN801 Financial Management (3)**

Covers the problems faced by the financial officer in management of funds in the business firm. Emphasizes developing skills and techniques to implement capital expenditure policies, solving short-term and long-term financing problems, and establishing dividend policies. *Prerequisites: ACCT601 or its equivalent, and graduate student status or instructor permission.*

**FIN830 Financial Markets (3)**

Covers analysis of financial markets with emphasis on understanding and predicting interest rates and stock prices. Includes topics on structure and behavior of interest rates, flow of funds analysis, operation of security markets, portfolio policies of financial institutions, effect of monetary and fiscal policies of financial markets, capital market theory, and measurement of market efficiency. *Prerequisite: FIN801.*

**FIN850 Investments (3)**

Studies the principles of investment in securities with varying degrees of risk and return. Includes topics on investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. *Prerequisites: FIN301 and STAT361.*

**FIN855 Analysis of Financial Statements (3)**

Emphasizes external accounting rather than internal or managerial. Covers analytical tools and techniques of financial analysis, bases that underlie the preparation of financial statements, distortions to which income determination and asset and liability measurement are subject, and processes and methodology of financial statement analysis. *Prerequisite: FIN301.*

**FIN860 Financial Institutions (3)**

Presents a detailed study of the total financial sector of the economy from the point of view of individual financial institutions. Provides analysis of policies, practices, and regulation of commercial banks; savings and loan associations; financial, insurance, and investment companies; relevant governmental agencies; and others. *Prerequisite: FIN801.*

**FIN865 Advanced Financial Management (3)**

An intensive study of theories and analytical tools with emphasis on their application to the solution of various financial problems of business firms. Includes topics on working capital management, capital expenditure decisions, estimation of the cost of capital, and dividend policy decision. *Prerequisites: FIN801 and STAT362.*

**FIN870 Independent Study: . . . (3)**

Independent study is intended to provide better students with the opportunity to study a topic of their choice in finance under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within finance and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

**FIN880 Internship: . . . (3)**

Designed to provide finance students with supervised practical experience in applied settings. *Prerequisite: Permission.*

**FIN890 Graduate Thesis/Project: . . . (6) P/NC**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate in business should select the thesis option. *Prerequisite: Permission of advisor or committee.*

## Geography

---

**GEOG310 Physical Geography (3)**

Features investigations into the natural systems of the earth and their relationship to human activities. Includes examinations of the earth's energy, water, and nutrient balances and how these balances influence and are influenced by human activities. Examines soils, climates, hydrology, tectonic activity, landforms, and vegetation from a global as well as urban perspective. Emphasizes understanding the various natural systems and how they relate to the built environment.

**GEOG320 North American Geography (3)**

Examines the spatial and environmental aspects of economic activity. Covers the economics of prehistory and continues through the origin of agriculture and cities. Investigates aspects of the global and regional economy, including urban systems, agricultural systems, forestry, mineral resources, and ocean resources.

**GEOG405 World Regional Geography (3)**

This teleclass, produced by PBS and Annenberg/CPB, builds an understanding of geography by examining the eleven regions of the world, their characteristics, and their interconnections. Perspectives from physical, political, historical, economic, and cultural geography are used. It also provides an examination of the many geographic forces currently at work in shaping the complex features of the world's civilizations and environments and insights into a range of global geographic issues and global change.

## Health Administration

---

**HLAD301 Introduction to Health Care Management Strategies (3)**

Reviews management theory and function and applies concepts to health care and other non-profit organizations. Reviews the functions of administrative and medical management emphasizing the interrelationships among planning, organizing, directing, and controlling for individual departments and for-profit and non-profit health care organizations.

**HLAD302 Principles of Health Care Microeconomics (3)**

Focuses on the principles of microeconomics which examine the basic fundamentals of the theory of the consumer, theory of the firm, market structures, resource markets, income distribution and poverty, and important issues of public choice, market failure, health care, and international economics. Introduces the theoretical and analytical framework at the introductory level of microeconomics that can be applied to health care. *Prerequisite: Successful completion of Intermediate Algebra or passing of the appropriate level of the proficiency examination, or permission of instructor.*

**HLAD304 Health Care Statistics (3)**

Provides a basic review of elementary statistics and intermediate algebra. Applies analysis to health care data. Covers required health care utilization statistics and analysis and its application to industry standards and current results. Includes utilization, productivity, use rates, financial ratios, and intensity of service analyses for a variety of health care organizations. *Prerequisite: Satisfactory completion of university mathematics proficiency examinations.*

**HLAD325 Health Care Organization (3)**

Provides an understanding of how health care is organized in the United States and the way it is provided to consumers.

**HLAD340 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. Covers such topics as epidemiology, health and illness, the sick role, and the determinants of health. *Prerequisite: HLAD325; may be taken concurrently.*

**HLAD401 Health Care Organizational Behavior (3)**

Analyzes the behavior of people in health care organizations. Discusses organizational motivation, leadership, group behavior, communication, and decision making for profit and non-profit health care organizations. Discusses the similarities and differences in various types of health care organizations. *Prerequisite: HLAD301.*

**HLAD450 Health Planning (3)**

Introduces students to health planning concepts, methods, and data sources useful in developing community and institutional health plans. Covers demographic and patient-specific data and concepts of epidemiology. *Prerequisite: HLAD325.*

**HLAD455 Management in the Health Care Setting (3)**

Examines the management, environment, and personnel of diverse health care facilities. Emphasis is placed upon applying descriptive information to various operational situations and problems in specific health care departments and on general problems encountered by junior or mid-level managers. *Prerequisites: HLAD301 and HLAD325.*

**HLAD460 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. *Prerequisites: HLAD302 and HLAD325.*

**HLAD465 Legal Aspects of Health Care (3)**

Discusses legal implications and ramifications of conduct in health services administration. Introduces principles of administrative law that form the foundation of decision-making processes in the health services arena. *Prerequisite: HLAD325.*

**HLAD468 Institutional Management for Health Care Organizations (3)**

Designed to be the capstone course for the bachelor of health administration. Discusses reading and research in the areas of health care, as well as investigation of administrative situations in health care settings. *Prerequisites: Most courses before practicum. Capstone course.*

**HLAD470 Independent Study: . . . (1-8)**

Individual reading, research, and/or project in health administration under the supervision of the full-time faculty. *Prerequisite: Permission.*

**HLAD480 Internship: . . . (1-8)**

Designed to provide health administration students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**HLAD490 Health Administration Practicum (3)**

Provides the student with a terminal experience integrating classroom learning and the field of practice. Reinforces and reviews competencies gained in health administration and gives students an opportunity to achieve professional growth and administrative skills. *Prerequisites: Permission of instructor at least three months in advance and completion of all required courses.*

**HLAD495 Honors Seminar (3)**

Explores varying topical themes from an interdisciplinary perspective. Special emphasis is given both to the development of critical thinking and practical problem solving skills. Both the guest lecturers and the students enrolled will represent an array of different disciplines and perspectives contributing to the interdisciplinary discourse. *Prerequisite: Advanced honors status. Students should have completed the advanced honors work within their own majors before registering for this course.*

**HLAD502 Health Care Accounting (3)**

Covers accounting concepts and their applications to health care organizations. Includes cost finding and cost analysis, financial statement analysis, budgeting, and elementary reimbursement theory. Designed for health administration students and other students with an interest in this area. This course is also structured to prepare students for the long-term care administrators licensing examination. *Prerequisites: HLAD301, HLAD304, and HLAD325.*

**HLAD503 Health Care Human Resource Management (3)**

Focuses on human resource management, program, and policies. Addresses recruitment of health professionals, manpower requirements, staffing, training and development and governmental staffing regulation for health care organizations. Examines methods of developing leadership in supervisory health managers, issues of compensation administration, and specific labor and HRM law governing health care institutions. This course is also structured to prepare students for the long-term care administrators licensing exam. *Prerequisites: HLAD325 and MGMT301.*

**HLAD520 Introduction to Long-Term Care (3)**

Provides a basic orientation to the long-term care continuum, including both nursing homes and noninstitutional alternatives, such as home health agencies and adult day care. Examines the long-term care needs of the chronically ill and disabled, and actual and proposed public policy responses to those needs. *Prerequisite: Permission of instructor.*

**HLAD525 Nursing Home Administration (3)**

Examines principles in the management of skilled nursing facilities and related institutions for the chronically ill and disabled. Explores issues in the regulation and reimbursement of nursing homes in Illinois. *Prerequisite: Permission of instructor.*

**HLAD530 Introduction to Managed Care (3)**

Provides an overview to managed care as it is evolving in the United States. Emphasis is placed on mainstream programs experiencing substantial success in the market place. Topics include the history of managed care, operating procedures, and techniques employed by managed care plans, and relationships with physicians, employers, and members. *Prerequisites: HLAD325 and MGMT301.*

**HLAD582 Current Topics in Health Administration: . . . (1-3)**

Covers various topics relevant to current developments in the health administration field, such as managed care, reengineering, patient-centered care, TQM/CQI, disease management, budgeting, finance, personnel, planning, task analysis, team building, changing work force, health care paradigm shift, and many other topics.

**HLAD630 Health Administration: Lecture Series (1-3)**

Health practitioners discuss many of the issues and problems of the contemporary American 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.

**HLAD700 Introduction to Health Care Organization (3)**

This is a beginning interdisciplinary graduate course in health care organization and administration. The course deals conceptually and factually with the problems and issues of current health care delivery systems. The course is an introductory macroanalysis of the U.S. health care delivery systems. It consists of five major parts: a) determinants of health and health care services, b) organization of health care services, c) financing of health care services, d) coordination and control of these three systems, and finally, e) a synthesis: reorganization of health care services. The course is designed for health care administration students to achieve an understanding and knowledge of the current health care delivery systems to enable them to develop and implement appropriate current and future health care policies and programs.

**HLAD701 Medical Care in Society: Ethics, Health, and Leadership (3)**

Overview of the field focusing on the social, behavioral, and ethical aspects of the health system. Covers such topics as epidemiology, health, and illness, the sick role, the utilization of health services, and the determinant of health. The course will focus on emerging trends in health administration, such as the need to understand the ethical implications of resource issues and the requirement of acquiring leadership skills to help reform the health care system from within. *Prerequisite: Students in the Occupational Therapy and Physical Therapy programs may take this course. Other students need instructor's permission.*

**HLAD702 Information Systems for Health Care Managers (3)**

Provides an introduction to computers used to manage and analyze health care information. This course includes introductory concepts of computer technology and management of health information systems, concepts of system analysis and problem solving, and extensive hands-on experience with various microcomputer software packages. *Prerequisites: Basic computer skills and MIS301 or permission of instructor.*

**HLAD703 Introduction to Health Services Research (3)**

Introduces students to the field of health services research which is defined as "a field of inquiry using quantitative or qualitative methodology to examine the impact of the organization, financing, and management of health care services on the access to, delivery, cost, outcomes, and quality of services." Topics to be examined include general concepts in the field, methodological strategies, and critiques of the existing body of research literature. *Prerequisite: Graduate student status.*

**HLAD705 Applied Research Methods for Health Administration (3)**

Examines the application of research methods to the administrator's decision-making process. Topics covered include the relevance of research for policy decision making; common measures and statistics used by health administrators; the application of various research methods to health administration; an introduction to computer statistical software packages; and an introduction to information systems. *Prerequisite: STAT468; may be taken concurrently with HLAD701.*

**HLAD713 Database Design and Administration of Health Care System (3)**

Structured Query Language (SQL) is the dominant language for database queries. Health care organizations have to store data in a SQL server for data processing. This course is not only designed to provide the core foundation for installing, managing, and supporting the SQL server, but also designed to help the student understand a compiled language for hospital file maintenance: TAL. *Prerequisite: MIS301 or permission of instructor.*

**HLAD715 Economics of Health Administration (3)**

Study and application of the methods and approaches of economic analysis to the management of health care organizations and markets and issues of efficiency, quality, and equality in health care delivery. *Prerequisite: ECON301 or competency in basic economic concepts.*

**HLAD718 Health Care Policy (3)**

Enables the student to describe, analyze, evaluate, and apply basic policy approaches to both American and international health care issues. Presents students with implementation skills for ethically managing power relations in a turbulent health care marketplace. *Prerequisites: POLS302; may be taken concurrently with HLAD701.*

**HLAD740 Health Care Financial Management I (3)**

Provides an overview of the primary facets of health care financial management. Includes such topics as budgeting, working capital management, intermediate reimbursement theory, financing indigent care, tax-exempt status, internal audit and control, and cost containment. *Prerequisites: HLAD502 and HLAD701.*

**HLAD745 Organizational Theories in Health Administration (3)**

Studies organizational and managerial theories relevant and unique to effective administration of health care institutions. Organization is perceived as an open system that requires constant interaction with environment. *Prerequisite: MGMT301 or a course in principles of management. May be taken concurrently with HLAD701.*

**HLAD755 Health Care Management I (3)**

Presents the principle concepts of health care management. Addresses the historical evolution of the community health care institution and examines how the history and evolution of the community health care institution is interwoven into the current trends in health care administration. Quality assurance and organized delivery systems are addressed. *Prerequisites: MGMT301 and HLAD745.*

**HLAD801 Health Information System Analysis and Design (3)**

Specific focus will be on analysis, design, and implementation of health information systems. All stages of the systems development life-cycle will be considered. The course aims to provide a foundation in traditional structured analysis and design techniques, together with an introduction to object-oriented analysis and design concepts that are increasingly in use today. *Prerequisites: CPSC578, HLAD702, MIS725, and HLAD713.*

**HLAD806 Quantitative Decision-Making for Health Administration (3)**

This course emphasizes the conceptual framework and the practical application of various decision-making techniques relevant to the health administration field. The focus of the course is on developing sophisticated decision-making models utilizing available computer software that enable the administrator to achieve organizational goals in an efficient manner. *Prerequisite: MIS725.*

**HLAD820 Health Care Program Planning and Evaluation (3)**

Study of specific topics in planning and evaluating health care programs. Special attention to the concept of program, program planning, analysis of evaluation system models, measurement, advantages and disadvantages of internal and external evaluation, and analysis and critique of published evaluations.

**HLAD823 Integrated Performance Improvement for Health Care Organizations (3)**

Presents the principal concepts and practice of integrated performance improvement (IPI) for health care organizations through readings, case studies, and analysis of actual institutional performance improvement programs. The course addresses the topics of reengineering, service improvement, quality improvement, JCAHO accreditation standards, patient satisfaction, TQM culture, teamwork, and case management among others. The course includes a project documenting the quality program of a specific health care institution. *Prerequisite: HLAD755.*

**HLAD833 Medical Records, Information Security, and the Law (3)**

This course, from clinical, legal, and technical aspects, introduces students to concepts, strategies, and techniques of how to obtain, maintain, and protect medical information, especially the computer-based medical information system. *Prerequisites: CPSC578, HLAD702, HLAD713, and MIS725.*

**HLAD835 Health Care Human Resource Management (3)**

Focuses on human resource management, programs, and policies. Addresses recruitment of health professionals, manpower requirements, staffing, training, development, examination of qualifications standards, performance appraisals, and employee morale. Examines methods of developing leadership in supervisory health managers, issues of compensation administration, and specific labor and HRM law governing health care institutions. Applies TQM and ethics theories to the HRM process. *Prerequisite: HLAD755.*

**HLAD837 Health Care Law (3)**

Focuses on corporate administrative and regulatory law significant for health services administration. Examines such issues as informed consent, joint ventures, mergers and acquisitions, medical staff issues, and liability.

**HLAD846 Health Care: Financial Management II (3)**

Focuses on theory and applications for such topics as capital financing, managed care contracting, physician contracts, equity financing, and performance reporting and analysis for specific health care entities. *Prerequisite: HLAD740.*

**HLAD850 Strategic Planning and Marketing for Health Administration (3)**

Covers the strategic planning process in the competitive health care field, including alternative delivery systems. Focuses on definition of mission, external analysis, goal achievement, and generation of alternatives and their selection. Marketing of specific health care entities, theories and practices are discussed. *Prerequisites: HLAD740, HLAD806, HLAD820, and HLAD846.*



**HLAD855 Health Care Management II (3)**

Capstone course in the graduate degree in Health Administration. Focuses on the effective administration of health care facilities and systems. Covers the administrator's role in the application of such areas as finance, law, quantitative methods, human resource management, administrator/medical staff relations, and ethics. *Prerequisites: HLAD806, HLAD820, HLAD823, HLAD835, HLAD837, HLAD846, and HLAD850.*

**HLAD865 Health Administration Field Experience (3)**

Students apply theories and principles of classroom learning in health care facility. The field experiences provide opportunities for development, integration, and reinforcement of competence. *Prerequisites: Permission of instructor at least three months in advance, HLAD855.*

**HLAD870 Independent Study: . . . (1-8)**

Individual reading, research, and/or project in health administration under the supervision of the faculty. *Prerequisite: Permission.*

**HLAD880 Internship: . . . (1-8)**

Period of structured, preceptor-directed experience in the practice of health administration in a setting appropriate to the student's career goals. The course is taken after completion of all other course work, but before conferring of the degree. *Prerequisites: Permission of instructor at least four months in advance.*

**HLAD890 Graduate Thesis/Project: . . . (1-8)**

Provides the health administration student an opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests in health administration. *Prerequisite: Permission of advisor and instructor.*

## Health Professions Education

---

**HLPE315 Health Professions Education Instruction (3)**

Designed to introduce health professions students to the skills and processes involved in health professions education in both clinical and didactic settings. Develops skills in planning, delivering, and evaluating health professions education programs. *Prerequisite: Nursing majors or permission.*

**HLPE620 Current Trends and Issues in Health (3)**

Explores current trends and issues in health education. Focuses upon present and projected educational policy issues affecting educational institutions.

**HLPE630 Special Issues in Community Health (3)**

Emphasizes organizational patterns and functions of voluntary and government health agencies. Details role of the school health team in the analysis of community health programs in the greater Chicago area.

**HLPE802 School Health Programs (3)**

Presents an overview of the principles, philosophy, and development of school health programs in the U.S. Emphasizes the concepts of "healthful school living" and community participation in school health programs. Focuses on developing a team framework among teachers, health service personnel, parents, and pupils. *Prerequisite: Students must be certified teachers or have permission of the instructor.*

**HLPE815 Assessment of Health Instruction (3)**

Examines assessment procedures employed in health education and allied health training programs. Emphasizes the development of valid and reliable instruments to assess health behaviors, attitudes, and skills. *Prerequisite: Permission of instructor.*

**HLPE820 Continuing Education in Health (3)**

Focuses on how the rapid pace of new discoveries in health, disease, treatment, and rehabilitation makes continuing education essential for everyone working in health fields. Develops skills in planning, delivering, and evaluating continuing education in health. Emphasis on developing change agent skills, motivation of others to update their knowledge and skills, involving colleagues in continuing education activities. *Prerequisite: Graduate student status.*

**HLPE825 Values Clarification Techniques in Health (3)**

Utilizes people's attitudes, values, and beliefs in the process of health education. Teaches techniques for involving learners' motivation and values in health education with opportunity to develop and try them out. Class meetings in which students develop and present values clarification applications for review and appraisal. Values clarification is now widely recognized as an essential tool in health education. *Prerequisite: Graduate student status.*


**HLPE860 Practicum in Health Professions Education (3)**

Designed to provide health professions education majors with supervised, practical experiences in appropriate settings. Students planning to enroll should contact the instructor at least one month in advance of enrolling so that a suitable placement can be arranged. *Prerequisite: Permission of instructor.*

## Health Sciences

---

### HLSC305 Contemporary Health Issues (3)

Offered in Internet-based distance learning format.  Identifies and examines major health issues of our time. Designed to counteract apathy, dispel myths, and provide accurate information upon which to make decisions affecting individual and social health. Presents a broad overview of programs and policies in a historical context. Basic health concepts and terminology are presented for non-health care, as well as the health care track student.

### HLSC470 Independent Study: . . . (1-8)

Individual reading, research, and/or project in the health sciences under the supervision of the faculty. *Prerequisite: Permission.*


### HLSC480 Internship: . . . (1-8)

Designed to provide students in the health sciences with supervised practical experiences in applied settings. *Prerequisite: Permission.*

### HLSC550 Computer Application: Medical Terminology (1)

This is an independent, self-paced course that is open to all students interested in gaining knowledge of medical terminology. A programmed text and computer-based instruction is utilized. This course is a prerequisite for admission to the master of occupational therapy program.


### HLSC600 Health Promotion (3)

Offered as a correspondence course only.  Explores the factors influencing our current concepts of health and wellness. Examines new developments in maintaining optimal levels of wellness in society. Focuses on health promotion programs in business and industry to reduce health risks.

### HLSC605 Health Risk Appraisal (1)

Workshop designed to offer an in-depth review of the psychosocial factors influencing personal wellness. Students will be introduced to strategies and techniques employed in health risk appraisals. A comprehensive, computerized wellness inventory will be employed in the assessment of personal lifestyle factors associated with health risks.

### HLSC610 Nutrition (3)

Offered in both lecture and televised formats.  Provides knowledge necessary for nutrition and diet therapy. Discusses cultural, economic, and social factors of food habits.

### HLSC830 Epidemiology (3)

Advanced health concept course covering human ecology of diseases in groups and communities, consumer health sources in dealing with epidemiology problems, indices of community health and their usefulness to health centers, schools, and community health programs, and promotion of healthful living on a group and community basis. *Prerequisite: Students must meet the qualification for graduate student status.*

### HLSC850 Special Topics In: . . . (1-4)

Examines advanced specialized interdisciplinary topics in health sciences. Topics will vary. May be repeated for credit. Individual reading, research, and/or project in the health sciences under the supervision of the faculty. *Prerequisites: Varies depending on topic selected.*

### HLSC864 Exploring Interdisciplinary Team Process and Leadership (3)

This course will bring together graduate students from many disciplines to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. This course will use communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach will show students effective techniques for valuing and educating client/customers, identifying and overcoming barriers to effective customer/client service, and leading to outcomes desired by the client/customer. *Prerequisites: All undergraduate prerequisites completed. At least 12 hours in graduate major completed or permission of instructor.*

### HLSC870 Independent Study: . . . (1-8)

Individual reading, research, and/or project in the health sciences under the supervision of the faculty. *Prerequisite: Permission.*

### HLSC880 Internship: . . . (1-8)

Designed to provide the health sciences student with supervised practical experiences in applied settings. *Prerequisite: Permission.*


### HLSC890 Graduate Thesis/Project: . . . (1-8)

Provides the health sciences student an opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in the health sciences. *Prerequisite: Permission of advisor.*

## History

---

### HIST301 Key Issues in State and Federal Constitutional Government (1)

This correspondence course gives a practical and mature understanding of U.S. Constitutional government in its own right, and as it relates to your state constitution, as well as to the Illinois State Constitution. Factual knowledge about the contents of the U.S. Constitution is a baseline requirement of the course. 

### HIST310 U.S. Economic History (3)

A historical examination of the development of the American economy with special emphasis on the process of modernization and its effect on agriculture, commerce-industry, worker-employer relationships, and the value system of the people. *Prerequisites: American History I and II.*

### HIST311 U.S. History I (3)

Provides a historical examination of the United States from the founding of the colonies through the Civil War with special emphasis on religion, nation building, economic development and modernization, and the sectional conflict.

**HIST312 U.S. History II (3)**

Provides a historical examination of the United States from the Civil War through World War II with special emphasis on industrialization, immigration, urbanization, reform, and World War I and II.

**HIST470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in history under the supervision of the faculty. *Prerequisite: Permission.*

**HIST500 Beyond the Dream: Current Black Social Issues (1) P/NC**

Experts present in workshop format material relating to issues in education, politics, business, economics, social life, and the arts as they relate to recent developments in the black community.

**HIST501 The History of Illinois and Its Constitution (3)**

Offered in both lecture format and as a correspondence course. A survey of the political, constitutional, and social history of the state of Illinois from 1700 to the present.

**HIST505 Modern African History (3)**

This course will survey the significant themes in African history since 1800, examining pre-colonial African societies, European mercantilism, colonial political economies, resistance and the rise of African nationalism, and questions concerning liberation and revolution in Africa today. Historical texts, novels, films, and guest speakers will be used to promote a deeper understanding of the continent, its people, and their struggles.

**HIST510 Ascent of Man (3)**

Based on an award winning BBC television series written and narrated by the late scientist Jacob Bronowski. Provides a panoramic view of nature and the focus that led to the emergence of human intelligence with its cultural and intellectual achievement.

**HIST515 Modern U.S. History: 1900-1945 (3)**

U.S. domestic history and the role of the United States in world affairs from 1900-1945, including progressivism, imperialism, the New Deal, and World War II.

**HIST516 Issues in Modern U.S. History: . . . (3)**

The approach of this course is inclusive and focuses on the issues of the Post-World War II era and beyond. It provides a context for in-depth study of more recent events, with an emphasis on content, methodology, and potential applications of U.S. history. *Prerequisite: HIST310 or HIST311.*

**HIST520 American Urban History (3)**

Presents a historical examination of the process of modernization and its effect on the American city and people. Emphasizes migration and mobility, family roles, machine politics, and various reform movements.

**HIST525 Readings in American History: . . . (3)**

Student selects a topic in American history from a prescribed list, reads a number of designated works on that topic, and answers several essay-type final examination questions.

**HIST530 Modern Middle Eastern History (3)**

Examines Islamic civilization since the age of European expansion, imperialism, westernization, nationalism, and modernization; covers Arab countries and Israel, Iran, and Turkey.

**HIST534 Modern Chinese History (3)**

Offered in both lecture and televised formats. Study of general development of Chinese history with special emphasis on the period since 1840. Student will conduct two individual research projects; one of the imperial past up to the end of the Ming Dynasty, and the other on the modern period.

**HIST540 Black Experience in the U.S. (3)**

Surveys black experience from 1500-1941. Emphasizes the various aspects of slavery, the Civil War, reconstruction, and the black experience during World War I and World War II periods.

**HIST541 Black Women in American History (3)**

A socio-historical study of the black woman from slavery to 1970. An examination of the role she has played in the black struggle and her contributions to their survival.

**HIST542 Caribbean History (3)**

Studies comparative colonial patterns in the Caribbean. Emphasizes the development of slave populations, social systems, and the concept of hierarchy in the Caribbean.

**HIST544 History of Civil Rights (3)**

Offered in both lecture and televised formats. Examines the black struggle to secure human and civil rights in the United States. Black protest, court decisions, and legislation after 1953 are emphasized.

**HIST545 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.

**HIST547 Latin American History (3)**

This course examines, from an integrated perspective, the historical, political, economic, and cultural processes of Latin America. While the focus is on the dynamic of social formation and transformation, the concept of nation-state is used to compare how these processes evolved. Special importance is given to those issues brought about by the challenge of overcoming underdevelopment in the global economic order of the post-Cold War era. *Prerequisites: HIST310, SOC301, or permission of instructor.*

**HIST550 Women in American History (3)**

Examines the history of American women from the colonial period to the present with special emphasis on how and in what ways the status of women has changed.

**HIST565 Modern European History (3)**

Examines the political, economic, social, cultural, and diplomatic history of Europe in the twentieth century. Addresses the themes of industrialization, nationalism, colonialism, totalitarianism, the post-World War II division of Europe, and the geo-political trends toward unification.

**HIST567 Russia in the 20th Century (3)**

Offered as a correspondence course only. 

Topics include the fall of Czarism, the Communist Revolution, the Stalin era, World War II and the Cold War, and the collapse of the Soviet Union. While the emphasis is on the period before 1963, a final segment focuses on the contemporary history of the Russian people.

**HIST570 World History: Concepts and Interpretations (3)**

A conceptual and comparative approach to the history of world civilizations, societies, and cultures that challenges persistent Eurocentric assumptions and world views. Asia, Africa, the Americas, and Europe will be analyzed in their diversity and in relation to one another. Topics include religion, language, commerce, migration, science, technology, ecology, imperialism, identity formation, and contemporary world-historical change. *Prerequisite: At least one prior non-Western history course, or consent of instructor.*

**HIST720 Philosophy of History (3)**

Deals with patterns in the history of mankind. Explores nature of historical change, value, purpose, and meaning of various historical phases.

**HIST780 Local History: Resources and Methods (3)**

An examination of basic resources and methods for local and community history. Students will be involved with specific research projects.

**HIST830 Graduate Seminar in Historical Studies (3)**

Examines the nature of history by reading and evaluating two or more designated works on selected topics in American history.

**HIST840 Research in African-American History (3)**

Addresses serious research upon significant topics and issues related to the black experience in the United States and Western hemisphere.

**HIST870 Graduate Research: . . . (1-4)**

Individual reading, research, and/or project in history under the supervision of the faculty. *Prerequisite: Permission.*

## Human Performance and Training

---

**HP&T510 Introduction to Human Performance and Training (1)**

This course enables students to analyze the field of educational technology, human resource development, instructional development, and training. Includes what professionals do, definitions, associations, periodicals, current issues, and self-assessment on competencies. Course requirements include joining a professional association related to the field and attending a local meeting of a professional association related to the field.

**HP&T520 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.

**HP&T522 Training Topics: . . . (1-3)**

Offers study in various topics as applied to the training field. Subject matter may include stand-up training techniques, identifying and analyzing performance problems, examining the role of the computer in the training field, and television and its use in training.

**HP&T755 Introduction to Human Performance and Training Technologies (3)**

Enables students to learn how to use a variety of computer software packages and other computer-related technologies that aid instructional designers. *Prerequisite: Permission of instructor.*

**HP&T810 Needs/Task Analysis in Human Performance and Training (3)**

Enables students to complete a thorough front-end analysis including needs, environmental, and task analysis in order to determine performance gaps and how to close those gaps by suggesting various types of interventions. *Prerequisite: HP&T520 or permission of instructor.*

**HP&T815 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.

**HP&T820 Principles of Message Design (3)**

Applies principles of message design to instructional strategies, media selection, and materials specifications. Emphasizes perception, memory, attitude change, adult learning, and text design. *Prerequisites: HP&T510 and HP&T520.*

**HP&T821 Scriptwriting for Instruction and Training (3)**

Students design and develop a variety of scripts for instructional and training products, including audio, video, workbooks, and classroom presentations. Includes combining instructional development skills with principles of message design, script writing formats, and client specifications. *Prerequisites: HP&T520, HP&T820, and either HP&T810 or HP&T815.*

**HP&T825 Research in Human Performance and Training (3)**

This course will enable students to research and evaluate topics in instructional and training technology. *Prerequisite: eighteen credit-hours in HP&T.*

**HP&T847 Evaluation/Cost Benefit Analysis in Human Performance and Training (3)**

Examines traditional and contemporary training evaluation models in order to evaluate real training products by developing reliable and valid measures that assess the success of the training in terms of participants' reactions, changes in self-efficacy and attitudes, behavioral transfers, and returns-on-investment. *Prerequisites: HP&T810; instructor permission.*

**HP&T852 Solving Performance Problems (3)**

Enables students to identify and analyze problems in organizations that are performance rather than training-based. Focuses on information, resource, and incentive solutions to these problems. Students apply performance engineering theory to a real situation and write a report identifying the problems and proposing solutions. *Prerequisites: HP&T810; instructor permission.*

**HP&T856 Consulting Teamwork in Human Performance and Training (3)**

Student works as a member of an instructional development team to develop and evaluate a training package. Includes working closely with subject matter experts. *Prerequisite: HP&T810.*

**HP&T858 Project Management in Human Performance and Training (3)**

Examines role of project management in organizations. Emphasizes defining the project, developing time management network, estimating efforts and costs, scheduling resources, writing project plans, and tracking projects. *Prerequisite: HP&T810.*

**HP&T860 Seminar: Human Performance and Training in Business (1)**

Enables students to analyze how the business and industry environment is affected by the bottom line profit motive and how instructional and training techniques must be modified and adapted to that context. Analyzes the roles each professional plays in the development of training/HRD programs in a business and industry environment. *Prerequisites: At least three HP&T courses.*

**HP&T861 Performance in Organizations (3)**

This course provides a practical framework for understanding how components in an organization interrelate and how that relation affects performance analysis and improvement. *Prerequisite: Eighteen credit hours in HP&T.*

**HP&T865 Advanced Field Project (1)**

Provides human performance and training students with opportunities to apply specific career skills/interests in a business, industrial, medical, or educational setting. *Prerequisites: Minimum nine graduate hours in HP&T and permission.*

**HP&T870 Graduate Research: . . . (1-4)**

Individual reading, research, and/or project in human performance and training under the supervision of the faculty. *Prerequisite: Permission.*

**HP&T880 Internship: . . . (1-4)**

Designed to provide human performance and training students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**HP&T891 Human Performance and Training Master's Project I (2)**

Includes design of a project in a real setting, including proposal and appropriate design components. Covers synthesis and application of theory and advanced methods learned in the curriculum. *Prerequisites: At least twenty-five graduate hours in HP&T.*

**HP&T892 Human Performance and Training Master's Project II (2)**

Further development of synthesis and application of methods begun in HP&T891. *Prerequisite: HP&T891 or concurrent enrollment.*

## Integrative Studies

---

**INST300 Approaches and Interconnections: Scientific Research and Knowledge Production (3)**

This course examines the ways in which people of different cultures and societies have historically used different sources of "knowledge" to address their questions. *Prerequisites: At least one course in physical science, one in social science, and one history course are required.*

**INST305 Writing, Information, and Technology Across the Disciplines (3)**

This course helps students develop and integrate skills for writing, accessing, and analyzing information, and using information-based technology across subject disciplines. Students will analyze and practice discourse conventions, critical thinking, and information access within the humanities, social sciences, and physical sciences. Instruction in library research skills and the Web as a presentation tool are central to this course. *Prerequisite: Permission of instructor.*

**INST310 Perspectives on the Physical and Natural Sciences (3)**

This course provides an introduction to the relationships between the physical or natural sciences and other disciplines such as public administration, economics, and health administration. Topics include the relationships between science and law, business, government, public health, and religion. Fundamental aspects of science, such as the scientific process and scientific models are also presented. *Prerequisite: One semester of first-year biology.*

**INST320 Humanity and Human Dynamics: A Comparative Study (3)**

This course examines social and cultural development in a comparative framework. The emphasis is on interdisciplinary theory and approaches concerned with the articulation of collective human consciousness, the political economy, and collective action as they relate to constructing the past and present. *Prerequisite: Introduction to social anthropology or introduction to sociology.*

**INST330 The Measure of Knowledge: Quantitative Research Methods (3)**

This course develops skills in research design for policy formation. It is an applied course which investigates the variety of statistical models used in research: analysis of variance models, regression models, and qualitative models. One aspect of the course will concentrate on the framing of statistical models to fit the types of analysis encountered in social research. A second emphasis will be upon the interpretation of statistical results deriving from tests of the various models. *Prerequisite: SOS450 or INST300.*

**INST340 New Technology and Us (3)**

This course is designed for students in the Integrative Studies major, but all students who are curious about the direction our societies are taking and who want to study technological development from diverse points of view are encouraged to enroll. *Prerequisite: All lower-division, general education requirements should be completed before enrolling in this course.*

**INST350 Literature of the Environment (3)**

Literature of the Environment is structured to involve the student in many forms of dialogue on issues pertinent to humanity's relationship with Earth. By reading works by writers from diverse fields and by writing in response, the student will gain a better understanding of our planet and its needs and a better control of writing in response to learning. *Prerequisite: At least one college-level course in composition and rhetoric.*

**INST360 Examining the Barriers: Studies in Race, Class, and Gender (3)**

This course offers an in-depth study of the politics, economics, and social implications of race, class, and gender. Focuses on the ways the discourses of race, class, and gender are produced as well as on the ways these discourse patterns orchestrate the relations between peoples' everyday lives and the various social/political institutions that govern them. Investigates ways of reproducing, resisting, and/or reforming existing discourse/power structures. *Prerequisites: All lower-division, general education requirements should be completed before enrolling for this class.*

**INST370 Environmental Studies: A Case Studies Approach (3)**

This course uses a case study approach to involve students in the characterization and analysis of selected local, regional, and global environmental issues. Connections and relationships among the case studies and generalized environmental issues will be developed. *Prerequisites: College biology and college chemistry and/or physical science or equivalent, introduction to computer technology or equivalent.*


**INST395 Special Topics: . . . (3)**

A series of presentations using resources, specific developments, new creative approaches, and skill which will enable students to understand and appreciate the subject matter. Series may be repeated for different subjects. *Prerequisite: Specific prerequisite(s) will vary depending on particular series.*

**INST400 Computer Assisted Applications for Problem Solving (3)**

This course is an interdisciplinary course of study that will give students a sound grasp of analytical methods and skills for analyzing, maintaining, and interpreting various types of data used in the areas of social studies, history studies, environmental studies, and the physical and natural sciences. *Prerequisite: First-year natural/physical science.*

**INST410 Worlds of Art (Internet Course) (3)**

This course compares objects from seven differing contexts and diverse geographical world areas and contrasts the imagery, cultural circumstances, and the world view within which the art was created and in which it functioned. Class discussions include interaction with instructor and experts on particular objects as guest correspondents. (Guest correspondents will interact in a virtual classroom through a special LISTSERV depending upon access of the correspondent.) 

**INST420 Communication Technology and Culture (3)**

While not the only major change agent in society, communication technology is certainly one of the most significant, omnipresent, and potentially insidious forces at work in the cultural environment. As students we learn how to talk, read, write, and listen, but nowhere do we get training in using the most pervasive communication medium in our culture, communication technology. A broad range of communication technology permeates our lives, including work, leisure, and our social relationships; we need a critical understanding of how to use this technology rather than be used by it. *Prerequisite: Introduction to communication and/or sociology.*

**INST430 Global Political Transformation and Economic Integration (3)**

This course is an integrated analysis of the processes and issues found in international global politics and economy with an emphasis on substantive topics in selected areas of the world. In particular, we will consider the contrasting paradigms of "political realism" and "complex interdependency." The purpose of this course is to familiarize the student with the complex and interdependent world in which we live. In so doing, we will study the various levels at which nation-states interact and "connect" all the peoples in the world.

**INST440 Nations and Migrations in the Atlantic World (3)**

This course focuses on nation-building and migration history in the Atlantic World: the United States, the Caribbean, South America, industrial Europe, and West Africa. The course addresses the emergence of nations and national identities, the comparative influence of migration, the invention and classification of racial and ethnic categories, the formation of minorities and their differential impact on society, and the internationalization of labor markets.

**INST485 Senior Project Development (3)**

This course is designed to prepare the student to undertake the senior project, which is the capstone or culminating experience for integrative studies majors. In the project students are required to integrate their course work experience in the context of action in the world at large, an experience which may take any of several forms, including but not limited to goal-oriented international and/or cross-cultural travel, work in the community, or completion of a research project in the sciences, humanities, or arts. The specific direction taken for the senior project will be decided by the student in consultation with the professors overseeing this project development course. Faculty will work closely with the student to prepare him or her to pursue effectively the senior project during the next trimester. *Prerequisites: INST300, INST310, and INST320.*

**INST490 Senior Project (3)**

The senior project is designed as a capstone or culminating experience for integrative studies majors. Students are required to integrate their course work experience in the context of action in the world at large. The experience may take any of several forms, including but not limited to goal-oriented international and/or cross-cultural travel, work in the community, or completion of a research project in the sciences, humanities, or arts. The specific direction taken will be decided by the student in consultation with the professors overseeing the senior project development course. *Prerequisite: Completion of INST485, Senior Project Development.*

**INST501 Cultural Diversity: . . . (3)**

Study abroad. Experience a variety of cultures on site—their art, architecture, music, history, and literature. Culture to be studied is dependent on instructor's preference.

**INST502 Race and Race Relations: A Comparative and Global Approach (3)**

The course examines discourse on race, race relations, and resistance in a world-historical context. Participants will study epistemology constructing the idea of race and racial categories. They will study the uses of race discourse and practice in the colonial and post-colonial encounter. Following dialectical methodology, participants will study discourses of resistance, rebellion, and reform underlying social change and the pursuit of racial justice. *Prerequisite: Permission of instructor.*

**Intercultural Studies****ICS320 Dynamics of the Spanish Language (3)**

Study of the Spanish language at both beginning and advanced levels of understanding. Focuses on different approaches and techniques to increase fluency in a second language.

**ICS330 Third World Conference (3)**

Three-day conference using panel presentations, workshops, and roundtables to focus on humanistic, historical, economic, and socio-political policy problems and issues of Third World communities in a national, interregional, and global context.

**ICS425 Spanish Language and Culture I (3)**

Introduces general grammatical concepts to allow students to handle and perform daily situational conversations, as well as to help them understand relevant events that take place in the Hispanic world. Also introduces the students to the Hispanic world that currently is an important element in the development of the United States.

**ICS426 Spanish Language and Culture II (3)**

Introduces advanced grammatical concepts to allow students to handle and perform daily situational conversations, as well as to help them understand relevant events that take place in the Hispanic world. Also introduces the students to each of the Hispanic countries in terms of their history, politics, economy, traditions, and costumes and their relevance in today's world. *Prerequisite: ICS425 or permission of instructor.*

**ICS427 Spanish Language and Culture III (3)**

Introduces more advanced and sophisticated grammatical concepts to allow students to handle and understand not only everyday life situations but allow them to understand the language of arts, literature, and music, which will tell them in-depth about Hispanic people, their past, present, and future. You will read and discuss literary selections and write responses to them. *Prerequisites: ICS425 and ICS426 or basic knowledge and command of Spanish.*

**ICS435 Japanese Language and Culture I (3)**

Helps students acquire basic writing, speaking, and listening skills in Japanese. Also, students have opportunities to learn about Japanese culture, thinking, customs, and way of life.

**ICS436 Japanese Language and Culture II (3)**

This course is designed for students who have basic skills in speaking, writing, reading, and understanding Japanese. Students will improve their conversational skills, learn more grammar, and expand their basic knowledge of Kanji, vocabulary, and idioms. Students also have opportunities to learn about Japanese history, culture, political system, and economy. *Prerequisite: ICS435 or permission of instructor.*

**ICS437 Japanese Language and Culture III (3)**

This course is designed to improve students' command of Japanese in writing, speaking, reading, and understanding. Students also have opportunities not only to learn and discuss Japanese culture, customs, thinking and politics, but also to achieve mutual respect among people in the United States and Japan. *Prerequisite: Japanese Language and Culture II or permission of instructor.*

**ICS440 Chinese Language and Culture I (3)**

China is developing both socially and economically at a rapid pace and is becoming more and more open to the outside world. In this sense, more and more connections are bound to occur between the U.S. and China. Therefore, the learning of Chinese language and culture will not only enhance the student's ability to communicate in Chinese, but also promote the student's understanding of Chinese culture and society. It will also give students a chance to enrich their own experience in language learning and the ability to communicate interculturally.

**ICS441 Chinese Language and Culture II (3)**

Introduces more situational conversations and Chinese characters; integrates language and learning with culture; and includes topics of Chinese economy, politics, education, and arts. *Prerequisites: ICS440 or basic knowledge and command of Chinese language.*

**ICS442 Chinese Language and Culture III (3)**

Introduces more situational conversations and Chinese characters; integrates language and learning with culture; and includes the topics of Chinese philosophy, literature, religions, tourism, and sports. *Prerequisites: ICS440, ICS441, or basic knowledge and command of Chinese language.*


**ICS530 Third World Conference: . . . (1-3)**

Weekend conference using workshops and seminars to focus on socio-political, humanistic, and historical policy problems and issues of Third World communities in national, interregional, and international contexts.


**ICS532 African Politics (3)**

Examines the problem of social and political change on the African continent. Evaluates selected paradigms and concepts in terms of the historical scope and range of national and interregional situations.

**ICS540 Hispanic Experience in the U.S. (3)**

Offered as a correspondence course only.  Examines the historical process that led to Latino migration to the United States. Focuses on the economic, political, social, and cultural conditions that shape the life of the Latino in American society.


**ICS541 Ethnicity, Culture, and Politics (3)**

Offered as a correspondence course only.  Explores the interrelations among ethnicity, culture, and politics in American political life. Examines these concepts in an effort to understand culture, society, race, ethnicity, and their relationship to politics and society.

**ICS547 Human Geography: Nature, Culture, Time, and Space (3)**

This course examines problems, methods, and approaches in human geography. It provides analysis of the history of ideas in the field of human geography. Students gain knowledge of current conceptual clusters in human geography—nature, culture, landscape, region, time, space—as they apply to the analysis of human settlement patterns, social conflict, and social change. *Prerequisites: Background in social or physical anthropology, ecology, or geography. Permission of instructor.*


**ICS548 African Civilizations (3)**

Offered in both lecture and televised formats.  A study of African people and their various cultural differences. Focuses on correcting misconceptions of Africa and the Africans through readings from a wide selection of publications.

**ICS550 Topics in Geography: World History and Geography (3)**

Develops a critical awareness of the relationship of geography to major events and periods in world history. Integrates basic concepts and methods in geography (nature, culture, region, area, localization, scale, evolution, map-reading, and quantification) in a critique and comparison of major historical constructs (society, resource, diffusion, race, environmental determinism, and social breakdown and disintegration).

**ICS575 Latin America: Culture and Society (3)**

Offered in televised format only. A study of the historical and cultural evolution of the Latin American and Caribbean societies in their economic, political, and ideological aspects with emphasis on the process of modernization, and contemporary issues such as economic development, revolution, insurgency of women, migration, religion, and reform. 

## Liberal Arts and Sciences

---

**LAS410 Investigations in the Social Sciences (3)**

Examines the major debates over the dominant paradigms that guide the various social research disciplines, e.g., history, sociology, political science, and economics. In particular, the status of social knowledge, theories of "human nature," the social basis of collective action, the role of the state, and the sources of social diversity and historical change will be considered. *Prerequisite: Nine hours of course work in social science.*

**LAS420 Investigations in the Humanities (3)**

Examines investigatory procedures and explanatory logic used in treating art, literature, and music. Emphasis will be placed on specific artists, composers, and literary figures with reference to the creative process. *Prerequisite: Nine hours of course work in art, music, and/or literature.*

**LAS430 Investigations in Scientific Thought (3)**

Examines the development of scientific concepts from the ancient Greeks to the present, focusing on how scientists think and work—their thought processes, their approaches to problem solving, the roles of conjecture and intuition, and the role of serendipity. Contributions of individual scientists and schools of scientific thought are critically evaluated, and the importance of science in contemporary society is assessed. *Prerequisites: Nine hours of course work in science and six hours of course work in mathematics.*

**LAS440 Investigations in Mathematical Thought (3)**

Examines the development of mathematical concepts from the ancient Greeks to the present. Contributions of individual mathematicians and schools of mathematical thought are critically evaluated, and the importance of mathematics in modern culture is appraised. *Prerequisites: Nine hours of course work in science and six hours of course work in mathematics.*



## Management

### MGMT301 Introduction to Management Strategies (3)



Offered in both lecture and televised formats. Introduces classical management, behavioral, and management science. Reviews the fundamental functions of management emphasizing the interrelationships among planning, organizing, directing, and controlling. Both the impact of organizations upon participants and the impact of participants upon organizations are studied. Examines systems approach to solving operational problems.

### MGMT320 Human Resource Management (3)

Acquaints the student with concepts and techniques of the human resource management process. Emphasizes ways to increase organizational group and personal effectiveness, as well as enhancing the quality of organizational life and using the human resources available. *Prerequisite: MGMT301.*

### MGMT340 Production and Operations Management (3)



Offered in both lecture and televised formats. Introduces operations management, including examples from both manufacturing and services. Topics covered include product and service design, process design, forecasting, inventory management, scheduling, and logistics, with particular emphasis given to quality management and process improvement. *Prerequisites: STAT361 or its equivalent and MGMT301.*

### MGMT360 Business Communications (3)

Presents a comprehensive treatment of basic principles of verbal and nonverbal business communications, including business letters, memoranda, reports, oral communication, and technical report writing. *Prerequisites: ENGL301 or successful completion of GSU writing proficiency test and MGMT 301. Students must take this course before completing 15 credit hours in the GSU business program.*

### MGMT401 Organizational Behavior (3)



Offered both lecture format and as a correspondence course. Analyzes the behavior of people in organizations. Discusses organizational motivation, leadership, group behavior, communication, and decision making. This is an extension and intensification of the behavioral portion of MGMT301, Introduction to Management Strategies. *Prerequisite: MGMT301.*

### MGMT402 Honors Seminar (3)

In this seminar, students will work together on a sequence of projects related to their current education and their future careers. They will study the systems approach as an integrating method and will practice decision making and problem solving. The seminar will utilize readings, activities, discussions, and projects and will encourage critical thinking through class discussions and critical thinking and writing fluency through personal journals.

### MGMT404 Service Operations Management (3)

Covers the principles of operations management as applied in a service setting. Topics covered include service process design, capacity management, employee scheduling, customer service, productivity and quality improvement, and operations strategy. Various management science methods, including linear programming and queuing models, will be applied to the service environment. *Prerequisite: MGMT340.*

### MGMT410 International Business (3)

Presents an introduction and overview of the economic, social, and political aspects of international/multinational business theory and practice. Provides a foundation for students who wish to acquire greater knowledge and expertise in this rapidly expanding field. *Prerequisite: MGMT301 or permission of instructor.*

### MGMT421 Labor Relations (3)

Introduces the study of management-union relations and the problems that arise for the enterprise in the managing of the union relationship as part of the human resource management function. Considers the structure, aims, and objectives of the union institution; the manner in which management deals with unions, management structure, and objectives in collective bargaining; the resolution of management-union disputes; and government regulation of collective bargaining. *Prerequisite: MGMT301.*

### MGMT422 Behavioral Research in Business (3)

Designed to assist students who have had only a limited background in research and statistics. Emphasizes the language of research and the practical application of research designs to business. *Prerequisite: STAT361.*

### MGMT423 Compensation and Incentive Systems (3)

Deals with a wide range of pay theories together with certain precise methods of building compensation scales. Introduces the pay survey and requires development of an individual project. Considers problems of compensation and fringe benefits in times of high inflation. *Prerequisite: MGMT320.*

### MGMT425 Labor Markets (3)

Analysis of labor force, labor supply, wages, and unemployment in terms of labor marketing experience and current theories. Appraisal of effects of unions and government policies on the economic position of labor. *Prerequisites: ECON301 and ECON302.*

### MGMT426 Human Resource Training and Management Development (3)

Reviews the various internal and external sources and techniques of training the work force and provides the opportunity for students to develop and implement at least one training product. *Prerequisite: MGMT301.*

### MGMT430 Small Business Administration (3)

Focuses on understanding the principles and techniques of management in relation to a small business. Studies fundamental aspects of the managerial process, including planning, organizing, staffing, directing, and controlling. Studies marketing, finance, and computers as they relate to small business. *Prerequisite: MGMT301 or permission of instructor.*

**MGMT432 Quality Management (3)**

Provides an introduction to the economic and management aspects of quality control of products and processes. Statistical concepts and tools related to the design and implementation of acceptance sampling plans and control charts for statistical process control will be discussed. Topics covered include control charts for variables (x- and r-charts), control charts for attributes (p- and c-charts), operating characteristic (OC) curves, producer and consumer risks, lot tolerance percent defective, acceptance quality level, quality circles, quality assurance, etc. *Prerequisites: MGMT301 and STAT361.*

**MGMT442 Supply Chain Management (3)**

Considers the entire supply chain, covering both materials management (inbound) and physical distribution (outbound). Discusses the relationship management needed to build an effective supply chain. Emphasizes the strategic potential of logistics to attract and hold on to customers. Covers the five major costs of logistics (inventory, storage, packaging, transportation, and information) and the tradeoffs involved in managing these costs. *Prerequisite: MGMT340.*

**MGMT443 Production and Inventory Control Systems (3)**

Considers the concepts and methods for planning, scheduling, and controlling manufacturing operations. Includes machine loading, applications for short-run production, and continuous production. Studies tooling, equipment, and production of manufactured and processed products. Presents applications of the management science method, including forecasting demand, scheduling production, controlling inventories, linear programming, waiting line, simulation, and statistical techniques for controlling production. *Prerequisite: MGMT340.*

**MGMT445 Seminar in Production and Operations Management (3)**

Focuses attention on the application of quantitative analysis, systems analysis, and other dynamic techniques to current operations problems. Readings, problems, classroom discussions, and group participation are required of all students. Individualized projects are possible that will be presented and evaluated in group sessions. Open to seniors only. *Prerequisite: MGMT340.*

**MGMT455 International Business Strategy and Technology Management (3)**

Management of financial, human, operations resources, and technological innovation in international contexts. Focuses on the design and implementation of corporate strategies and performance measurement. *Prerequisite: MGMT410 or permission of instructor.*

**MGMT469 Business Policy (3)**

This capstone course of the B.A. in Business and Administration is designed to integrate the various functional areas of business and administration through case discussion that applies management, finance, production, marketing, economics, and accounting principles to solving business problems. *Prerequisite: Last course in undergraduate program; open to degree-seeking CBPA students only. Apply for enrollment in CBPA Academic Advising Office.*

**MGMT470 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within management and an instructor to sponsor the work. *Prerequisite: Permission of instructor and dean.*

**MGMT480 Internship: . . . (3)**

Designed to provide management students with supervised practical experiences in applied settings. *Prerequisite: Permission of instructor and dean.*

**MGMT511 Statistical Data Processing for Business (3)**

Deals with the systematic collection, analysis, and interpretation of business data. Topics include principles of measurement, concept of statistical design of experiments, sampling methods, handling missing data, efficient coding, and analysis using package programs. Approximately 50 percent of course time will be devoted to computer applications. *Prerequisites: STAT362, MGMT610, or permission.*

**MGMT515 Administration of Non-Profit Organizations (3)**

Stresses the relationship between the principles of business administration management and institutional management. Emphasizes the differences in goal setting and attainment and dependence upon different sources for their funds. Discusses the importance of volunteerism for a broad base of support and validation of need. *Prerequisite: MGMT301 or permission of instructor.*

**MGMT520 Managing Automated Office Systems (3)**

Applies principles of management and organization to automated (electronic) offices. Addresses the effects of integrated office systems on the organizational structure, basic office functions, the employees, and physical environment of the office. *Prerequisites: MIS370 and MGMT301.*

**MGMT540 Business Ethics and Social Responsibility (3)**

Explores the role of the corporation in modern society and its responsibilities to the public, government, and the economic and social well-being of the nation. *Prerequisite: MGMT301 or permission.*

**MGMT550 Topics in Management: . . . (1-3)**

Presents selected topics in the private and public sectors. May be repeated for credit with different topics. *Prerequisites vary by topic.*

**MGMT560 Advanced Business Communications (3)**

Taught in conjunction with other designated courses in the College of Business and Public Administration to emphasize advanced writing and speaking skills. Emphasizes research methods, organization, formatting, writing, and oral presentation of business reports and proposals. Examines problems in intercultural communication, especially in international business. *Prerequisite: MGMT360 or equivalent.*

**MGMT601 Foundations of Management (3)**

Introduces students to the language and practice of general management, including the legal, social, and global environment of business, the craft of the general manager, the functions of management, and the role and practice of marketing and operations. Uses case analysis and teamwork. This is a foundation course for the M.B.A. program. *Prerequisite: Graduate student status or instructor permission. If a student has taken the equivalent of MGMT301 and MKTG301, this course may be waived.*

**MGMT610 Foundations of Managerial Statistics (3)**

Provides the graduate student with sufficient statistical background for the M.B.A. Includes descriptive statistics, sampling procedures, interval estimations, significance testing, correlation, regression, and the analysis of variance. The course is a foundation course for the M.B.A. degree. *Prerequisite: Graduate student status or instructor permission. If a student has taken the equivalents of STAT361 and STAT362, this course may be waived.*

**MGMT810 Organizational Behavior in the Global Context (3)**

Study of behavior in organizations worldwide and a critical examination of theories for explaining organizational change and phenomena. *Prerequisite: MGMT601 or its equivalent and graduate student status or instructor permission.*

**MGMT816 Production Problems and Analysis (3)**

Production planning, machine operations, and materials for the manufacture of a product. Problems include the analysis of the elements of production scheduling and control, balancing work stations on production lines, and simulating plant layout. *Prerequisite: MGMT340 or permission.*

**MGMT820 Human Resource Management Strategies (3)**

Examines factors both internal and external to the organization and their influence on human resource planning. Deals with current issues and research in the area of human resource management. *Prerequisite: MGMT601 or its equivalent, and graduate student status or instructor permission.*

**MGMT823 Problems in Business Ethics (3)**

Explores the role of the corporation in modern society and its responsibilities to the public government and the economic and social well-being of the nation. *Prerequisite: MGMT301.*

**MGMT825 Problems in Industrial Relations (3)**

Deals with problems arising from employer-labor relationship. Studies theories of work, problems in organization, human resource management, and industrial relations research. *Prerequisites: MGMT601 or its equivalent, and graduate student status or instructor permission.*

**MGMT830 International Management (3)**

Study of the complexity of the problems of international management. Deals with organizational structure, technology, behavioral systems, institutional differences, and future of international management. *Prerequisite: MGMT301 or permission.*

**MGMT840 Operations Management: Strategies and Techniques (3)**

Covers the major topics of operations management, including product/service design, process design, quality management, inventory management, scheduling, purchasing and logistics, with significant emphasis given to the logic and techniques of quality management and process improvement. Focuses on the strategic impact of operations and the relationship among operations and the other functional areas of the firm. *Prerequisites: MGMT601 and MGMT610 or their equivalent, and graduate student status or instructor permission.*

**MGMT845 Small Business Management (3)**

Applies the principles and techniques of management to the operation of a small business. Develops an in-depth understanding of small businesses using Small Business Institute cases. *Prerequisites: MGMT430 or graduate standing and instructor's permission.*

**MGMT849 Business Policy and Strategy (3)**

Capstone course of the M.B.A. degree designed to integrate the various operating functions of a business. Shows the business as a system and demonstrates those special coordinating skills and knowledge that are necessary at the upper levels of an organization. Uses case analysis and assigned readings. *Prerequisite: Last trimester of student's program; open to degree-seeking CBPA students only. Apply for enrollment in CBPA Academic Advising Office.*

**MGMT850 Business Instructional Internship (3)**

Designed to provide vocational education teachers the opportunity to study modern business and industrial practices through a supervised experience in the private sector. *Prerequisite: Occupational and vocational education teachers.*

**MGMT851 Innovative Methods in Occupational Programs (3)**

Explores current research and teaching practices relating to the development and classroom use of individualized instruction, large-group and small-group methods, audio-visual techniques, games, and other modes of innovative instruction in business education. Assesses value and relevance of innovative methods in vocational education.

**MGMT852 Organization and Administration of Cooperative Occupational Programs (3)**

This is the first of two courses required for high school teacher-coordinators to be certified with the Illinois State Vocational Education Department. Deals with designing and implementing a total cooperative education program, including curricula. Discusses vocational education laws, identifying and securing training sites, preparing an effective training plan, and implementing effective public relations.

**MGMT853 Coordinating Techniques of Cooperative Vocational Education Programs (3)**

This is the second of two courses required for high school teacher-coordinators to be certified with the Illinois State Vocational Education Department. Focuses on the development of program policy, functioning with school and community personnel, and recruitment and selection of students. Also includes location and development of training stations, placement of students, and legal considerations and related instructions.

**MGMT854 Vocational Planning for Special Needs Population (3)**

Emphasizes employment opportunities, community agencies, legal aspects, and academic areas that are significant in the life of the mentally handicapped individual within the community.

**MGMT855 Leadership Dynamics (3)**

This course is designed to give the student an understanding of the leadership task in modern organizations. It is a skills oriented approach, though the material will be linked to theory. Thus, we will concentrate on application and implementation by combining lectures and readings within class case analyses and group exercises. *Prerequisite: MGMT301.*

**MGMT860 Issues in Public and Private Management (3)**

An advanced study of organizational issues such as leadership and organizational change. Students apply the ideas to public or private organizations. *Prerequisite: MGMT810.*

**MGMT864 Interdisciplinary Team Process (3)**

This course will bring together graduate students from many disciplines to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. This course will use communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach will show students effective techniques for valuing and educating clients/customers, identifying and overcoming barriers to effective customer/client service, and leading to outcomes desired by the client/customer. *Prerequisites: Graduate student status.*

**MGMT865 Advanced Topics in Management: . . . (1-3)**

A graduate seminar exploring selected contemporary issues in the private and public sectors. May be repeated for credit with different topics. *Prerequisites vary by topic.*

**MGMT870 Independent Study: . . . (3)**

Independent study is intended to provide better students an opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation in management and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

**MGMT880 Internship: . . . (3)**

Designed to provide management students with supervised experiences in applied settings. *Prerequisite: Permission of instructor and dean.*

**MGMT890 Graduate Thesis/Project: . . . (6) P/NC**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate in business should select the thesis option. *Prerequisites: Permission; last trimester of M.B.A. student's program of study.*

## Management Information Systems

---

**MIS301 Basics of Information Technology (3)**

Provides an introduction to the use of computers in business data processing, including introductory concepts of computer technology. Includes hands-on experience with various microcomputer software packages, focusing on student use of electronic spreadsheet, word-processing, database, and presentation software.

**MIS310 Word Processing Applications: . . . (1-3)**

Provides information on applications of word processing packages. See schedule for specific package covered. Credits earned in this course may not be applied toward degree requirements of the undergraduate majors in Business and Administration, Business and Technology, Management Information Systems, and Accounting. This is a repeatable course. *Prerequisite: Familiarity with MS Windows-based systems.*

**MIS320 Spreadsheet Applications: . . . (1-3)**

Provides information on applications of spreadsheet packages. See schedule for specific package covered. Credits earned in this course may not be applied toward degree requirements of the undergraduate majors in Business and Administration, Business and Technology, Management Information Systems, and Accounting. This is a repeatable course. *Prerequisite: Familiarity with MS Windows-based systems.*

**MIS330 Database Applications: . . . (1-3)**

Provides information on database management packages. See schedule for specific package covered. Credits earned in this course may not be applied toward degree requirements of the undergraduate majors in Business and Administration, Business and Technology, Management Information Systems, and Accounting. This is a repeatable course. *Prerequisite: Familiarity with MS Windows-based systems.*

**MIS360 Microcomputer Development and Diagnosis (3)**

Prepares students for the A+ Certification exam by teaching the hardware components of various microcomputer systems, how to diagnose and repair problems, upgrade systems and add peripherals. Provides a solid base of understanding of both Windows-based and MAC operating systems, including operating system commands. *Prerequisite: MIS301.*

**MIS370 Management Information Systems (3)**

Provides an overview of business data processing and management information systems. Covers introductory concepts of systems analysis techniques, nature of computer applications in business, problem solving, and discusses the future of computer technology. Includes use of database software in solving business-related problems and the integrations of applications software. *Prerequisites: MIS301 within five years with successful completion of software exam or permission of instructor.*

**MIS399 Topics in Innovative Technology Systems (1-3)**

Provides for hands-on experience with the latest software updates and latest technological offerings.

**MIS401 Business Systems Analysis (3)**

Introduces and utilizes the basic concepts of analysis of information systems. Emphasis will be on business systems development using CASE tools. *Prerequisites: MIS370 within two years and corequisite (or prerequisite) of MIS420.*

**MIS402 Business Systems Design and Prototyping (3)**

Introduction to systems design and application prototyping presents several methods for extracting, presenting, and refining a business user's needs by building a working model with the help of software tools. Includes the basic concepts of design, specification languages, and systems implementation. Emphasis will be on business systems development using CASE tools. *Prerequisites: MIS401 within one year, MIS370 within two years, and MIS420.*

**MIS410 Software Evaluation (3)**

Deals with methodologies and strategies for the review and evaluation of selected applications packages. Emphasizes the procedures to evaluate packages and the related costs and efficiencies in the business context. *Prerequisite: MIS370.*

**MIS420 Business Information Retrieval and Database Management (3)**

Introduction to the management of database systems. Management problem solving will be related to the creation and management of databases to include the support of business strategies, competitive analysis, internal analysis of cost, and other selected business subjects. Commercial software will be used for development of databases. *Prerequisite: MIS370.*

**MIS430 Business Decision Modeling (3)**

Introduction to the uses of computers in creating models of business systems and simulations of business system outcomes. Covers the use of management gaming and the development of heuristic models used for management decision making. Introduces use of modeling software and simulation languages. *Prerequisites: STAT362 and MIS370.*

**MIS440 Telecommunications and Distributed Data Systems (3)**

Discussion of the fundamental terminology and operations of data communication networks, including interactive systems, distributed data processing and local area networks. *Prerequisites: MIS401 and MIS420.*

**MIS445 Fundamentals of Networking Hardware and Operating Systems (3)**

This course covers the fundamental hardware of networking, including cabling, network cards, switchers/routers, and servers. It covers the installation and troubleshooting of each of these components. Network Operating Systems installation and troubleshooting will also be covered. *Prerequisites: MIS301 and MIS370. MIS440 is corequisite or prerequisite. Otherwise, a student may enroll with instructor's permission.*

**MIS450 Information Systems Management (3)**

Offers real life approaches to the management of information systems. Focuses on current trends and techniques in this rapidly changing field. *Prerequisites: MGMT301, MIS401, MIS402, MIS420, and MIS440.*

**MIS460 Introduction to Management Sciences (3)**

Surveys the fundamentals of quantitative approaches to management decisions, including linear programming, forecasting, queuing, and inventory systems. Applications focus on business problems at an elementary level. *Prerequisite: STAT362.*

**MIS465 Information Systems Project Management (3)**

Capstone course of the MIS concentration designed to provide experiences similar to those encountered in MIS professional practice. The primary objective of this course is to integrate various concepts learned in other MIS and management courses in the context of designing, implementing, documenting, and testing a computer-based MIS project. This course will expose students to ethical concerns of the MIS profession and will emphasize strong project management and communication (oral and written) skills. *Prerequisites: MIS401, MIS402, MIS440, and permission from the Advising Office in the College of Business and Public Administration.*

**MIS470 Independent Study: . . . (1-3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in management information systems under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within management information systems and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

**MIS475 Commerce on the Internet (3)**

Explains the basic concepts of business uses for the World Wide Web. This course uses a variety of software tools for effective Web development as it pertains to the business world. *Prerequisites: MIS370, MKTG301.*

**MIS480 Internship: . . . (3)**

Provides the management information systems student with supervised practical experiences in applied settings. Requires at least three classroom meetings. Students are required to keep a journal of their experiences and will be required to submit a written report of their internship. *Prerequisites: Permission.*

**MIS515 Forecasting Techniques (3)**

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 MGMT610.*

**MIS550 Topics in MIS: . . . (1-3)**

This course offers the student the opportunity to study a current topic in this rapidly changing field. *Prerequisite: Permission of instructor.*

**MIS610 Information Systems for Managers (3)**

Provides an introduction to the use of computers to manage and analyze information in business and public administration. This includes introductory concepts of computer technology and management of information systems, concepts of systems analysis and problem solving, and extensive hands-on experience with various microcomputer software packages. *Prerequisite: MIS301 or permission of instructor.*

**MIS725 Healthcare Informatics (3)**

Investigates the current status of MIS in health administration. Prepares students for the computer assisted management process of the future. Includes microcomputer applications for administrators, systems analysis and design, and computer selection strategies. Knowledge of basic computer science is desirable. *Prerequisites: Computer literacy; HLAD 700, and HLAD705.*

**MIS799 Advanced Topics in MIS (3)**

This course offers the student the opportunity to study an advanced current topic in this rapidly changing field. *Prerequisite: Permission of instructor.*

**MIS800 Information Systems and Technology (3)**

Studies the role and application of computers and information systems in modern organizations. Provides an overview of new and emerging technologies and their application to improve the processes of acquisition, processing, and utilization of information for managerial decision making. Examines the specific role of telecommunications and database management in the context of the global business environment. *Prerequisites: MGMT601 and MIS610 or their equivalents, and graduate student status or permission of instructor.*

**MIS801 Systems Analysis and Design (3)**

Introduction to systems analysis and design as methods for extracting user needs and developing of a working computer-based system. *Prerequisites: Graduate student status and corequisite (or prerequisite) of MIS820.*

**MIS820 Database Development and Implementation (3)**

Introduction to development and implementation of databases and use of database management systems. Several commercial software packages will be reviewed. A major development project will provide hands-on experience with at least one particular database package. *Prerequisites: Graduate status, MIS800, ACCT601, ECON601, MGMT601, MGMT610, and MIS610, or equivalents, or permission of instructor.*

**MIS840 Distributed and Network Systems (3)**

Comprehensive coverage of distributive information systems and networking systems. Topics will include development of these systems and will include hands-on experience with LAN operating systems. *Prerequisites: Graduate status, MIS610, ACCT601, ECON601, MGMT601, MGMT610, or equivalents, and MIS800, or permission of instructor.*

**MIS847 Cellular and Wireless Communications (3)**

An overview of cellular telephones, including regulatory framework, RF design, and frequency reuse, signaling, and wireless interconnection issues. Personal Communication Systems (PCS), mobile radio, satellite, and paging systems will also be covered. *Prerequisite: Please see program office for prerequisite (unavailable at the time this catalog was printed).*

**MIS850 Artificial Intelligence Systems for Management (3)**

This course provides an overview of the broad field of artificial intelligence (AI) as it applies to managerial functions. Management applications of AI are considered in terms of their function and structure, and representative systems are examined. Includes exposure to management support systems, group support systems, and executive information systems, hands-on development of a managerial decision support system, expert system and neural network. Specific considerations of how to recognize and apply appropriate AI technology to a management problem. *Prerequisites: Three semester hours undergraduate college credit in a computer programming language other than BASIC or industry programming experience; and three semester hours graduate college credit in management information systems (MIS800) or equivalent industry experience.*

**MIS860 Strategies in Internet Commerce (3)**

This course uses various development tools to focus on the specific needs of companies which desire to market on the Internet. Various marketing techniques are discussed, as well as their appropriate uses on the Internet. Students will study and assess multiple existing marketing sites to determine how best to develop such sites. A real life business marketing site will be developed as a group project. *Prerequisites: Graduate status, MGMT601, ACCT601, ECON601, or equivalents, MIS800, and MKTG801.*

**MIS870 Independent Study: . . . (1-3)**

Independent study is intended to provide better students an opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation in management information systems and an instructor to sponsor the work. *Prerequisite: Permission of instructor or dean.*

**MIS890 Graduate Research Thesis: . . . (6)**

Student must complete original research within the guidelines as set forth by three faculty members (of the student's choice). Student must choose a research chairperson who agrees to the student's area of interest. Together, the chairperson and student will select two additional faculty members who are interested in this topic of research. *Prerequisite: Student must be within nine hours (including this course, MIS890) of completion of graduate studies. Student must receive permission to enroll in this course.*

**MIS895 Graduate Project (3)**

Student must complete an original project within the guidelines as set forth by three faculty members (of the student's choice). Student must choose a project chairperson who agrees to the student's area of interest. Together, the chairperson and student will select two additional faculty members who are interested in this project. *Prerequisite: Must be within nine hours (inclusive) of completion of their graduate studies in MIS.*

## Marketing

---

**MKTG301 Introduction to Marketing Management (3)**

Offered in both lecture and televised formats. Introduces the managerial approach to marketing. Includes study of markets, institutions, and the environment in which business and non-business enterprises operate. Emphasizes marketing decision process regarding the marketing mix, marketing program, and selected applications. *Prerequisite: ECON301.*

**MKTG320 Consumer Behavior (3)**

Draws on the behavioral sciences to provide insight into consumer needs, wants, and behavior in the marketplace. Emphasizes how the manager in business and non-business organizations can build an understanding of the individual consumer into the marketing decisions of goods and/or services. Provides an overview of the role of consumer research. *Prerequisite: MKTG301.*

**MKTG430 Managing Market Strategies (3)**

Considers the need to generate and evaluate product and price strategies. Topics typically include market analysis, market segmentation and positioning, market measurement and forecasting, product life cycles, new product, product line and portfolio decisions, brand and warranty decisions, pricing for seasonal demand shifts, pricing to deter entry of rivals, pricing for segmented markets and for multi-market and multi-product firms, internal pricing, and after-product pricing, and psychological considerations in retail pricing. Lectures are supplemented by problems, cases, and/or a simulation exercise. *Prerequisite: MKTG301.*

**MKTG440 Marketing Logistics and Distribution (3)**

Deals with the role of distribution in the marketing mix of product, price, and promotion, with emphasis on channel structure and logistical decisions. Topics include exchange and market intermediaries, types of channels and their use, structure of retailing and wholesaling, selectivity and the degree of directness in channel decisions, customer service decisions, inventory management, transportation modes, warehousing decisions, and sales forecasting. Lectures will be supplemented by problems and/or cases. *Prerequisites: STAT361 and MKTG301.*

**MKTG445 International Marketing Strategies (3)**

Marketing management of international operations. Focuses on specific managerial decisions encountered in marketing in different cultures. *Prerequisite: MGMT410 or permission of instructor.*

**MKTG450 Promotional Strategies (3)**

Considers the development and implementation of the various elements of the marketing communications program. Advertising, personal selling, publicity, public relations, and sales promotion are examined as the base for developing effective policies and strategies for communicating with markets. Opportunities are provided to examine the marketing communications problems of non-business as well as business operations. *Prerequisite: MKTG301.*

**MKTG460 Marketing Research (3)**

Studies the research process as an aid to planning and decision making in marketing management. Topics include the role of research and information systems in defining and planning research needs, obtaining marketing information, and identifying target markets. Attention also given to product and advertising research and market and sales analysis. *Prerequisites: MKTG301 and STAT361.*

**MKTG470 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in marketing under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within marketing and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

**MKTG480 Internship: . . . (3)**

Designed to provide marketing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**MKTG570 Sales Organizations (3)**

Concerned with the design, development, and analysis of sales organizations, sales department relations, personnel management in the selling field, sales budgets, and cost analysis and their impact on the sales organization, and sales territories and quotas. Includes the role of the sales executive in coordinating and controlling the marketing mix. Considers current issues related to sales organizations. *Prerequisite: MKTG301.*

**MKTG572 Business to Business Marketing (3)**

Examines planning, organizing, and controlling organizational marketing activities. Studies new products and services and how they are marketed. Includes classification of products and customers, buying procedures, applications of new product development and planning procedures, sales engineering, marketing research, pricing practices, promotion applications, logistics, after sale service, and other topics. *Prerequisite: MKTG301.*

**MKTG580 Marketing for Nonprofit Organizations (3)**

An introduction to marketing concepts and tools and their applications to nonprofit organizations. Compares and contrasts different aspects of non-business and business marketing. Considers the impact of publics and the environment in developing non-business marketing programs. *Prerequisite: MKTG301.*

**MKTG801 Strategic Marketing (3)**

Reviews the marketing decision process with emphasis on recognition and analysis of marketing problems, generation and evaluation of alternative solutions, and development of plans and strategies for implementing chosen solutions. Provides an overview of current issues and developments in marketing. *Prerequisites: MGMT601, ECON601 and MGMT610, or their equivalent, and graduate student status or instructor permission.*

**MKTG805 Buyer Behavior (3)**

Review of the literature of buyer behavior with emphasis on central concepts and methods. An advanced treatment of motivations, perceptions, demographics, buyer search for information, models of buyer behavior, consumerism, and public policy is provided. *Prerequisite: MKTG430 or MKTG801.*

**MKTG810 Marketing Information: Methods and Analysis (3)**

An advanced treatment of the various methods in which a marketing research problem can be addressed. Develops recognition and appreciation of the environmental factors and their impact on marketing information. Focuses on the creative application and critical evaluation of the procedures of marketing information through the use of case method and research projects. *Prerequisite: MKTG460 or MKTG801.*

**MKTG820 International Marketing (3)**

Examines the role of marketing in economic development. Covers several contemporary issues in international marketing, including the impact of multi-national corporations on the world economy. Discusses different techniques of entering international markets, the basic elements underlying the development of an international marketing mix, and the forms of organization used in international marketing. *Prerequisite: MKTG801.*

**MKTG850 Selected Contemporary Issues in Marketing: . . . (1-3)**

A graduate seminar exploring contemporary issues in the field of marketing. May be repeated for credit with different topics. *Prerequisites vary by topic.*

**MKTG870 Independent Study: . . . (3)**

Independent study is intended to provide better students an opportunity to study a topic of their choice in marketing under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within marketing and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

**MKTG880 Internship: . . . (3)**

Designed to provide marketing students with supervised, practical experiences in applied settings. *Prerequisite: Permission.*

**MKTG890 Graduate Thesis/Project: . . . (3) P/NC**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate in business should select the thesis option. *Prerequisites: Permission; last trimester of M.B.A. student's program of study.*

## Mathematics

---

**MATH320 Mathematical Structures and Concepts I (3)**

An introductory, content-oriented mathematics course, including problem solving, sets, numeration systems, integers, rational numbers, ratios, and proportions. *Prerequisite: Intermediate algebra or satisfactory completion of the university basic mathematics proficiency examination at the intermediate algebra level.*

**MATH322 Mathematical Structures and Concepts II (3)**

Topics include informal logic, problem solving, informal geometry, transformation geometry, tessellations, measurement, probability, and statistics. *Prerequisite: MATH320.*

**MATH325 College Algebra (3)**

Review of algebra, including factoring and operations with polynomials; exponents and radicals; first and second degree equations and inequalities; absolute value; rational, exponential, logarithmic, inverse functions, and graphs. Designed to prepare students for statistics and/or applied calculus courses. *Prerequisite: Intermediate algebra or satisfactory completion of the university basic mathematics proficiency examination.*

**MATH330 Geometry (3)**

Covers topics in geometry selected from modern elementary geometry, including transformations, Euclidean constructions, introduction to projective and non-Euclidean geometries and geometric aspects of plane trigonometry. *Prerequisites: High school geometry, MATH320, and MATH325.*



**MATH335 Mathematical Foundations (3)**

A mathematics course satisfying the mathematics requirement for general education. This course is designed to give students an introduction to formulating mathematical solutions to problems drawn from real life applications. Topics are chosen from geometry, counting techniques and probability, graph theory, logic/set theory, mathematical modeling, mathematics of finance, game theory, linear programming, and statistics. The focus is on improvement of the mathematical reasoning skills. The course requires computer usage. *Prerequisite: Students are expected to have passed the quantitative proficiency examination(s).*

**MATH340 Discrete Mathematics (3)**

An introduction to mathematical induction, sets, relations, functions, Venn diagrams, truth tables, propositional calculus, combinatorics, graphs, directed graphs, Boolean algebra, lattices, difference equations, recursion, discrete probability, random numbers, queues, algorithms, and representations of algorithms. *Prerequisite: MATH320 or MATH325.*

**MATH355 Applied Calculus (3)**

A survey course for business students and others needing only one course in calculus. Covers basic concepts, methods, and applications of differential and integral calculus. The entering student should have a solid command of algebraic and graphical methods. Theory is presented and illustrated with examples drawn from business, economics, and natural systems. The course provides a foundation for more advanced courses in calculus, economics, science, and operations research. *Prerequisite: MATH325 or satisfactory completion of the university basic mathematics proficiency examination.*

**MATH440 Linear Algebra (3)**

An introduction to linear algebra and matrices. Topics include systems of equations, determinants, vector spaces, subspaces, linear independence and bases, linear transformations and matrices, rank, nullity, diagonalization, and quadratic forms. Includes discussion of applications of matrices in economics, linear programming, graph theory, game theory, statistics, and/or numerical analysis. *Prerequisite: MATH355.*

**MATH450 Principles of Operations Research (3)**

Introduction to the principles and methods of operations research. Draws upon calculus, statistics, and probability as prerequisites. Topics include the systems approach, linear programming, queueing theory, inventory theory, decision analysis, PERT/CPM, integer programming, and simulation. *Prerequisites: MATH340, MATH355, and STAT521.*

**MATH455 Differential Equations (3)**

A basic course in differential equations covering existence, uniqueness, homogeneous equations, first order and simple higher order equations, linear constant coefficient equations, and simultaneous equations. Introduction to numerical analysis concepts and available computer packages for numerical solutions. *Prerequisite: MATH355; MATH440 is recommended.*

**MATH460 Modern Algebra (3)**

An introduction to algebraic structures and topics, including relations, operations, mappings, groups, rings, fields, homomorphisms, quotient structures, polynomials. *Prerequisite: MATH440 or equivalent.*

**MATH465 Number Theory (3)**

A study of the properties of whole numbers: divisibility, primes, modular arithmetic, secret codes, hashing functions, quadratic reciprocity, sums of squares, continued fractions, Diophantine equations, Pell's equation, square-triangular numbers, errors in finite-precision arithmetic using pocket calculators and computers, Fermat's Last Theorem, and related topics. *Prerequisite: MATH325, College Algebra or MATH320, Mathematical Structures and Concepts. Knowing how to program a computer is useful but not necessary.*

**MATH470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in mathematics under the supervision of the faculty. *Prerequisite: Permission.*

**MATH870 Graduate Research: . . . (1-4)**

Individual reading, research, and/or project in mathematics under the supervision of the faculty. *Prerequisite: Permission.*

**Media Communications**

---

**MCOM420 Media and Society (3)**

Surveys the development and influence of the mass media, including print, broadcasting, and film. Examines psychological, social, cultural, political, and economic impact of media.

**MCOM440 Television Production (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.

**MCOM450 Writing for Print Media (3)**

Presents basic skills relevant to working for weekly or daily newspapers, magazines, house organs, and public relations channels. Emphasizes conventional journalistic style and structure and includes editing, copy editing, and writing of captions and headlines.

**MCOM468 Senior Seminar (3)**

The capstone undergraduate course presents discussions of contemporary communication issues as well as group and individual student projects.

**MCOM470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in media communications under the supervision of the faculty. *Prerequisite: Permission.*

**MCOM480 Internship: . . . (1-4)**

Designed to provide the media communications student with supervised practical experiences in applied settings, both on and off campus. Students may work in specialized areas in Governors State University's Communications Services Center. May be repeated. *Prerequisites: Prior production courses in area of work and permission.*

**MCOM505 Media Symposium: . . . (1) P/NC**

A workshop exploring selected issues in depth. Faculty of the media program are joined by media professionals, social critics, community leaders, and public officials, as well as other university faculty.

**MCOM510 Theory and History of a Free Press (3)**

Examines theories of a free press and evolution of the First Amendment. Considers contemporary notions of mass media freedoms, limits and responsibilities, and relevance of Milton, Mill, Jefferson, and other free press thinkers to current media problems. Also considers media ethics.

**MCOM511 Communication Ethics (3)**

Examines the principles of personal, public, and media ethics. Historical and contemporary approaches to ethical behavior are explored. Current issues serve as a focus for class discussion and assignments.

**MCOM512 Media Communications Law (3)**

Identifies, details, and evaluates various contemporary issues in media law from the perspective of the communicator. Includes free speech principles, First Amendment issues, libel, broadcast regulation, right of privacy, copyright, fair trial/free press.

**MCOM520 Audio Production (4)**

Production in the audio medium. Students learn correct studio and remote production procedures, editing, and mixing on media laboratory equipment. Seven projects are produced for student portfolios.

**MCOM525 Desktop Publishing (3)**

This course is intended to serve as an introduction to computerized graphic arts production for art, communications, and other majors. While the computer and desktop publishing software have put very powerful design and page layout tools into the hands of a broad range of users, few of these users have had any training in art, text, visual, and layout design. The result of this is often technically sophisticated but naive output. To help users of these technologies produce work that is both competent and imaginative, this course will serve as a survey of available production techniques, as well as a basic introduction to the principles of text, visual, and layout design.

**MCOM531 Writing for Radio and Television (3)**

Exercises and script writing for radio and television.

**MCOM532 Writing for Film/Video (3)**

Advanced script writing class for students who understand terminology, production fundamentals, and creating visual sequences for film. *Prerequisite: Writing class in film and television, or experience in script writing for film or television.*

**MCOM534 Video Production Editing (3)**

Provides students with in-depth video editing in VHS and S-VHS formats. *Prerequisite: MCOM 440 or permission.*

**MCOM535 Television: Remote Techniques (3)**

Considers non-studio production using portable video equipment. Provides practical experience in both remote shooting and editing. *Prerequisites: MCOM440, MCOM534, or permission.*


**MCOM539 Advanced Television Production (4)**

Emphasizes sophisticated uses of production skills in color facility. Particular attention is devoted to lighting, audio, and beginning post-production. *Prerequisite: MCOM440 or permission.*

**MCOM540 Film Seminar: . . . (3)**

Presents selected topics in film aesthetics, history, and genre analyses. May be repeated for credit with different topics.

**MCOM541 American Cinema (3)**

Offered in televised format only. A film studies  course that covers American film history from the silent era to the present day. Students will learn how American films reflect and shape popular culture, the basic technical and critical vocabulary of motion pictures, how the technology of cinema relates to film art, the economic structure of the film industry, and how to watch films actively and critically.

**MCOM542 Film and TV Documentary (3)**

Examines style and influence of key documentary filmmakers. Identifies film techniques used to document events. Analyzes issues in documentary filmmaking. Describes effects documentary film has on perception of events and issues.

**MCOM546 Advanced Video Editing (3)**

Advanced video editing techniques for students who have completed basic video production and editing. Students will work in Media Lab with computer editor, video toaster, and A/B roll equipment. *Prerequisites: Basic video production (MCOM440) and basic video editing (MCOM534) or permission.*

**MCOM548 On-Air Performance (3)**

Provides students with direction and constructive critique of on-mike and on-camera performance and affords non-performers an awareness of the problems faced by on-air talent.

**MCOM550 Newswriting and Reporting (3)**

Emphasizes interviewing and research skills. Covers speeches and meetings, single and multi-source articles.

**MCOM551 Introduction to Public Relations (3)**

Introduces the beginning student to the public relations profession and to the tools used by practitioners. Presents the history and philosophy of public relations, and trains the student in the techniques of preparing public relations plans to satisfy the needs of both private businesses and public institutions/organizations. *Prerequisite: MCOM450 or permission.*

**MCOM552 Public Relations Case Studies (3)**

Provides an in-depth study of several actual public relations cases. Exposes students to a series of imaginary public relations situations that permit students to develop their own solutions and approaches to the problems that have been related in the various scenarios. *Prerequisite: MCOM551.*

**MCOM555 Broadcast Journalism (3)**

Principles and practices for the broadcast journalist. Translates theory into practical experience by covering stories for radio and television. Laboratory experiences, including electronic news gathering (ENG), are an essential part of the course. *Prerequisite: Prior media or journalism course.*

**MCOM560 Women in the Media (3)**

Examines historical and contemporary role of women communicators—reporters, publishers, editors, broadcasters, and filmmakers. Analyzes image of women as expressed in American media, both general and women's media, from 17th century to present.

**MCOM565 Broadcasting in America (3)**

Examines the development, structure, content, context, and influences of the broadcast media.

**MCOM 566 Broadcast Programming History (3)**

A comprehensive examination of the history and trends in American radio and television from 1920 to the present. Original source material is used.

**MCOM567 Children and Television (3)**

Explores children's television programming and its impact. Evaluates such programming in terms of its production quality, social values, and educational entertainment values. Identifies resources of children's television viewing in relation to development of the child.

**MCOM570 Media Workshop: . . . (1-4)**

Specific media technologies, skills, and issues are considered in a series of workshops using outside resources. Workshops may be repeated for different subjects. *Prerequisites: Will vary depending upon specificity of particular workshop.*

**MCOM630 Television Directing (4)**

Studio-oriented course on the techniques of television directing. Focuses on television aesthetics and unique aspects of medium. *Prerequisites: MCOM440, MCOM539, or permission.*

**MCOM651 Investigative and Specialized Reporting (3)**

Analyzes and applies investigative reporting approaches and techniques, emphasizing interviewing and scientific research methods. Covers several beats, including education, science, business, crime, politics, and urban affairs. *Prerequisite: Prior journalism course work or experience.*

**MCOM660 Non-Broadcast Television Operations (3)**

Provides students with experience in non-broadcast TV in corporate operations, including services provided by departments in businesses, industries, educational institutions, medical facilities, and government departments (including the military). Emphasizes the uses of non-broadcast TV for instruction, information, promotion, public relations training, employee orientations, production controls, and corporate communication. Incorporates several field trips and guest speakers to address issues. *Prerequisite: MCOM440.*

**MCOM740 Trends in Communications Technologies (3)**

Examines emerging communications technologies, applications and issues, including converging digital technologies and multi-media; the Internet and World Wide Web; communications satellites; video distribution systems including cable, video cassettes and disks; and virtual reality. Also considers programming and content planned or available.

**MCOM750 Feature and Review Writing (3)**

Advanced writing for students interested in staff or freelance careers in professional journalism. Lab work may be published and emphasizes the interrelationship of style and content. Covers profiles, color stories, and reviews of various arts and media. *Prerequisite: Prior journalism course work or experience or permission.*

**MCOM755 Media Management (3)**

Examines management of broadcasting, cablecasting, and corporate media. Focuses on management functions in various-sized markets, including personnel, programming, community relations, and promotion. Also considers emerging challenges to managers, such as impact of new technologies and changing laws and regulations.

**MCOM803 Contemporary Issues: . . . (3)**

A graduate seminar exploring a selected issue in media, communication, or popular culture. May be repeated for credit.

**MCOM830 Graduate Seminar in Media Communications (3)**

Examines classic literature in mass communications as way of understanding origins and theoretical bases of the discipline, and as a way of assessing its current status. Considers the teaching of communications at various levels.

**MCOM870 Graduate Research: . . . (1-4)**

Individual reading, research, and/or project in media communications under supervision of faculty. *Prerequisite: Permission.*

**MCOM880 Internship: . . . (1-4)**

Designed to provide the media communications student with supervised practical experiences in applied settings, both on and off campus. Students may work in specialized areas in Governors State University's Communications Services Center. May be repeated. *Prerequisite: Permission and experience in medium of work.*

**MCOM890 Graduate Thesis/Project: . . . (1-6)**

Provides the media communications student an opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests in media communications. *Prerequisite: Permission of advisor.*

## Music

---

### MUS303 Survey of Music History (3)



Offered in both lecture and televised formats.

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 twentieth century periods. Medieval and Renaissance periods are studied selectively.

### MUS320 20th Century Music (3)

Studies music during the early history of the twentieth century. Includes post-Romanticism, Impressionism, and Nationalism.

### MUS410 African-American Music (3)



Offered in both lecture and televised formats.

A survey of various modes of musical expression characterizing the black man's contributions to American culture. Covers west African sounds (1619-1800), jazz, spiritual, gospel, and contemporary soul.

## Nursing

---

### NURS304 Conceptual Basis for Professional Nursing (3)

Emphasizes professional approaches to nursing practices and builds upon rather than duplicates education received in a basic nursing program. Focuses on a conceptual approach in exploring dimensions of practice and client care issues, reflecting nursing's strategic position and ability to influence decisions and policies relative to social, ethical, political, legal, and economic environments. *Prerequisite: Fulfillment of requirements for admission to the bachelor of science in nursing or classification as a conditional degree-seeking or special nondegree-seeking student.*

### NURS305 Pathophysiology (3)

An introduction to the etiology, pathogenesis, clinical manifestations, and treatment of disease. Begins with fundamental pathophysiologic concepts followed by an examination of specific disease mechanisms in the various body systems. Clinical application relates the processes of diagnosis, treatment, and prevention. *Prerequisites: Admission to the nursing major; NURS304 or concurrent enrollment.*

### NURS306 Gerontological Nursing: Health Promotion for Older Adults (3)

Focuses on theories, concepts, and practices of primary and tertiary prevention among aging adults living in community settings. Physiological, psychosocial, and cultural factors related to aging, as well as chronic illnesses that affect people in later maturity, are explored. The nursing process with the aging adult is emphasized, and resources that assist the elderly in health care are examined. The interdisciplinary nature of gerontological theory and practice is explored. *Prerequisites: Admission to the nursing program and completion or concurrent enrollment in NURS304.*

### NURS312 Ethics in Professional Practice (3)

Explores values, codes, and principles that govern ethical decisions in professional practice within health care settings. Potential and actual ethical issues and dilemmas arising from practice are analyzed using the intellectual standards of critical thinking.

### NURS320 Teaching Individuals, Families, and Communities (3)

Designed to develop the knowledge and skills of the teaching/learning process in nursing as applied to various client-centered health problems. Objectives are prepared for teaching and evaluating client learning. *Prerequisite: NURS304.*

### NURS330 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. Off-campus clinical component allows students, under faculty supervision, to validate learned skills on well clients in selected health care settings. *Prerequisites: NURS304, NURS305, NURS312, and NURS320.*

### NURS400 Nursing Research: Analysis and Utilization (3)

Provides an introduction to the methods, development, accomplishments, needs, and trends of nursing research. Emphasis is placed on developing the student's ability to analyze and apply the products of nursing research. *Prerequisites: STAT468 and NURS330 or concurrent enrollment.*

### NURS410 Management in Nursing Care (3)

A study of the nurse manager's roles, functions, and responsibilities in professional nursing practice. Selected theories and principles of management styles are analyzed in relation to their effects on clients, families, and co-workers. *Prerequisite: NURS330.*

### NURS420 Community Health Nursing (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 varied community health settings. The roles and functions of the nurse in the distributive setting are developed during home visits and other nursing situations. Concepts of adaptation, change, communication, role, and others are emphasized within a systems framework. *Prerequisites: NURS305, NURS320, NURS330, and NURS410 or concurrent enrollment, permission of instructor.*

**NURS430 Episodic Nursing (7)**

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: NURS305; NURS330; NURS410, or concurrent enrollment; and permission of instructor.*

**NURS440 Nursing Seminar and Practicum (4)**

Students engage in terminal integrating experience that will demonstrate the use of a variety of learning experiences for initiating and implementing change in nursing practice and client care of all ages in episodic or distributive settings. Students develop and present a project demonstrating integration and proficiency in all nursing program competencies. Research findings are used. *Prerequisites: All major nursing courses, STAT468, and permission of instructor.*

**NURS470 Independent Study: . . . (1-8)**

Individual reading, research, and/or project in nursing under the supervision of the faculty. *Prerequisite: Permission.*

**NURS480 Internship: . . . (1-8)**

Designed to provide nursing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**NURS501 Special Topics: . . . (1)**

Readings, lecture, discussion and group projects in areas of current interest to practicing nurses. Potential areas include genetic assessment, management of osteoporosis, basic critical care topics, women's health issues. Focus will be placed on best practice concepts and new research. *Prerequisite: NURS330 or equivalent.*

**NURS740 Concepts In Advanced Practice Nursing (3)**

Integrates conceptual complexities of health maintenance, promotion, and restoration, incorporating knowledge from biological, behavioral, cultural, and environmental sciences, nursing, and research dynamics. Evaluates multidimensional health care client needs with nursing interventions throughout the life span and along the health-illness continuum. Focus is on knowledge, concepts, and clinical judgments needed in advanced practice nursing. *Prerequisite: Graduate nursing majors.*

**NURS750 Advanced Clinical Pathophysiology (3)**

Analysis of mechanistic and regulatory deficits in altered physiological states. Emphasis is on foundations of disease as the basis for clinical intervention. *Prerequisite: Graduate nursing majors or consent of the professor.*

**NURS755 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. Students develop models for clinical nursing practice incorporating the concepts of health promotion, restoration, and maintenance. *Prerequisites: NURS740 and NURS750.*

**NURS780 Advanced Health Assessment (4)**

Builds upon cognitive and assessment skills developed in a basic comprehensive physical assessment course. Focus is on interviewing and examining adult and pediatric clients to diagnose potential and actual health problems. *Prerequisites: NURS740 and NURS750.*

**NURS785 Research for Advanced Nursing Practice (3)**

Integration of research methodology, nursing theory, and statistics to formulate a proposal for conducting a pilot study to identify strengths and weaknesses in the intended design, sample population, and data collection instrument. *Prerequisites: NURS755 and NURS780.*

**NURS801 Pharmacotherapeutic Nursing (3)**

Prepares the advanced practice nurse to manage and evaluate drug therapies in clients who experience acute or chronic health problems. Focuses on pharmacotherapeutics and pharmacokinetics of drugs used with clients in advanced nursing practice. *Prerequisite: Admission to degree candidacy or permission of the professor.*

**NURS804 Seminar and Practicum In Acute Care Nursing (5)**

Management of the health/illness status of acutely ill clients through application of advanced knowledge and skills in nursing, health assessment, pathophysiology, pharmacology, and case management processes. *Prerequisite: Admission to degree candidacy.*

**NURS805 Seminar and Practicum In Chronic Care Nursing (5)**

Management of the health/illness status of chronically ill clients through application of advanced knowledge and skills in nursing, health assessment, pathophysiology, pharmacology, case management processes, and acute care. *Prerequisites: NURS801 and NURS804.*

**NURS806 Nursing and Health Care Policy (3)**

Analysis of changing economic, sociopolitical, legislative, and organizational systems that shape health care policies and the impact these policies have on the nursing profession and the nation's health care systems. Examines the opportunities, obligations, and limitations the nursing profession has in formulating health care policies. *Prerequisites: NURS801 and NURS804.*

**NURS820 Clinical Nurse Specialist (3)**

An examination of historical, theoretical, and conceptual bases of CNS role development, advanced practice, and evaluation. Emphasis on subroles and competencies of the CNS as expert practitioner, consultant, educator, researcher, collaborator, and clinical leader. Students develop a CNS model which defines, promotes, and supports advanced practice for clients with acute or chronic health care needs. *Prerequisites: NURS805 and NURS806.*

**NURS830 Nurse Educator (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. *Prerequisites: Permission of professor.*

**NURS835 Nurse Administrator (3)**

Explores the history and trends in nursing administration. Emphasizes theoretical approaches to the process of nursing administration within the organizational framework of nursing services utilizing the decision-making process and the concepts of human behavior. *Prerequisites: Permission of professor.*

**NURS845 Seminar and Practicum for Clinical Specialists (4)**

Provides graduate students with field experiences implementing the role of clinical nurse specialist. Students work with acutely and chronically ill clients incorporating advanced practice models in a variety of health care settings with a clinical nurse specialist and faculty supervision. *Prerequisites: NURS820 and permission of the professor.*

**NURS850 Seminar and Practicum for Nurse Educators (4)**

Involves students experimenting with various teaching/learning theories and strategies in selected nursing education settings. Focuses on implementation of the role of teacher and its applicability to nursing education systems. Concurrent seminars focus on functions unique to the nurse educator. *Prerequisites: Permission of the professor.*

**NURS855 Seminar and Practicum in Nursing Administration (4)**

Focuses on the implementation of the role of the nursing administrator in selected health care agencies. Concurrent seminars focus on functions unique to nursing administrative roles. *Prerequisites: Permission of professor.*

**NURS870 Independent Study: . . . (1-8)**

Individual reading, research, and/or project in nursing under the supervision of the faculty. *Prerequisite: Permission.*

**NURS880 Internship: . . . (1-8)**

Designed to provide nursing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**NURS890 Graduate Thesis/Project: . . . (1-8) P/NC**

Provides the nursing student the opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests in nursing. *Prerequisites: Degree candidacy and permission of thesis advisor.*

## Occupational Therapy

---

**OCCT440 Orientation to Occupational Therapy (2)**

This course is a mandatory prerequisite class for all students interested in admission to the Master of Occupational Therapy Program. It is designed to introduce the student to the field and profession of occupational therapy, with specific emphasis on the history of the profession, the various areas of practice, and the impact of current health care trends. Personal characteristics and qualities, team values and concepts, and professional standards, ethics, and terminology will be discussed.

**OCCT550 A Computer Application: Medical Terminology for the Health Professional (1)**

This is an independent, self-paced course that is open to all students interested in gaining knowledge of medical terminology. A programmed text and computer-based instruction is utilized. This course is a prerequisite for admission to the Master of Occupational Therapy program.

**OCCT706 Movement Analysis I Laboratory (1)**

This course is designed to complement Gross Anatomy and Movement Analysis I by providing hands-on experience with the kinesiological and biomechanical principles covered in PHYT705. Will include surface anatomy and developing palpation skills. *Prerequisite: Physical or occupational therapy majors. Corequisite: PHYT705.*

**OCCT 710 Special Topics (1-5) P/NC**

This course is designed to explore specific topics in the profession of occupational therapy and related fields. The participant will be offered intensive training and educational experiences pertaining to the chosen topic. *Prerequisite: Graduate student in occupational therapy, graduate of an accredited occupational therapy program, or the consent of instructor.*

**OCCT716 Movement Analysis II Laboratory (1)**

This course is a continuation of Movement Analysis I Laboratory and similarly is designed to complement Gross Anatomy II by applying the knowledge of structures to their participation in human movement. Emphasis is placed on movement performed with the pelvis and lower extremities and their application to specific joint, region, and/or whole body movements. This course concludes with an in-depth analysis of human posture and gait patterns. Course provides the student with the hands-on experience to apply the kinesiological and biomechanical principles covered in PHYT715. *Corequisite: PHYT715.*

**OCCT720 Theories of Occupation (3)**

Examines the meaning and history of occupation. Presents a critical overview of concepts, models, and paradigms of the past, present, and future effects upon occupational therapy practice. Explores the components of theory and the relationship to clinical thinking in the practice of occupational therapy. *Prerequisite: BIOL706.*

**OCCT725 Seminar in Occupational Therapy (1-3) (P/N)**

This course is designed to explore specific topics, issues, assessments/intervention approaches, and new developments in the profession of occupational therapy and related fields. The student will be exposed to current and developing models of practice, scientific inquiry, assessments, and interventions in current and innovative practice areas of occupational therapy. Speakers will include faculty, as well as clinical educators, administrators, and other specialists in the health care field. May be repeated for up to three hours.  
*Prerequisite: OCCT720.*

**OCCT730 Team Theory and Practice (3)**

Provides the student with the concept of a "team." Topics will cover teaming with other occupational therapists and certified occupational therapy assistants, interdisciplinary teaming in medical, school, residential, and vocational settings, the third party payer as part of the team, as well as person/client-centered teaming. The nature, concerns, roles, and process of teams will be presented. Interaction skills and group dynamics will be discussed. *Prerequisite: OCCT720.*

**OCCT740 Psychosocial Knowledge Level I (4)**

Reviews psychosocial disorders and various theories and conceptual models utilized for intervention. Examines how various psychological, social, and behavioral components of psychosocial disorders affect occupational performance. Includes psychosocial aspects of the family, physical illness, and cultural perspectives of mental health. Also reviews the theoretical roots of the practice of psychosocial occupational therapy. Lecture and level I fieldwork. *Prerequisite: OCCT720.*

**OCCT750 Occupational Therapy Process (3)**

Defines occupation and occupational performances and will demonstrate to the student how to set parameters necessary for the assessment and determination of client needs. Particular emphasis will be placed on the concepts of client-centered care and strategies for therapeutic process and professional socialization. Occupational therapy process will be defined, beginning with the basis of occupation, purposeful activity, and function. *Prerequisite: Admission to master of occupational therapy program.*

**OCCT760 Human Development and Performance I (3)**

Focuses on the study of normal human development from prenatal through adolescence. Stresses the physical and motor aspects of development, as well as psychological, sensory, perceptual, cognitive, and social interaction components of development. Presents the hierarchy of developmental sequences from infancy to adolescence in the context of environment, performance, and temporal integration. Explores the theories of human development and correlates various theoretical premises within the occupational performance areas. *Prerequisites: OCCT720 and OCCT750.*

**OCCT770 Human Development and Performance II (3)**

The study of normal human development from early adulthood through senescence and death. This course will stress aspects of physical and motor development as well as psychological, sensory, perceptual, cognitive, and social interactions. *Prerequisite: OCCT760.*

**OCCT780 Research Methods for Occupational Therapy (3)**

Provides the student with the fundamental research background and tools to design clinical research in occupational therapy. Students will learn how to interpret research, conduct literature searches, and determine methods of research design and data collection. An understanding of research methods and statistical designs used in clinical research will assist the learner in the development of logical thinking, critical analysis, problem solving, and creativity.  
*Prerequisite: OCCT750.*

**OCCT800 Occupational Therapy Assessment and Intervention I with Level I Fieldwork (5)**

Assessment/intervention for infants and children through adolescence will be provided. Identification, etiology, progression, and prognosis of congenital, developmental, medical, and psychosocial influences upon occupational performance are examined. Covers the assessment process, including needs identification, the use of specific evaluation procedures, and documentation. Specific emphasis is placed on the role of the occupational therapist in various service delivery settings. Level I fieldwork is an essential component. *Prerequisite: OCCT760.*

**OCCT810 Occupational Therapy Assessment and Intervention II with Level I Fieldwork (5)**

Assessment and intervention for young adults through senescence. Topics include identification, etiology, progression, and prognosis of congenital, developmental, medical, and psychosocial influences upon occupational performance. The assessment process will include a needs identification, the use of specific evaluation procedures with a focus on the biopsychosocial and biomechanical approaches and documentation. Emphasis is placed on the role of the occupational therapist in various service delivery settings. A fieldwork level I component consists of 140 hours of fieldwork experience in a clinical setting.  
*Prerequisite: OCCT800.*

**OCCT820 Assistive Technology: Methods and Tools (3)**

Focuses on light to high technology intervention for independence in activities of daily living, communication, mobility, school/work, home modifications, and control of the environment. Emphasizes the criteria to determine goals and the necessity for assistive technology, as well as the occupational therapist's role in assessment and intervention. Explores catalog surveys, comparison of available equipment, basic fabrication, assembly, and repair.  
*Prerequisites: OCCT720 and OCCT760.*

**OCCT830 Models of Health (3)**

Reviews definitions of health, including that of the World Health Organization. Contrasts concepts of disability, impairment, illness, disease, and dysfunction with the models of health, wellness, prevention, and holism. Explores the influence of spirituality and multicultural factors on the definition and perception of these concepts, and the resulting impact on occupational therapy practice. Investigates current trends in alternative/complementary health care, specifically as they relate to the roles and contributions of the OTR and the COTA. *Prerequisite: OCCT820.*

**OCCT840 Managing Occupational Therapy Services (4)**

Covers the principles of management in occupational therapy services. Presents supervision, staffing, planning, budgeting, quality management, program design, and management. Explains the role of the occupational therapist as a team member and case manager. Emphasizes the impact and implications of health care policies and managed care on the delivery of occupational therapy services. *Prerequisite: OCCT800.*

**OCCT860 Methods and Tools for Promoting Performance (2)**

Focuses on methods and tools which promote performance using occupational therapy intervention, including orthotics, prosthetics, casting, ergonomics, return to work activities, and physical and thermal agents. Emphasizes the criteria needed to assess an individual and determine when appropriate intervention is indicated. *Prerequisite: OCCT820.*

**OCCT862 Advanced Assistive Technology (4)**

This course will take the form of a "tech camp" covering eight days with opportunities to practice installing, using, and customizing various assistive technologies, including seating and positioning, computer access, augmentative communication, environmental control, and universal design/access. *Prerequisite: OCCT820 or permission of instructor.*

**OCCT864 Exploring Interdisciplinary Team Process and Leadership (3)**

This course will bring together graduate students from many disciplines to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. This course will use communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach will show students effective techniques for valuing and educating client/customers, identifying and overcoming barriers to effective customer/client service, and leading to outcomes desired by the client/customer. *Prerequisites: All undergraduate prerequisites completed. At least 12 hours in graduate major completed or permission of instructor.*

**OCCT865 Occupational Therapy Level II Fieldwork A (10)**

Provides an in-depth period of supervised fieldwork experience during which the student applies theoretical concepts in the practice of occupational therapy. Four-hundred-seventy hours of fieldwork experience is mandated by the Accreditation Council of Occupational Therapy Education (ACOTE). Consists of a 12-to-15-week, supervised practical experience, full-time or equivalent clinical site placement. *Prerequisites: OCCT810, OCCT830, OCCT840, and OCCT860.*

**OCCT868 Occupational Therapy Level II Fieldwork B (10)**

Provides an in-depth period of supervised fieldwork experience during which the student applies theoretical concepts in the practice of occupational therapy. Four-hundred-seventy hours of fieldwork experience is mandated by the Accreditation Council of Occupational Therapy Education (ACOTE). Consists of a 12-to-15-week, supervised practical experience, full-time or equivalent clinical site placement. *Prerequisite: OCCT865 or permission of instructor.*

**OCCT869 Occupational Therapy Specialty Fieldwork (5)**

The specialty fieldwork provides an in-depth period of supervised fieldwork experience during which the student applies theoretical concepts in the practice of occupational therapy focused on a particular area of specialty. This may include assistive technology, pediatrics, burns, hands, work intervention, management, or another area of choice. The fieldwork will consist of a six week, full-time or equivalent clinical site placement in which the students will be provided with supervised, practical experiences in applied settings that are reflective of current practice. *Prerequisites: OCCT810, OCCT830, OCCT840, and OCCT860.*

**OCCT870 Independent Research Study: . . . (1-8)**

Implementation of a master's project. Self-directed activities will culminate in a formal presentation of project results. Students will present in a professional format, such as a scientific poster or manuscript for publication. May be repeated for up to eight hours. *Prerequisite: OCCT780.*


## Philosophy

---

**PHIL301 Studies in Philosophy (3)**

Explores basic judgments on the nature of man, society, government, and the universe with a view toward clarifying the issues that lie at the core of controversy.

**PHIL311 Studies in Religion (3)**

Offered in televised format only. A review of various approaches to religion: philosophical, theological, sociological, psychological. Discussion of the differing forms of religion, theories on their origins, and comparative views of the major world religions. 

**PHIL330 Ethics in Health Care (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. *Prerequisite: HLAD325.*

**PHIL371 Theory of Knowledge (3)**

Designed specifically to assist students in achieving knowledge related to the philosophical and scientific view of knowledge. Organized into two distinct parts: Part I, the nature of knowledge, considers the various philosophical interpretations of knowledge and the process of knowing; Part II, evolution, is devoted to a study of the history of evolutionary thought as an example of the development of scientific knowledge.



**PHIL386 Logic (3)**

A study of the basic structure and principles of valid deduction and warranted induction and application of such knowledge in the analysis and assessment of public issues found in the mass media.

**PHIL470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in philosophy under the supervision of the faculty. *Prerequisite: Permission.*

**PHIL524 Chinese Thought (3)**

A study of the major Chinese thinkers and their writings.

**PHIL533 Aesthetics (3)**

Analyzes the concepts of meaning, communication, and truth in art. Deals with the identification and definition of a work of art, the criteria or judgment of excellence, the nature of the aesthetic experience, and the place of art in human experience.

**PHIL542 Advanced Ethics: Theory and Practice (3)**

An in-depth critical examination of ethical theories of major philosophical schools in a multicultural approach. The course will also evaluate at an advanced level the practical applications of ethical thinking to controversial moral dilemmas from a global perspective. *Prerequisites: Literature course and Introduction to Philosophy/Religion course, or equivalents.*

## Physical Therapy

---

**PHYT320 Orientation to Physical Therapy (2)**

This course is designed to introduce the student to the field and profession of physical therapy. A history of the profession, the professional curriculum and the different specialty areas will be presented. Personal and professional qualities, professional ethics, and the psychological aspects of treatment will be discussed. This will assist the student in laying a framework upon which an interest in the profession of physical therapy can be weighed.

**PHYT500 Physical Therapy Workshop (1-3)**

Provides skill or competency-based training sessions directly related to improving the delivery of physical therapy interventions or the supervision of physical therapy students. *Prerequisite: Licensed physical therapists, licensed physical therapist assistants, other health professionals, or consent of instructor.*

**PHYT701 Patient Care Fundamentals (2)**

This course is designed to provide the student with basic patient care skills necessary for any treatment in physical therapy. These include medical terminology, basic communication skills, documentation, vital signs, positioning, draping, the biomechanics of moving, lifting and transferring patients, ambulatory aids, wheelchairs, activities of daily living, and aseptic techniques. *Prerequisite: Open only to physical therapy majors.*

**PHYT702 Patient Care Fundamentals Laboratory (1)**

This course is designed to provide the student with an opportunity to observe, practice, and become proficient in the performance of basic patient care skills utilized in all physical therapy treatments that were covered in PHYT701. *Corequisite: PHYT701.*

**PHYT705 Movement Analysis I (2)**

This course is designed to complement Gross Anatomy (BIOL701/702) by applying the knowledge of structures to their participation in human movement. This course examines the static and dynamic relationships between the function and structure of the musculoskeletal system under normal and abnormal conditions. Emphasis is placed on movement performed with the torso and upper extremities and their application to specific joint, region, and/or whole body movements. *Prerequisite: Admission into the occupational therapy program or the physical therapy program.*

**PHYT706 Movement Analysis I Laboratory (1)**

This course is designed to complement Gross Anatomy and Movement Analysis I by providing hands-on experience with the kinesiological and biomechanical principles covered in PHYT705. Will include surface anatomy and development of palpation skills. *Corequisite: PHYT705.*

**PHYT711 Foundations of Therapeutic Exercise (2)**

This course is designed to complement both movement analysis and clinical orthopedics courses. The focus is on implementation of tools used for the evaluation of biomechanical principles and basic orthopedic evaluation. These will include the use of palpation, massage, range of motion, goniometric evaluation, and muscle testing. Information will be presented in multiple formats, including lecture, demonstration, and laboratory practice. Clinical case studies will be a component of this course. *Prerequisites: PHYT701/702.*

**PHYT715 Movement Analysis II (2)**

This course is a continuation of Movement Analysis I and similarly is designed to complement Gross Anatomy II (BIOL711/712) by applying the knowledge of structures to their participation in human movement. Emphasis is placed on movement performed with the pelvis and lower extremities and their application to specific joint, region, and/or whole body movements. This course concludes with an in-depth analysis of human posture and gait patterns. *Prerequisites: PHYT705/706.*

**PHYT716 Movement Analysis II Laboratory (1)**

This course provides the student with the hands-on experience to apply the kinesiological and biomechanical principles covered in PHYT715. *Corequisite: PHYT715.*

**PHYT717 Clinical Orthopedics I (2)**

This course provides the student with the foundations of orthopedic physical therapy evaluation and differential diagnosis of musculoskeletal problems. Using a regional approach, students will learn the signs, symptoms, and special tests for common musculoskeletal problems followed by appropriate treatment interventions. This course focuses on the areas of the cervical spine and upper extremities. Clinical case studies and critical thinking exercises will be integral parts of this course. *Prerequisites: PHYT705/706. Corequisite: PHYT718.*

**PHYT718 Clinical Orthopedics I Laboratory (1)**

This course allows the student an opportunity to practice and perfect the necessary evaluative palpation, special tests, and interventions appropriate to orthopedic physical therapy. This course focuses on the musculoskeletal problems of the cervical spine and upper extremities. *Prerequisites: PHYT705/706. Corequisite: PHYT717.*

**PHYT728 Physical and Electrical Agents in Physical Therapy (3)**

This course provides the student with the theory and clinical application of physical therapy modalities, including, but not limited to, heat, ultrasound, hydrotherapy, and cryotherapy. This course also overviews current electrotherapy techniques, including biofeedback, electrical stimulation, and electrophysiologic testing of muscles and nerves. Course includes lecture, demonstration, and laboratory practice. *Prerequisites: BIOL706, BIOL716, PHYT701/702.*

**PHYT729 Clinical Practicum (1)**

For this clinical experience, emphasis will be on the application of basic physical therapy evaluation skills as covered in Foundations of Therapeutic Exercise and Clinical Orthopedics I. Students will be supervised by licensed physical therapists at affiliating facilities off-campus. Students will prepare an in-depth case study of a patient integrating material from all their previous course work and how it applies to the care of that patient. This is a two-week, full-time experience, for a total of 80 clinical hours. *Prerequisites: PHYT711, PHYT717/718, and PHYT728.*

**PHYT737 Clinical Orthopedics II (3)**

This course provides the student with the foundations of orthopedic physical therapy evaluation and differential diagnosis of musculoskeletal problems. Using a regional approach, students will learn the signs, symptoms, and special tests for common musculoskeletal problems followed by appropriate treatment interventions. This course focuses on the areas of thoracic spine, lumbar spine, pelvis, and lower extremities. Clinical case studies and critical thinking exercises will be integral parts of this course. *Prerequisites: PHYT717/718. Corequisite: PHYT738.*

**PHYT738 Clinical Orthopedics II Laboratory (1)**

This course allows the student an opportunity to practice and perfect the necessary evaluative palpation, special tests, and interventions appropriate to orthopedic physical therapy. This course focuses on the musculoskeletal problems of the thoracic spine, lumbar spine, pelvis, and lower extremities. *Corequisite: PHYT737.*

**PHYT742 Psychomotor Development Throughout the Lifespan (4)**

This course deals with the psychomotor and psychosocial processes of human growth and development throughout the lifespan. The course will follow a chronological orientation that focuses on the integration of the physical, emotional, cognitive, and social factors contributing to the development of the individual. Emphasis will be placed on the development of motor control, the appearance and integration of postural reflexes, reactions, and primitive movement patterns and their changes throughout the lifespan. *Prerequisites: BIOL701/702.*

**PHYT743 Research in Physical Therapy Practice (3)**

The purpose of this course is to provide the student with the knowledge and skills to critically read published scientific and clinical research. The student should be able to identify the strengths and limitations of the research, discuss alternative designs and present rationale for the designs, evaluate the quality of information, and apply the research to clinical practice.

**PHYT745 Exercise Physiology (2)**

This course examines the physiological response to acute and chronic bouts of exercise in apparently healthy individuals, as well as individuals with disease and special needs. A systems approach will be utilized, which will serve as the foundation for designing an appropriate exercise program for any patient referred to the physical therapist. *Prerequisite: BIOL716.*

**PHYT755 Cardiopulmonary Physical Therapy (3)**

This course introduces the physical therapy student to cardiopulmonary disorders across the lifespan. Anatomy, physiology, and pathology of the cardiopulmonary system are reviewed. Emphasis is on physical therapy management of the cardiopulmonary patient from critical care through wellness programs. The role of the physical therapist in the health care team is defined. *Prerequisite: PHYT745.*

**PHYT756 Neuroscience Therapeutics I (4)**

This is the first of a two-course series designed to provide the student with the necessary background information, rationale, and treatment techniques appropriate for treating patients with neurological impairments. *Prerequisites: BIOL746, PHYT701/702.*

**PHYT757 Neuroscience Therapeutics I Lab (2)**

In this laboratory accompaniment to PHYT756, the student will have the opportunity for supervised instruction and practice in handling patients with neurological impairments. *Corequisite: PHYT756.*

**PHYT760 Interaction and Education for Patient Care (4)**

This course provides the student with an overview of the effects of illness and disability on patients, family, and society. Background information regarding values clarification, moral dilemmas, and communication will be a focus of study. The psychology of death and dying, professional relationships, conflict, resolution, and stress within the professional interaction will be discussed. Educational theories and learning styles impacting on patient education and professional ethics will also be discussed. *Prerequisites: PHYT737/738, PHYT742, PHYT756/757.*

**PHYT766 Neuroscience Therapeutics II (2)**

This is the second of a two course series designed to provide the student with the necessary background information, rationale, and treatment techniques for treating patients with neurological impairments. *Prerequisites: PHYT756/757.*

**PHYT767 Neuroscience Therapeutics II Lab (1)**

In this laboratory accompaniment to PHYT766, the student will have an opportunity for supervised instruction and practice in handling patients with neurological impairments. *Corequisite: PHYT766.*

**PHYT780 Physical Therapy in the Health Care Team (3)**

This course is designed to assist the student in developing a broad perspective regarding organization and issues specific to the profession of physical therapy. An overview of physical therapy administration and management is given. Current topics and health care changes are a focus of study. The course includes lecture, case scenario discussion, debate, role-play, self-assessment, the writing of a professional resume, and the planning of a physical therapy service. *Prerequisites: HLAD701.*

**PHYT783 Applied Research in Physical Therapy (1)**

This course is designed to enable the students to complete their own research project under faculty supervision. The completed research must be written following appropriate professional journal style and presented to faculty and peers. *Prerequisite: PHYT743.*

**PHYT784 Medical Lectures (4)**

One module of this course introduces the student to prosthetic and orthotic devices, their design, implementation, and the treatment techniques used to facilitate acceptance and good use of these appliances. The remaining three modules include an overview of the medical and surgical management of the patient with disease, dysfunction, or trauma. The prosthetic and orthotic segment includes lecture, patient observation, and laboratory; the medical lectures are presented by physicians and other health professionals. Discussion on the lectures or related topics is led by the lecturer or primary instructor. *Prerequisites: BIOL716, PHYT711.*

**PHYT788 Integrative Assessment (2)**

This course is designed to help students integrate information from all previous course work. Students are expected to complete evaluation and treatment plans for a variety of presenting symptoms or problems and to follow the evaluation with treatment goals, treatment progression, and treatment techniques. Students will be expected to compare and contrast differing treatment methodologies, citing both advantages and disadvantages of each, making a justified choice of treatment evaluation and progression. In-depth case studies are an integral part of this course. *Prerequisites: PHYT728, PHYT737/738, PHYT755, and PHYT766/767.*

**PHYT801 Clinical Internship I (4)**

This course is representative of a supervised clinical experience in patient evaluation, program planning, and delivery of physical therapy services in an acute care setting. This internship is a full-time experience for nine weeks. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off campus. *Prerequisites: PHYT784, PHYT788.*

**PHYT803 Clinical Internship II (4)**

This course is representative of a supervised clinical experience in patient evaluation, program planning, and delivery of physical therapy services in an orthopedic or neurologic setting. This internship is a full-time experience for nine weeks. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off campus. *Prerequisites: PHYT784, PHYT788.*

**PHYT805 Clinical Internship III (4)**

This course is representative of a supervised clinical experience in patient evaluation, program planning, and delivery of physical therapy services in orthopedics or neurologic setting, whichever setting has not yet been completed. This internship is a full-time experience for nine weeks. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off campus. *Prerequisites: PHYT784, PHYT788.*

## Physics

### PHYS302 Physical Science Foundations (3)

Covers major physical science principles of the universe as simply and clearly as possible. Explains the science processes and methods that will lead to today's picture of the universe and the earth's place in it. Topics covered include motion, gravity, energy, and momentum. The theory of relativity is introduced. Covers matter in its three states, kinetic-molecular models, and the laws of thermodynamics. *Prerequisites: General education mathematics requirement and/or college algebra, or equivalent.*

### PHYS303 Physical Science Foundations Laboratory (1)

Activities are designed to give students a hands-on experience in physical science. A number of activities are designed to help students find patterns and study the relationships among variables in a given experiment. They will set up experiments, record, and analyze the data. In addition, they will state conclusions and evaluate the sources of error. Many of the activities require the use of math as tools such as solving equations and graphing. *Prerequisites: General education mathematics requirement and/or college algebra, or equivalent.*

### PHYS325 Energy and Problems of a Technical Society (3)

The fundamental theories of energy, the physical laws describing its conservation and interconversion, and the use of energy in society are discussed in this course. The commercial forms of energy, extraction of mineral resources, and environmental impacts are discussed. *Prerequisite: College algebra or equivalent.*

### PHYS352 Intermediate Physics I (3)

The areas of physics covered in this course include motion, particle dynamics, work and energy, conservation of momentum, rotational dynamics, and thermodynamics. *Prerequisite: MATH325.*

### PHYS353 Intermediate Physics I Laboratory (1)

Students conduct measurements of motion, forces, momentum, energy, and thermal physics. Skills are developed for measuring and finding related physical variables and conceptual relationships. Students develop their understanding of how experimental knowledge is fitted with theory. *Corequisite: PHYS352.*

### PHYS362 Intermediate Physics II (3)

The areas of physics covered in this course include wave motion, electricity, magnetism, light, and optics. *Prerequisite: PHYS352 or equivalent.*

### PHYS363 Intermediate Physics II Laboratory (1)

Students conduct measurements of vibrations and waves, electricity and magnetism, light and optics. Students develop skills used for measuring and finding related physical variables and conceptual relationships. Students develop their understanding of how experimental knowledge is fitted with theory. *Prerequisite: PHYS362 or concurrent enrollment.*

### PHYS500 Charting the Night Sky (2)

A study of the celestial sphere and the relations between the apparent motions of the sun, moon, and planets with respect to the stars. Emphasis will be placed on how to locate and identify bright stars, constellations, and planets in the night sky. *Prerequisites: College algebra and familiarity with the use of a calculator.*

### PHYS501 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. *Prerequisites: College algebra and familiarity with the use of a calculator.*

### PHYS502 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 astronomies of North America and Central America.

### PHYS503 Introduction to Cosmology: The Big Bang (1)

This course will focus on the Big Bang, the modern version of creation, a topic of fascination since the dawn of humanity. The class will begin with the observational evidence for the expanding universe that was obtained in the early 20th century by Edwin Hubble through, and including, the latest results from the Cosmic Background Explorer satellite.

### PHYS504 Eclipses (1)

Introduction to lunar and solar eclipses. Study of the conditions necessary for each type of eclipse and how to observe eclipses of the sun safely. *Prerequisites: College algebra and familiarity with the use of a calculator.*

### PHYS506 Stars and Nebulas (1)

Topics covered include determining the distance to stars, the surface temperature of stars, the size of stars, the mass of stars, and the laws of nature that govern the behavior and physical properties of stars. Included are how stars are born, live, and die. Consult schedule for terms offered. *Prerequisites: College algebra and familiarity with the use of a calculator.*

### PHYS508 Galaxies and Quasars (1)

Focuses on the historical and current theories about the origin and structure of the universe. Examines the physical properties of galaxies and quasars. *Prerequisites: College algebra and familiarity with the use of a calculator.*

### PHYS510 Black Holes, Quasars, and the Universe (1)

Covers the death of stars, from white dwarfs and neutron stars to black holes. Also included is a study of the violent explosions that rock the central regions of many galaxies, as well as the relation between black holes, exploding galaxies, and quasars. *Prerequisites: College algebra and familiarity with the use of a calculator.*

### PHYS512 Intelligent Life in the Universe (1)

Explores questions such as the following: What is meant by life? Does life exist on other planets in the solar system? Do we have planetary neighbors? Who will be the first to make contact? What would be their interest in us? *Prerequisites: College algebra and familiarity with the use of a calculator.*

**PHYS514 Telescopes and Observatories (1)**

Introduces concepts related to optics and operation of reflecting and refracting telescopes. Students learn how to determine the resolving power, magnification, image scale, and light gathering ability of a telescope. *Prerequisites: College algebra and familiarity with the use of a calculator.*

**PHYS516 Halley's Comet (1)**

A study of the early ideas about comets, origin and behavior of comets, and Halley's comet. *Prerequisites: College algebra and familiarity with the use of a calculator.*

**PHYS518 Inner Solar System: The Terrestrial Planets (1)**

A study of the planets Mercury, Venus, Earth, and Mars. Emphasis will be placed on understanding the basic properties of the planets, how they were formed, their atmospheres, and the natural satellites of Earth and Mars. *Prerequisites: College algebra and familiarity with the use of a calculator.*

**PHYS520 The Outer Solar System: The Jovian Planets (1)**

A study of the Jovian planets Jupiter, Saturn, Uranus, and Pluto. Emphasis will be placed on understanding the basic properties of the planets, how they differ from the terrestrial planets, and the natural satellites of each planet. *Prerequisites: College algebra and familiarity with the use of a calculator.*

**PHYS525 Energy, Resources, and Society (3)**

Covers various methods of energy production and the environmental effects of each. Discusses the extraction and utilization of the world's major mineral resources and effects of their use. Examines the effect of various energy sources upon our environment, U.S. standards of living and energy, and resource utilization. Designed for non-science majors. *Prerequisite: MATH325 or equivalent. Enrollment restricted to degree seeking students enrolled in the M.A. in education program.*

## Political and Justice Studies

---

**POJS610 Race, Class, Politics, and Justice (3)**

Examines the political participation of under-represented groups in American politics, including blacks, Latinos, Asians, women, and Jewish Americans. Various modes of political participation, including voter participation, lobbying, campaign contributions, rallies, and protest activities, and other forms of political participation and exclusion that affect policy and distribution along lines of race and class will be considered.

**POJS615 Civil and Human Rights (3)**

This course examines, from both domestic and international perspectives, civil and human rights within the context of legal and social equality and the broad contexts of culture and justice. It explores issues and policies in economic, ideological, and institutional contexts across cultures, and examines the nature, substance, source and place, and politics of human rights. It also examines the theoretical challenges posed to international human rights policy by arguments of radical cultural relativism and political realism, as well as the challenges and opportunities diversity has provided for women and other minorities.

**POJS620 Community Conflict Resolution (3)**

This course examines the emerging theories and perspectives on violence and community conflict. Students will also study the political, social, and psychological aspects of violence and community conflict within a range of fear and trust extension contexts. Emphasis will be placed on the formulation of general frameworks to promote new research activities. *Prerequisite: CJUS525 or advisor permission.*

**POJS632 Political Sociology (3)**

Examines the social, economic, and political bases of power in America. Emphasizes pluralist and elitist theories, class analysis, community power, social control, and structural approaches to studying power. Focuses on analysis of the American political system as a resource for change and an obstacle to change with particular reference to contemporary social movements.

**POJS635 Community Policing and Crime Prevention (3)**

An examination of the relationship between community policing and crime prevention in American society. The topics will include an analysis of community perceptions of local, state, and national police agencies; police perceptions of the community; the police subculture; public relations and sensitivity awareness; crime prevention methods used by the police; and techniques and policies best adapted to healthy police/community relations. Historic and contemporary police community responses and research will also be explored. *Prerequisites: CJUS355 or permission of the instructor.*

**POJS705 Law, Society, and Public Policy (3)**

Discussion of basic aspects of law, analysis of selected public policy topics, and the effects of judicial decisions upon the formation of public policy.

**POJS709 Gender, Political Culture, and the Law (3)**

This course explores the relation between political culture, the political process, and policy making and emphasizes women's rights not only as a legal question, but as a question of definition and justice. It also explores feminist legal theory as a framework of analysis, i.e., feminist perspectives on politics, crime, leadership, and social change and feminism.

**POJS710 Constitutional Law: Process and Change (3)**

Examines the foundation and structure of the U.S. Constitution, the Supreme Court, and the evolving doctrines. Analyzes the Supreme Court decisions to examine civil liberties and due process issues in the context of changing public values and the adversarial system of justice in our society. *Prerequisite: Graduate standing or permission of instructor.*

**POJS715 U.S. Foreign Policy (3)**

Examines the processes by which United States foreign policy is formulated and implemented, including the role of public opinion, bureaucratic rivalry, and White House/State Department decision-making processes. The nature of American foreign policies with respect to both the major regions of the world and key functional problems is emphasized.

**POJS718 Public Opinion and American Democracy (3)**

The nature and measurement of public opinion, political communication, and its influence on elections, and political behavior in relation to the mass media are examined.

*Prerequisite: SOSC450.*

**POJS720 Elites and American Democracy (3)**

Examines theories and justification of elitism. Deals with comparative political elites, the interrelationship between recruitment, circulation, and democratic accountability in American politics.

**POJS725 American Political Behavior (3)**

Examines the role of interest groups and parties as they affect American voter behavior. Emphasis will be placed on the recent interpretations of party realignments and dealignments in state and national elections and on the role and participation patterns of the various ethnic minorities in American politics from WWII to the present.

**POJS735 Third World in Global Development (3)**

Examines the North/South dichotomy and the contemporary changes in the Third World in global relations and development. Differentiation in and among the various regions in the Third World will also be analyzed.

**POJS750 Survey Research I: Theory (3)**

Explores the selection of problems appropriate for analysis through survey design and analysis, the method of cross-sectional analysis, diagnostics, tests of fit, significance, model specification, and writing the survey research report. The growing use of survey research by academics, mass media, business, interest groups, and political candidates will be highlighted. *Prerequisite: SOSC450.*

**POJS751 Survey Research II: Application (3)**

The theoretical constructs of survey research are applied, and advanced applications are studied through the implementation of a survey research design project.

*Prerequisite: POJS750.*

**POJS806 Comparative Urban Redevelopment (3)**

Analyzes the redevelopment of older American cities in comparative context. Draws upon examples of older non-American cities for theoretical understanding and conceptual clarity.

**POJS810 Seminar: Labor Force Participation (3)**

Uses labor market techniques to show job stratification in urban communities. Examines mechanisms to increase employment growth along with issues of labor migration.

**POJS815 Theories and Approaches to Political and Justice Studies (3)**

Examines the basic theories and approaches to the study of political and justice studies, including theories of the state, class, race and gender conflict and general issues of distribution in society. *Prerequisite: POLS505 or CJUS410.*

**POJS819 Criminal Justice System and Process Analysis (3)**

A survey of the critical issues in the administration of the criminal justice system is presented. The topics will include the historical development of the American criminal justice system; philosophy and current policy practices of the system; the discretionary decision-making points in the administration of justice; and current issues and trends of the three major components of the system. Historic and contemporary criminological research and analysis will also be included. *Prerequisites: Six hours of CJUS/POJS course work or permission of instructor.*

**POJS820 The Presidency, Congress, and the Courts (3)**

Examines the historical and legal evolution of the presidency, Congress, and the courts in the American political process. The development of bureaucracy also will be explored. *Prerequisite: POLS302 or POLS505.*

**POJS821 American Government and Policy (3)**

Focuses on how basic institutions of American government—executive, legislative, and judicial—interact in the process of public policy formulation, implementation, and evaluation. Issues are examined from an intergovernmental perspective in a constantly changing federalist structure. The ethical dimensions of public policy decisions and actions of policy makers are explored. *Prerequisite: POJS820.*

**POJS824 Intergovernmental Relations (3)**

Analysis of the relationships between and among the various governmental units at the federal, state, and local levels in the context of American federalism. Special topics in intergovernmental relations will be discussed from year to year. *Prerequisite: POJS820.*

**POJS830 Comparative Political and Justice Systems I (3)**

Examines general comparative approaches to politics and justice in post-industrial, industrial, and emerging states. Topics studied include the nature of power structure, political development and culture, economic strategies, and leadership. *Prerequisites: POLS505 or CJUS465, or permission of instructor.*

**POJS831 Comparative Political and Justice Systems II (3)**

Examines political institutions and selected policy areas and processes of governments in Western and Eastern Europe. Relationships between various state systems and policy outputs will be analyzed. *Prerequisite: POJS830.*

**POJS835 Topics in Policy Analysis: . . . (3)**

Current theories, approaches, and policies concerning the United States are considered. *Prerequisite: POJS821 or permission of instructor.*

**POJS836 Topics in Comparative Politics and International Relations: . . . (3)**

Current theories, approaches, and issues concerning the global system are investigated. *Prerequisite: POJS830 or permission of instructor.*

**POJS837 Topics in Justice Studies: . . . (3)**

Current theories, approaches, and issues concerning justice in society are investigated. *Prerequisite: POJS819 or permission of instructor.*

**POJS838 Futures Research in Justice System (3)**

An advanced examination of the philosophical underpinnings of the discipline of Futures Research. The student will learn and apply various techniques of long-range planning as well as selective forecasting methodologies. A multi-disciplinary approach will be utilized. The focus will be on application of empirically derived strategies to implement needed organizational change. The context will be justice system organizations. *Prerequisites: CJUS453 and CJUS475 or permission of instructor.*

**POJS841 Research Methods (3)**

The uses and objectives of empirical research in social sciences, the principal assumptions underlying the approach, and the major controversies surrounding it are examined. The role of theory in empirical research and research design and the principal methods of data collection and data analysis in the social sciences are discussed. *Prerequisite: SOS450 or permission of instructor.*

**POJS845 International Law and Organization (3)**

Examination of the underlying principles of international law and the evolving organizational structure of the global system. The role of nation-states, intergovernmental and nongovernmental organizations are considered. *Prerequisites: One of the following: POJS830, POLS311, POLS536, or permission of instructor.*

**POJS846 Crime, Justice, and the Media (3)**

An examination of the interrelationship of crime, justice, and the contemporary media in American society. The topics will include the history of media coverage of crime and justice; the social construction of crime; an analysis of news media; the impact of sweeps months on crime news; police, courts, and corrections in the media; reality television; movies and copycat crime; and coverage of criminals and delinquents; and the social effects of crime and justice news. Media coverage of drugs and gangs will be explored as well as media stereotypes of minorities. *Prerequisites: Six hours of graduate course work or permission/consent of instructor.*

**POJS850 Victimology (3)**

An examination of the relationship between victims of crime and the criminal justice system. The topics will include an analysis of the characteristics of crime victims; victim role; intimate versus stranger crime; victim reporting and non-reporting patterns; (NCVS) National Crime Victimization Survey results; treatment of victims by various segments of the criminal justice system; victim assistance programs; victim compensation and/or restitution; and victim impact statements and their affect on the criminal court. Victim-blaming arguments will be explored, as well as sexual assault, child abuse, and the victimization of the elderly. *Prerequisite: CJUS445 or POJS819 or permission of instructor.*

**POJS869 Directed Readings: . . . (3)**

Supervised readings on the theory, methods, and approaches of the political science areas of American politics, public policy, justice studies, comparative politics, and international relations. *Prerequisite: Completion of core requirements.*

**POJS870 Graduate Research: . . . (1-4)**

Individual reading, research, and/or project in political science under the supervision of the faculty. *Prerequisite: Permission.*

**POJS880 Internship: . . . (1-4)**

Designed to provide political science students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**POJS885 Internship Project (6)**

Designed to provide political/justice studies students with supervised practical experiences in applied settings. This includes the application of the students knowledge and skills in a culmination experience approved by a faculty committee and resulting in a final paper which will be publicly presented. *Prerequisites: Candidacy and advisor permission.*

**POJS889 Five University Consortium Minority Internship Program (1-9)**

Designed to provide graduate Five University Consortium minority interns with supervised experiences in federal, state, local, and corporate settings in areas such as intergovernmental relations, policy analysis, and decision making. *Prerequisite: Permission of instructor.*

**POJS890 Graduate Thesis/Project (3)**

Provides a forum for in-depth analysis of the selected topics of master's degree candidates. Hypothesis formation, operational procedures, and the foundation of each student's thesis/project will be publicly presented and discussed. *Prerequisites: POJS815, POJS819 or POJS820, POJS821, POJS830, and POJS841.*

## Political Science

---

**POLS301 Principles of Political Science (3)**

Comprehensive analysis of the nature of politics, contemporary approaches to the study of political science, issues in political geography, and a review of the issues and problems faced by federal, state, and local governments under the impact of modern conditions.

**POLS302 American National Government (3)**

Examines U.S. governmental institutions, the informal pressures that influence them, and the policies produced by the governing process.

**POLS310 International Organizations (3)**

Deals with the complexities of international affairs and those factors that affect them. Focuses on the role of governmental and nongovernmental organizational mechanisms in the relations of nations.

**POLS311 Transformation of the Global System (3)**

Integrated analysis of processes and issues in international politics, with emphasis on substantive topics in selected sections of the world. *Prerequisite: International relations recommended.*

**POLS320 Local Governmental Systems (3)**

Examines local government in the United States. Emphasizes the legal basis and functioning of local jurisdictions in Illinois.

**POLS355 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.

**POLS440 Constitutional Law: Civil Liberties (3)**

Uses U.S. Supreme Court decisions to examine the fundamental civil liberties guaranteed to the American people. Emphasizes how the court accommodates constitutional doctrines to changing public values. *Prerequisite: POLS302 or POLS320.*

**POLS460 Political Theory (3)**

Introduces the fundamental questions of politics and the state as developed by selected political philosophers from the Greeks through the present. Emphasizes concepts of democracy, power, individual freedom, the state, and obligations of citizens and rulers with relevance to current political developments. *Prerequisite: POLS302 or permission.*

**POLS470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in political science under the supervision of the faculty. *Prerequisite: Permission.*

**POLS480 Internship: . . . (1-4)**

Designed to provide political science students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**POLS489 Five University Consortium Minority Internship Program (1-12)**

Designed to provide undergraduate Five University Consortium minority interns with supervised experiences in federal, state, local, and corporate settings in areas such as policy analysis and corporate relations. *Prerequisite: Permission of instructor.*

**POLS505 Principles and Theories in Political Studies (3)**

Designed to introduce students to the major traditional and contemporary principles and theoretical foundations of political science. Can serve as a substitute for POLS301 and POLS302 toward meeting preparatory requirements for the M.A. in Political and Justice Studies. *Prerequisite: Introduction to political studies.*

**POLS510 Topics in Political Science: . . . (1-3)**

Deals with topics of current interest, exploring several aspects of the topic using a variety of methodologies from the discipline of political science.

**POLS515 Contemporary Political Thought (3)**

Provides an overview of nineteenth and twentieth century political thought, including socialism, nationalism, fascism, libertarianism, and feminism. *Prerequisite: Any upper-division political science or philosophy course.*

**POLS520 U.S. and Illinois Elections (3)**

Studies elections in Chicago, the suburbs, the state, and the nation. Examines current trends and includes participation of past or present elected officials. *Prerequisite: POLS302 or permission.*

**POLS530 The Chicago Political Tradition (1)**

Examines past and current politics in the city of Chicago. Analyzes thoroughly twentieth century Chicago mayors. *Prerequisite: POLS302 or permission.*


**POLS531 Readings, Black Politics, and the American Political System (3)**

A study of the patterns of black politics in the development of African-American participation in the American political and economic systems.

**POLS536 Problems in International Politics (3)**

Examines the behavior of and interaction between nation states at the global level to understand the problems that are confronted in the international political system.

**POLS538 Urban Politics (3)**

Offered in both lecture format and as a  correspondence course. Analyzes critical issues of urbanization confronting American political institutions. Provides an overview of the nature and scope of the urban polity and provides a conceptual framework for analyzing and evaluating the critical issues in American urban areas.

**POLS540 Political Economy of Urban Development (3)**

This course will identify underlying assumptions and their implications for how patterns of urban development are explained. It will examine specific recent trends in urban change. This will include post-World War II developments as seen in the fiscal crisis of the '70s, restructuring of the '80s, and the increasing internationalization of the economy and the rise of global cities. *Prerequisite: Instructor's permission.*

**POLS548 Politics of Latin America (3)**

This course, intended for both graduate and undergraduate students, offers a comprehensive analysis of the political and economic landscape of Latin America. It examines, from a critical and multidisciplinary perspective, the political processes of the region. Special emphasis is placed on integrating the economic, historical, and cultural dimensions of the Latin American political experience. Particular attention is given to the issues brought about by the global economic order of the post-Cold War era. *Prerequisites: POLS301, POLS505, or permission of instructor.*

**POLS563 Seminar: Comparative Urban Future (3)**

Analyzes problems of urban processes and redevelopment as they relate to central city minorities. Discussed within a comparative and futuristic perspective.

**POLS737 Political Geography (3)**

A review and extension of theoretical constructs in political geography where problems arise when the boundaries of sovereign states fail to separate national groups and when corporate limits fail to encompass all segments of a metropolis. *Prerequisite: Social science background.*

**POLS845 International Law and Organization (3)**

Examination of the fundamental rules of international law and its relation to the state and the individual. Discussion of cases, statutes, and treaties is included. *Prerequisite: POJS830.*


**POLS863 Seminar in American Institutions and Values (3)**

Examines normative issues as they relate to American public administration. *Prerequisite: POLS302 or POLS320.*



## Psychology

### PSYC310 Principles of Psychology (3)

Offered in both lecture and televised formats.  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.


### PSYC320 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 is 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 10 hours in classroom situations exclusive of class time.

### PSYC340 Industrial Psychology (3)

Introductory course in industrial psychology that examines psychological research and theory that relates to the following topics: personnel evaluation, personnel selection, personality and interest factors, equal employment opportunity, personnel training and work motivation, human factors in job design, and leadership.

### PSYC410 Personality Theories (3)

Offered in both lecture and televised formats.  Involves the comparative study of nineteenth and twentieth century psychodynamic, behaviorist, and humanist theorists on the nature of the person. Considers personality from a variety of theoretical viewpoints. *Prerequisite: PSYC310.*

### PSYC412 Laboratory in Transactional Analysis (2) P/NC

Students learn the major theory and concepts of transactional analysis and apply these to their own behavior.

### PSYC422 Learning Cognition (3)

Examines limitations of short-term memory, transfer of information to long-term memory, organization of knowledge, and the nature of cognitive processes. *Prerequisite: PSYC310.*

### PSYC430 Abnormal Psychology (3)

Covers the recognition, classification, development, and prognosis of the range of human problems usually defined as psychiatric disorders. Focuses on difficulties in currently used systems of defining and classifying human problems in adaptation and adjustment. Examines the medical model assumptions underlying the most widely used diagnostic system. *Prerequisite: PSYC310.*


### PSYC435 Personality and Patterns of Adjustment (3)

Examines how various schools of psychology differ in their explanation and treatment of the many forms of psychological distress that confront us in our personal lives in the workplace and in society. Guides the potential user in asking the right questions and making intelligent decisions in seeking professional mental health assistance.

### PSYC440 History and Systems of Psychology (3)

Surveys the major theories of psychology and their relationship to current professional practices. The focus of the course is to enable students to understand and compare the origin and development of different psychological perspectives in terms of metatheoretical issues. *Prerequisite: PSYC410.*

### PSYC445 Social Psychology (3)

Offered in both lecture and televised formats.  Evaluation of methods of inquiry and identification of levels of analysis as applied to problems of thought and behavior in American society. Study of interpersonal relations and communications, social power, persuasion, decision making, attitude change, and group membership. *Prerequisite: PSYC310.*

### PSYC446 Psychological Issues and Values (3)

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. Visits to agencies providing services will occur outside of class.

### PSYC447 Characteristics of Human Sexuality (3) P/NC

Focuses on general aspects of human sexuality with an emphasis on interpersonal relationships and psychosocial functions.

### PSYC460 Professional Standards in Human Service and Research (3)

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.

### PSYC470 Independent Study: . . . (1-6)

Individual reading, research, and/or project in psychology under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

### PSYC470P Independent Study: . . . (1-6) P/NC

Individual reading, research, and/or project in psychology under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

### PSYC480 Field Experience: . . . (3)

Provides the opportunity to apply and assess theoretical psychological concepts in agency and business settings under the supervision of faculty. *Prerequisites: PSYC410, PSYC430, PSYC460, PSYC544, or concurrent enrollment in PSYC460 and/or PSYC544.*

### PSYC502 Health Psychology (3)

Health Psychology investigates the mind-body relationship to see how these factors relate to primary prevention, stress and pain management, chronic and terminal illnesses, and the patient-practitioner relationship. Related research comes from the biopsychosocial model and how this relates to the new DRG (diagnostic related group) now emerging in the health care system. *Prerequisite: Introduction to Psychology or equivalent.*

**PSYC504 Wellness: A Multidimensional and Multicultural Conference/Workshop (2)**

This course, offered as a conference/workshop, is designed to explore wellness didactically and experientially as understood and practiced by different cultural and spiritual traditions. *Prerequisite: Introduction to Psychology or equivalent.*

**PSYC505 Introduction to Stress Management (3)**

Focuses on identifying and assessing the various causes of physical, mental, and emotional stress at home and on the job, recognizing the body's early warning signals of stress overload, understanding the impact of stress on physical and mental disorders, and learning effective methods of reducing stress.

**PSYC506 Laboratory in Personal Stress Management (2)**

Focuses on the individual's internal and external stresses and theories and methods of reducing stress such as lifestyle, exercise, and nutrition.

**PSYC507 Laboratory in Interpersonal Stress Management (2)**

A personal focus on the individual's internal and external stressors and theories and methods of reducing and managing in interpersonal contexts. *Prerequisite: Introduction to Psychology or equivalent.*

**PSYC508 Creating a Healthy Lifestyle (3)**

Focuses on our patterns of eating, exercise, sleep, stress management, and how those choices create our lives. Student will facilitate a classmate to make changes where needed in diet, exercise, meditation, stress management. Guest presentations on aspects of nutrition, yoga, tai chi, stretching exercises, ayurvedic medicine, acupuncture will be included. *Prerequisite: Introduction to Psychology or equivalent.*

**PSYC509 Practicum Seminar in Stress Management (2)**

Teach holistic stress management techniques to individuals, families, or groups at an off-campus site for a minimum of eight hours a week. *Prerequisite: Complete PSYC502, PSYC504, PSYC505, PSYC506, PSYC507, and PSYC508 with a grade of "B" or better or permission of instructor.*

**PSYC510 Adolescence (3)**

Investigates the major issues of adolescence and questions the stereotypical view. Critically reviews research with special attention to identity, intimacy, sex roles, and family dynamics. Focuses on normal adolescent development, but also surveys pathological outcomes.



**PSYC512 Child Development (3)**

Offered in both lecture and televised formats. 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.



**PSYC514 Understanding Men (3)**

Draws upon knowledge from social sciences, history, and other fields to understand male sex roles and stereotypes and their effects upon men's health, emotional development, male-female relationships, sexuality, fatherhood, friendships, and work.

**PSYC515 Adulthood (3)**

Offered in televised and Internet format only.   Presents theories of adult development as they relate to major problems of adulthood. Investigates the availability of resources for adult development in local communities.

**PSYC516 Seasons of Life (3)**

Offered in both televised and Internet section   formats. An introductory life span course that helps students place cognitive, affective, and physical development in the broader perspective of the whole life span and in the context of a complex global culture rapidly undergoing change. A variety of materials are used from the fields of psychology, sociology, anthropology, and education, touching on some of the most provocative and important issues that we face in this historical period.

**PSYC519 Psychosocial Aspects of Aging (3)**

Studies basic concepts and theories of aging. Evaluates the impact of social, biological, and psychological variables on aging adults. Analyzes lifestyle of older adults and examines community resources for the aged.

**PSYC52A Cognitive Development Through the Life Cycle (3)**

Offered as a correspondence course only. Provides students with the opportunity to understand cognitive development as a key aspect of growth through the life cycle, analyze their own cognitive styles, and relate them to their study habits and life style.

**PSYC523 Cognitive Development (4)**

Examines modes of representation, relation of language and thought, comprehension, and meaning as they develop from childhood to adulthood.

**PSYC524 Principles of Behavior Change (3)**

Study of theory and procedures of behavior modification. Includes case materials from psychology, education, and special education. *Prerequisite: PSYC310.*

**PSYC527 Laboratory in Personal Growth (2) P/NC**

Identification of personal growth issues in terms of life goals and priorities. Intrapersonal communication processes identify and examine meaning assigned to various objects or events in the student's life.

**PSYC529 Psychology of Women (3)**

Study of the effects of physiological and psychological variables on the behavior of women. Includes dependence, aggression, self-esteem, and motive to achieve. Discusses social and mental health issues currently affecting women's welfare.

**PSYC531 Laboratory in Interpersonal Growth (2) P/NC**

Students identify their interpersonal communication strengths and areas of difficulties and examine the interpersonal communication processes through which they initiate, maintain, and terminate relationships.

**PSYC532 Laboratory in Assertiveness Training (3) P/NC**

Examines concepts of assertion training and development of cognitive and behavioristic skills to replace maladaptive responses. Provides reinforcement and social networks to ensure the continuity of newly acquired behaviors. *Prerequisite: Permission.*

**PSYC533 Advanced Experimental Psychology (3)**

Presents an in-depth coverage of research designs used in experimental psychology. Includes selected readings of published research from various content areas in psychology, memory, learning, social psychology, and perception.

**PSYC536 Motivation and Emotional Development (4)**

Examines and applies theories of motivation, moral development, and emotional development.

**PSYC537 Psychology of Human Consciousness (3)**

Study of the nature and functioning of the human mind. Considers major modes of human consciousness, means of extending human consciousness, and therapeutic applications.

**PSYC538 Laboratory in Feelings and Meanings (3)**

Study of understanding and responding to confusing communication. Activities clarify hidden meanings and feelings and teach more honest communication in school, medical, business, and social settings.

**PSYC539 Institution and Experience of Motherhood (3)**

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.*

**PSYC543 Eastern Perspectives on Psychotherapy (3)**

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.*

**PSYC544 Theories and Treatment of Life Problems (3)**

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.

**PSYC545 Introduction to Brief Psychotherapy (3)**

Presents concepts, models, and techniques of brief psychotherapy; its advantages over the traditional long-term models and its usefulness within a social context. Students will become knowledgeable of the different brief psychotherapies and will be able to apply them in role-playing situations. *Prerequisite: PSYC410.*

**PSYC555 Introduction to Play Therapy (4)**

Introduction to play therapy with children utilizing role playing and expressive media in the playroom with children, naturalistic observations of children, and presentations highlighting emotional difficulties and life stresses in children. *Prerequisites: PSYC544 or COUN630, PSYC460 or COUN600, and a course in child development or equivalent.*

**PSYC556 Theories and Treatment of Emotional Disturbance in Children II (4)**

Reviews the relevant literature on etiology and treatment. Students work with children with emotional difficulties under close supervision. Includes case consultations and case conferences. *Prerequisites: PSYC544, PSYC555, and permission.*

**PSYC558 Introduction to Therapy with Adults (4)**

Students will discuss the need for treatment and goals for adults with specific emotional difficulties. Videotaped role playing of adult client and therapist will be critiqued for the verbal and nonverbal communication and alternative, more appropriate responses will be suggested. Then encounter/training group will focus on disclosing reactions to the client and therapist and evaluating the quality of the therapeutic relationship. *Prerequisite: PSYC460 and PSYC544.*

**PSYC559 Psychodrama (3)**

Presents psychodramatic techniques utilized for resolving emotional and interpersonal difficulties. *Prerequisites: PSYC527, PSYC531, or permission.*

**PSYC560 Research Methodology (3)**

Introduces the basic principles of research. Focuses on basic knowledge about research methods and the development of analytic skills. Covers finding a researchable problem, developing a testable hypothesis, search of the literature, developing an appropriate research design, and selecting appropriate measuring devices. *Prerequisite: STAT468 (or equivalent) with a "C" or better.*

**PSYC573 Laboratory 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.*

**PSYC585 Human Values (3)**

Examines the concept of value and explores the student's own value structure. Examines resultant behavior patterns and differences among value systems subscribed to by different people.

**PSYC610 Measurements and Evaluation (3)**

Covers concepts of validity, reliability, norms, item analysis, and standardization; selection, administration, and interpretation of published psychological and educational tests; development of measurable goals by decision makers for various evaluation purposes, and the development and/or selection of necessary tests and collection of data; legal and ethical issues. *Prerequisites: STAT468 and completion or concurrent enrollment in PSYC560.*

**PSYC615 Personality and Trait Assessment (3)**

This course is designed to introduce students to the two major forms of personality assessment, projective and objective, and instruments related to both. This course will also explain how the different assessment techniques are developed out of theoretical base [i.e., 16PF from Cattell's trait theory, the Myers-Briggs Type Indicate (MBTI) from Jung's theory] and from an empirical base [i.e., the Minnesota Multiphasic Personality Inventory-2 (MMPI-2)]. *Prerequisite: PSYC610.*

**PSYC630 Topics in Psychology: . . . (1-3)**

Involves experts in psychology presenting selected topics covering new developments in the field. Includes discussion of topics and implications for theory and practice. Participants have an opportunity to discuss new developments and, where appropriate, apply techniques and skills.

**PSYC640 Psycholinguistics (3)**

Presents literature and theories in the field of psycholinguistics, with special emphasis upon language development, cognitive development, and comprehension. *Prerequisite: A course in either child growth and development or learning cognition.*

**PSYC655 Thesis Preparation (3)**

Students will engage in the research process in preparation for completing a master's thesis project. Organizational strategies and specific tasks that are part of the thesis process will be discussed. The outcome of the class will be to write a master's thesis prospectus approximately six to seven pages in length which will meet departmental requirements and enable prospective committee members to ascertain the nature of the research project. *Prerequisites: Pass PSYC560 and STAT468 or equivalent with a grade of "B" or better.*

**PSYC660 Advanced Research Methods (3)**

In this course, emphasis is placed on the conceptual understanding of research methodology as an approach to behavioral research. Emphasis is placed on the explicit statement of a research hypothesis, the relation of the research design to both the stated hypothesis and the proposed statistical analyses, and the limitations that research design places on the conclusions that can be drawn from the data. Topics include causality, validity, randomized experiments, quasi-experiments, and time series analyses. *Prerequisites: PSYC560 and STAT468.*

**PSYC720 Social and Cultural Foundations (3)**

Study of the nature and needs of diverse groups in the context of societal changes and trends. Socioeconomic, multicultural, and subgroup changes and conflicts are considered. Social issues and trends in a multicultural and diverse society are examined. *Prerequisites: Graduate student status and one developmental psychology course.*

**PSYC806 Cognitive Development: Implications for Instruction (3)**

Examines the nature and development of human condition from early childhood to adulthood. Studies the implications of cognitive development for instruction and instructional materials assessment and development. *Prerequisite: A course in human growth and development.*

**PSYC814 Play and Expressive Arts Therapy: Individual (4)**

Conducts individual play therapy with two children in school, hospital, or mental health settings. Applies theory and current practice with play media for children with certain needs. Utilizes group clinical supervision from the faculty and peers, and integrates insights in the ongoing clinical work with the children. *Prerequisites: PSYC460 or COUN600, PSYC544 or COUN630, PSYC555 or equivalent, and COUN811.*

**PSYC815 Learning Processes: Adults (3)**

Investigates the factors influencing attitudinal and behavioral change in adulthood. Includes an overview of current learning theories of three major schools of psychology. Examines how these learning theories affect the adult learning process. *Prerequisite: Three hours of psychology or learning theory.*

**PSYC820 Graduate Seminar in Psychoanalytic Theory (3)**

Offers advanced students the opportunity to explore current thinking in psychoanalytic theory and treatment. Emphasizes the application of ego psychology and self-psychology to therapeutic technique. Provides a brief review of classical Freudian theory, but students are expected to have had some introduction to this material. *Prerequisites: COUN630, PSYC410, PSYC430, or PSYC544.*

**PSYC821 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: Either one of the following: COUN630, PSYC430, PSYC544; or overview of diagnostic categories.*

**PSYC822 Seminar in Human Memory (3)**

Provides students with an in-depth exposure to a single substantive area in the domain of experimental psychology. Studies research and theory in the area of human memory.

**PSYC824 Graduate Seminar in the History of Psychology (3)**

Covers a wide range of systems of psychological thought responsible for modern conceptions of human learning and development, clinical psychology, and social psychology.

**PSYC825 Imaging Process in Psychotherapy (3)**

Examines imagery as a basic capacity possessing enormous potential for therapeutic communication. Includes topics on relationship between imagery, fantasy, and other basic psychological processes. Students study the nature and structure of imaging process, explore the implications of guided as well as spontaneous imagery for therapeutic communication, apply imaging process to selected therapeutic contexts, and assess effectiveness of such applications. *Prerequisite: COUN844, COUN846, or permission.*

**PSYC826 Graduate Seminar in Social Psychology (3)**

Integrates theories and principles of social psychology with emphasis on the effect of ecological factors on the behavior of individuals, groups, and corporations. *Prerequisite: PSYC445.*

**PSYC827 Human Sexuality (3)**

Examines sexual dysfunctions in terms of interpersonal and intrapersonal communication disturbances: personal, social, and cultural norms and values in the area of interpersonal sexuality. *Prerequisite: COUN810 or permission.*

**PSYC828 Graduate Seminar in Cognitive Psychology (3)**

Examines recent theoretical developments in cognitive psychology. Emphasizes the areas of visual perception, concept formation, and language comprehension. *Prerequisite: PSYC422.*

**PSYC829 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.*

**PSYC831 Therapeutic Communication (3)**

Defines psychopathology in terms of interpersonal and intrapersonal communication disturbances. Identifies therapeutic interventions that improve the quality of interpersonal communication. *Prerequisite: COUN810 or permission.*

**PSYC835 Roles and Issues in School Psychology (3)**

Introduction to the discipline of school psychology. Covers various roles and functions in the school-based practice of school psychology. Includes coverage of the history, organization and operation of the schools, professional standards, and ethical and legal issues.

**PSYC846 Individual Assessment I: School Age (3)**

Focuses on the individual assessment of a multiculturally diverse population of school-age children. Covers norm-referenced assessment, including intelligence and achievement, and curriculum-based assessment. Includes coverage of observational assessment and introduction to psychological report writing. *Prerequisites: PSYC610 and concurrent enrollment in PSYC847.*

**PSYC847 Individual Assessment I: School Age****Laboratory (2)**

To be taken concurrently with PSYC846. Provides individual observation and feedback to students as they learn the administration of different tests. *Prerequisites: PSYC610 and concurrent enrollment in PSYC846.*

**PSYC848 Individual Assessment II: Preschool (3)**

Focuses on the screening and assessment of infants and preschool-age children. Skill development for in-depth assessment, intervention, and development of family service plans. *Prerequisites: PSYC846, PSYC847, and SPED619.*

**PSYC853 Human Neuropsychology I: Brain Function (3)**

Explores the theories and analysis of brain function, structure, and brain behavior relationships. *Prerequisite: PSYC610.*

**PSYC854 Human Neuropsychology II: Clinical****Assessment (3)**

Covers the administration, scoring, and interpretation of standardized procedures in diagnosis of brain damage. Integrates findings with other assessment techniques. Trains students in the Halstead-Reitan and/or Luria methods. *Prerequisite: PSYC853.*

**PSYC857 Individual Assessment III: Personality (3)**

Covers the assessment of social/emotional functioning and personality, including necessary skills and knowledge problems referred to the school psychologist. Behavior rating scales, observation and projective techniques are covered. Includes recommendations for intervention. *Prerequisites: PSYC410 and PSYC610.*

**PSYC858 Advanced Seminar in Assessment and Intervention (3)**

Covers advanced assessment and intervention strategies for assessing and remediating educational needs of culturally diverse students. Report writing, norm-referenced testing, curriculum-based assessment, and direct/indirect interventions are emphasized. *Prerequisites: PSYC846, PSYC847, PSYC857, PSYC848, and SPED619.*

**PSYC865 Practicum in School Psychology (4) P/NC**

Practice in a school setting. Participation in direct and indirect interventions, including assessment intervention, counseling, and behavior management and consultation. Direct experience with organization and operation of the schools. *Prerequisites: COUN844 or COUN853, COUN851, PSYC846, PSYC847, PSYC848, PSYC857, PSYC858, and SPED619.*

**PSYC870 Independent Study: . . . (1-6)**

Individual reading, research, and/or project in psychology under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

**PSYC870P Independent Study: . . . (1-6) P/NC**

Individual reading, research, and/or project in psychology under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

**PSYC880 Internship: . . . (1-6) P/NC**

Designed to provide students in psychology with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**PSYC890 Graduate Thesis/Project: . . . (3)**

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 and candidacy in thesis sequence must be approved by the psychology faculty.*

**PSYC920 Internship in School Psychology I (3) P/NC**

Full-time placement in a school setting under the direct supervision of a school psychologist. Taken after completion of the M.A. in psychology. Enrollment only after acceptance by an approved internship site. *Prerequisite: Completion of the M.A. in Psychology with the school psychology certificate option.*

**PSYC921 Internship in School Psychology II (3)**

Full-time placement in a school setting under the direct supervision of a school psychologist. Taken after completion of the M.A. in psychology. Enrollment only after acceptance by an approved internship site. *Prerequisite: Completion of PSYC920.*

## Public Administration

### PADM301 Introduction to Public Administration (3)

Offered in both lecture format and as a correspondence course. Examines theories, history, and current issues of administration in government.

### PADM420 Public Personnel Administration (3)

Studies and evaluates principles, practices, and problems of personnel administration in government. *Prerequisite: PADM301 or permission.*

### PADM430 Planning Theory (3)

Seminar discussion of the various practical, theoretical, and ethical problems and issues now facing the design professions. Includes demands for greater concern for "user behavior" and "user needs," collaboration between design professionals and behavioral scientists, and control of behavior through design. *Prerequisite: PADM301 or permission.*

### PADM435 Public Policy Analysis (3)

Introduces students to conceptual models for understanding government policy making and implementation. Provides information about various governmental policies. *Prerequisite: PADM301 or permission.*

### PADM450 Introduction to Urban Planning (3)

Provides an introduction to urban planning, a history of its efforts, and a review of the elements in professional practice today. *Prerequisite: PADM301 or permission.*

### PADM455 Local Government Planning (3)

Study and analysis of current methods, techniques, and practices of land use oriented urban planning. Emphasizes current land use control in urban planning, including zoning, subdivision control, site planning, transportation planning, and the general plan. Covers population, economic, and land use studies, quantitative methods, and social services planning. *Prerequisite: PADM301 or permission.*

### PADM460 Public Finance and Budgeting (3)

Surveys the structure, processes, politics, economics, and operational public administrative aspects of government revenue and expenditure policy. Provides students with an introduction and overview of public budgeting processes and problems emphasizing the role of the public administrators and other government officials in deciding and resolving issues of revenue and expenditure policy.

### PADM470 Independent Study: . . . (3)

Independent study is intended to provide better students an opportunity to study a topic of their choice in public administration under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within public administration and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

### PADM480 Internship: . . . (3)

Designed to combine individual career counseling and work outside of the classroom with institutional learning settings. *Prerequisite: Permission.*

### PADM500 Workshops on Zoning and

#### Planning: . . . (1) P/NC

Designed for citizen planners and professional zoning administrators to provide introduction to key concepts and to develop basic skills. Includes special topics on zoning and planning. *Prerequisite: Permission.*

### PADM505 Economics of Urban Planning (3)

Analyzes various economic factors impinging on the planning process. Includes economics of urbanization, forces of supply and demand in urban lands, the building industry, the real estate market, cyclical fluctuations, rents and prices, problems of housing, urban redevelopment, real estate investment, economic notions of welfare, and counteraction of market failure in the supply of public goods. *Prerequisite: PADM301 or permission.*

### PADM508 Using Microcomputers in Planning (2)

Introduces the use of microcomputers in planning. Emphasizes the use of existing application programs and the microcomputer as a tool to assist planners and other local government officials with the performance of their duties. Covers word processing, database management, and spreadsheet analysis as related to planning. *Prerequisite: PADM301 or permission.*

### PADM510 Government and the Public (3)

Studies the communication and human relations problems between government and the people it serves. Emphasizes efforts to alleviate the problems. *Prerequisite: PADM301 or permission.*

### PADM520 Urban Growth Management (3)

Investigates how communities control the rate, timing, location, and size of development. Includes review of a series of community growth management plans and regulations. *Prerequisite: PADM301 or permission.*

### PADM521 Suburban Policy Issues (3)

Studies the substance of federal, state, and regional public policies as they affect suburban communities. Includes techniques used by municipal officials to deal with these issues and other strictly local issues. Ordinarily, public and private sector experts participate. *Prerequisite: PADM301 or permission.*

### PADM536 Environmental Land Use Planning (3)

Examines ecological design methods and land use control techniques for resolving the conflict between land development and environmental protection. Considers use control and preservation techniques for sensitive lands. *Prerequisite: PADM450.*

### PADM540 Planning Methodology (3)

Reviews and explores the role of selected planning and evaluation methods in the overall planning process. Includes topics on goals and attitude surveys; assessing probability and utility; frameworks for land use; environmental, economic, and social impact of development plans; cost-benefit analysis; and the planning balance sheet. *Prerequisite: PADM450.*

**PADM545 Regional Planning (3)**

Broad coverage of regional planning, its basic concepts, techniques of analysis, and planning methods. *Prerequisite: PADM301 or permission.*

**PADM 550 Topics in Public Administration: . . . (3)**

This course focuses on the culture of the German nation, its business arrangements, government, history, and language. Participants study in Germany.

**PADM560 Administrative Law (3)**

Describes the processes, procedures, and legal limitations under which government agencies make, officials carry out, and courts review administrative orders, rules, and regulations. A significant part of the course is devoted to the issue of government officials' liability. *Prerequisite: PADM301 or permission.*

**PADM580 Public Safety Administration (3)**

Studies the administration of public safety departments, especially police departments. Includes topics on organization structure, personnel, communication, community relations, and relations among police and fire services. *Prerequisite: PADM301 or permission.*

**PADM584 Law Enforcement and the Constitution (3)**

Examines the requirements and limitations imposed upon the law enforcement process by the Constitution. Emphasizes the U.S. Supreme Court's interpretations of the fourth, fifth, sixth, and fourteenth amendments. *Prerequisite: POLS302 or permission.*

**PADM585 Practicum in Urban Planning (3)**

An experiment in concentrated planning education for advanced students in planning. A workshop-based, problem-solving experience designed to consist of supervised field research and development projects on behalf of community groups who have requested specific technical assistance. Provides enhanced professional education through the clinical application of professional planning skills. *Prerequisites: PADM301, PADM450, and permission.*

**PADM801 Concepts and Issues in Public Administration (3)**

Provides an overview for the study of public policy and administration. Designed to develop an appreciation for the vocabulary of the field, to increase the student's understanding of public agencies and their role within the American democratic structure, and to develop an increased awareness and understanding of the individual role within public agencies. *Prerequisite: PADM301 or permission.*

**PADM802 Economic Analysis in Public Administration (3)**

This is an advanced level study of economic principles and practices as applied in public administration. Its focus is on the economic aspects of the urban dynamic, including the evolution of the urban economy, the relationship between the urban economy and public finance, imports, exports, and import substitution in the urban economy, the design of effective strategies for urban economic development, and the application of various urban economic analyses for public administrators. *Prerequisites: PADM301, STAT361, and STAT362 or MGMT610.*

**PADM810 Seminar in Public Human Resource Administration (3)**

An advanced level course that studies and evaluates principles and practices, and problems of human resource administration in government. The course focuses on the perspectives of human resource management, equal employment opportunity, analyzing and staffing jobs, compensation, training and development and employee and labor relations. *Prerequisite: PADM301 or permission of instructor.*

**PADM812 Seminar in Public Budgeting (3)**

Examines advanced questions about budgeting in government, including various revenues, expenditure, and debt. Emphasizes development of knowledge and skills necessary to prepare and defend a sound financial plan in the public sector, including understanding of essential concepts and rules of government accounting and the use of computer spreadsheets to analyze and present financial data. Also includes application of economic theories to government budget decisions. *Prerequisite: PADM802 or permission of instructor.*

**PADM814 The Dynamic of the Public Policy Process (3)**

An analysis of the policy formulation process, using current issues in federal, state, and local government to illustrate the dynamic nature of the process and factors influencing decision makers. *Prerequisite: PADM301 or permission of instructor.*

**PADM820 Seminar in Urban Government (3)**

Examines advanced questions about the functioning of urban governments in America. *Prerequisite: PADM301 or permission.*

**PADM840 Seminar in Public Policy (3)**

Examines advanced questions about the development of public policy. *Prerequisite: PADM301 or permission.*

**PADM851 Seminar in Public Planning (3)**

Deals with a series of case study problems reflecting contemporary planning issues. Uses a multidisciplinary approach to case study analysis. Emphasizes energy, environmental, social, and economic planning. *Prerequisite: PADM301 or permission.*

**PADM852 Seminar in Research Methods (3)**

Introduces students to a variety of standard research methods. Deals with developing research instruments and using and analyzing research techniques. Includes application and interpretation of statistics. *Prerequisite: MGMT610 or STAT361 and STAT362; completion of twenty-one graduate hours in the M.P.A. degree.*

**PADM855 Master's Research Paper (3) P/NC**

For public administration students who are working on their research projects. Advanced standing as an M.P.A. student required for registration. *Prerequisite: Permission of instructor.*

**PADM860 Advanced Topics in Public Administration (3)**

An investigation of the forces and motivations which contributed to revisionism and the rise of totalitarian movements after World War I, led to global war and influenced the course of the conflict to its bitter end in 1945. Special attention will be given to such phenomena as nationalism, totalitarianism, and total war as they related to World War II and to the decisions which shaped the post-war world. *Prerequisite: PADM301 or permission of instructor.*

**PADM865 Problems in Applied Public Management (3)**

A capstone course designed to draw upon all the knowledge and skills acquired in the curriculum. Students will complete a small number of major case studies in the format of management consultant's reports diagnosing, analyzing, and proposing solutions for actual or hypothetical organizations' problems. *Prerequisites: Completion of M.P.A. required courses and PADM852.*

**PADM867 Practicum (3)**

A demonstration of the ability to apply advanced management knowledge and skills through the accomplishment of a substantial project, task, or set of tasks in an administrative agency. Requires both performance of the task(s) and completion of a major written report thereon, approved by three faculty members. A final course option of the M.P.A. program. *Prerequisite: Permission.*

**PADM870 Independent Study: . . . (3)**

Independent study is intended to provide better students an opportunity to study a topic of their choice in public administration under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within public administration and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

**PADM880 Internship: . . . (3)**

Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. *Prerequisite: Permission.*

**PADM890 Graduate Thesis/Project: . . . (3) P/NC**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. *Prerequisite: Permission of advisor and/or committee.*

## Social Sciences


---

**SOSC311 Survey of Social Science (3)**

Offered as a correspondence course only. 

Examination of the organizing principles and methods of the basic social sciences.

**SOSC32A Dealing with Diversity (3)**

Offered in televised format only. A course 

designed to help students recognize and appreciate the differences between diverse groups and individuals in our multicultural society, such as those distinguished by race, ethnicity, gender, class, sexual orientation, and age.

**SOSC325 International Political Economy (3)**

This course surveys the evolution of International Political Economy (IPE) in three distinct periods. The first period extends from the sixteenth century to Marx's Capital. The second period follows IPE from the late 1800s to the 1920s when the formal separation between politics and economics took place. Finally, the third period brings us to the contemporary systemic issues confronting our interdependent world.

**SOSC450 Research Methods in the Social Sciences (3)**

Overview of methods that political scientists and sociologists employ to collect and analyze current data. Ethics in social research, formulating research questions, survey and experimental design, interviewing, sampling, direct observation, content analysis, evaluation research, and critiques of science methods. *Prerequisites: POLS301 and SOC301.*

**SOC460 Insights: Public/Private Connections (3)**

This course allows students to enter into a dialogue with seasoned and accomplished people, Insights Scholars, about the ways in which their professional and personal lives have intertwined. Discussions with these visitors to our campus (and/or our visits to their worksites) will give students in this course the opportunity to analyze how the distinction between "public" and "private" has come to be socially constructed, that is, made "real" by our beliefs and actions about it.

**SOSC470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in social sciences under the supervision of the faculty. *Prerequisite: Permission.*

**SOSC480 Internship: . . . (1-4)**

Designed to provide the social sciences student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

**SOSC490 Seminar: Values, Technology, and Social Change (3)**

This senior seminar will allow students to apply their knowledge of the foundations of the social sciences to the analysis of an ever-changing social, economic, and political world; thereby integrating the four major sub-fields of the GSU social sciences program, i.e., society and culture, economics, politics, and history. *Prerequisite: Permission of instructor.*



### SOSC500 Methods and Skills in Cross-Cultural Understanding (3)

Imparts knowledge drawn from theoretical and applied social sciences to examine cross-cultural transactions, diversity, multiculturalism, and the problem of difference in a regional, national, and international context. It provides students with an opportunity to develop reflective and reflexive skills, thinking and writing skills that have theoretical and practical application. *Prerequisite: ANTH310.*

### SOSC501 Cultures of Labor in the Modern World (3)

A comparative, interdisciplinary perspective on the effect of Industrial and post-Industrial era change on the everyday lives of working people in Latin America, Africa, Europe, and the United States. The impact of globalization on workers in the First and Third Worlds, the search for new visions and practices of citizenship, democracy, gender roles, and development will be assigned in light of labor history. *Prerequisite: Permission of instructor.*

### SOSC530 Urban Studies: Introduction to the City (3)

Appraisal and analysis of urban growth and dynamics in relation to government and politics, social and economic life, environmental issues, and the structure of the urban environment. An interdisciplinary approach to the study of American urban environments.

### SOSC560 Computer Applications in Social Science Research (3)

Use of the computer for political and social analysis and research. Introduction to computing equipment and operating procedures, utilization of select programs, and general data processing applications for political and social research. *Prerequisite: SOSC450.*

### SOCS570 Senior Seminar: Values, Technology, and Social Change (3)

This senior seminar will allow students to apply their knowledge of the foundations of the social sciences to the analysis of an ever-rapidly changing social, economic, and political world; thereby integrating the four major sub-fields of the GSU social sciences program, i.e., society and culture, economics, politics, and history.

### SOSC575 Women and Social Action (3)

A focus on ordinary women who are working collectively in myriad social settings to empower themselves and others. This media-based course explores barriers women face, goals and strategies for social change, and the rewards and challenges of social action.



### SOSC801 Human Systems Change (3)

Covers philosophy and history of human systems change. Students present a diagnosis of a system strategy for change.

## Social Work

---

### SOCW320 Social Welfare Services and Professional Roles (3)

Explores the historical development and foundations of the field of social welfare, including major legislation. Professional concerns related to values, skills, knowledge, policies, programs, methods of practice, and licensing are analyzed. Social welfare programs and practices in other countries are compared and contrasted with those of the United States. *Prerequisite: Completion of American history requirement. Corequisite: SOCW350 or program approval.*

### SOCW350 Social Work Perspectives on Human Behavior (3)

Designed to help students to integrate and apply an ecological perspective on human behavior to professional social work practice situations. Explores systems thinking, human diversity, social science theory, and relevant ecological concepts. *Prerequisites: SOCW320 or concurrent enrollment. Complete the human biology, social problems, human growth and development, and cultural anthropology requirements or program approval.*

### SOCW380 Social Work Practice: Ethics, Values, and Interviewing (3)

Designed to provide students with an in-depth examination of the generalist approach. Core social work values are explicated and explored in relation to practice situations. Students learn basic interviewing skills and core interactional skills. Social work ethics are also examined. *Prerequisites: SOCW320 and SOCW350. Corequisite: SOCW390.*

### SOCW390 Field Practicum and Proseminar I (3)

Provides students with an agency practice experience early in their program enabling them to become familiar with actual practice settings and to assess career goals. Includes 30 clock-hours of field practicum experience, and an integrating seminar meets on campus weekly. *Prerequisites: SOCW320 and SOCW350. Corequisite: SOCW380.*

### SOCW415 Field Practicum Assessment and Planning (1)

Students explore potential field placement sites, interview social work professionals, review generalist social work competencies, prepare biographical profiles, assess personal strengths and weaknesses, and plan for the practicum experience. This course is to be taken before enrolling in SOCW490. *Prerequisites: B.S.W. senior students in academic good standing and field practicum director approval.*

### SOCW444 Social Work Practice: Intervention Strategies I (3)

Foundation social work course offered on both the undergraduate and graduate levels. Focuses on formulation and implementation of intervention at the small system level of individuals, families, and small groups. Goal development, selection, and application of methods of intervention within the context of a generalist model. *Prerequisites: SOCW380 and SOCW390.*

**SOCW445 Social Work Practice: Intervention Strategies II (3)**

Examines the group, organization, and community from the perspective of the practitioner's use of self as a facilitator of group and social system processes and as a method of intervention and change. Emphasis will be placed on laboratory involvement in group and skill building exercises for effective group and community problem-solving, including the effects of diversity on group process.

*Prerequisite:* SOCW444, SOCW530, and SOCW565 or program approval.

**SOCW455 Human Diversity: Myths, Realities, and Opportunities (3)**

Foundation social work course offered on both the undergraduate and graduate levels. Emphasizes understanding the experience of diversity, racism, sexism, and ageism as they affect life chances, lifestyles, and psychosocial development. Examines assumptions, myths, beliefs, and biases that block effective relationships between professionals and consumers. Identifies social work principles, values, and practice skills that promote successful working relationships. Encourages self-assessment and provides opportunities for application of learning. *Prerequisites:* Completion of nine hours in major field or permission of instructor.

**SOCW459 Law for Human Service Professionals (3)**

Introduction to law for social workers, including the study of legal issues, procedures, and selected legislation relevant to the practice of social work in varied settings. Examines the use of legal authority in the provision of services in the areas of income maintenance, justice, family services, rights of children, biological parents, foster and adoptive parents, divorce counseling, entitlement programs and reform, and other areas requiring knowledge of legal issues and processes. *Prerequisites:* Completion of six hours in major field or program approval.

**SOCW465 Research: Health and Human Services (3)**

Provides research orientation necessary for effective direct service professional practice in the health and human services. Emphasizes being an intelligent consumer of research. Provides knowledge and strategies for measuring and evaluating professional practice. Appropriate for students in social work, nursing, addictions studies, and other health and human services programs. *Prerequisites:* STAT468 or equivalent; senior status in major.

**SOCW470 Independent Study: . . . (1-8)**

Individual reading, research, and/or project in social work under supervision of faculty. *Prerequisites:* Nine hours in major field and program approval.

**SOCW480 Internship: . . . (1-8)**

Designed to provide students in social work with supervised practical experiences in applied settings. *Prerequisite:* Permission.

**SOCW490 Social Work Field Practicum (12)**

Provides an advanced 420 minimum clock-hours field placement in a health or human service organization selected and approved by the social work program. Agencies and field instructors have met the criteria set by the Council on Social Work Education. They are committed to the value of training undergraduate social work students for generalist practice and willing to structure actively a number of learning experiences for students. *Prerequisites:* Open to social work majors only; completion of all required social work courses, including SOCW415, with the exception of SOCW491 which must be taken concurrently. A signed practicum approval form must be on file before students are permitted to register.

**SOCW491 Senior Integrative Field Seminar (3)**

A senior seminar, taken concurrently with the social work field practicum; promotes integration and synthesis of knowledge, skills, and values learned in the previous social work curriculum sequences of social welfare policy and services, human behavior in the social environment, practice, and research. In a shared learning environment, utilizing the ecological systems, generalist perspectives, students examine the health and human service settings in which they are placed. Students complete a senior research project, evaluating practice with clients. *Prerequisite:* SOCW415 and permission of the field practicum director; concurrent enrollment in SOCW490 and consent of instructor.

**SOCW495 Honors Seminar (3)**

Explores varying topical themes from an interdisciplinary perspective. Special emphasis is given both to the development of critical thinking and practical problem solving skills. Both the guest lecturers and the students enrolled will represent an array of different disciplines and perspectives contributing to the interdisciplinary discourse. *Prerequisite:* Advanced honors status. Students should have completed the advanced honors work within their own majors before registering for this course.

**SOCW500 Topics in Social Work: . . . (1-4)**

Specific topics, issues, intervention and service approaches, and new developments in social work and related areas are considered in a series of workshops. Opportunities for participants to have personal contact with noted social work scholars and practitioners are provided. Consult schedule for terms offered.

**SOCW510 Social Welfare Policy: Issues and Processes (3)**

Examination of social welfare policy perspectives particularly as they reflect values, interests, and political processes. Contemporary social service programs and policies are reviewed. Analysis models and strategies are reviewed and applied. *Prerequisites:* Complete the macroeconomics and political science requirements and senior status in major.

**SOCW530 Urban Dynamics (3)**

Offered in a televised format. Examines the metropolitan community as a complex environment in which most human services are delivered; explores and compares the interrelationship of urban forces, survey research, and community practice; and provides students with the experience of applying community theory to social problem analysis by developing a written assessment of community profiles for prioritizing community-based services.

*Prerequisite: Permission of instructor.*

**SOCW565 Interprofessional Teamwork in the Health and Human Services (3)**

Designed for the health or human services student interested in understanding the team model of service delivery.

Examines teams and teamwork and provides opportunities to develop team practice and team analysis skills that are applied both in class, agency, and other organization situations. Field visits required. Students in any field will also acquire useful knowledge and skills. *Prerequisite: Completion of six hours in major field.*

**SOCW570 Social Work in Health Care (3)**

Focuses on how social workers in hospitals, clinics, and other health systems 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: Completion of six hours in major field.*

**SOCW575 Children and Families: Problems, Issues, and Services (3)**

Examines the organization of child welfare programs and the existing set of social services designed to help the child and his/her family. Considers the effects of economic, social, and political developments upon past and present services. Explores future planning of services for children. *Prerequisite: Completion of six hours in major field.*

**SOCW576 Child Welfare Practice: Knowledge, Skills, and Values (3)**

Prepares students to enter practice in a public or private child welfare setting. Provides the knowledge, skills, and values required for effective work in an agency setting. Covers agency policies, procedures, practice issues, specialized skills, values, and knowledge. Child welfare professionals participate in instruction. *Prerequisite: SOCW575.*

**SOCW595 Management and Supervision in the Human Services (3)**

Selective methods course in management/social administration focusing on the classical and behavioral schools of management and covering the functions of planning, organizing, controlling, supervising, charting, communicating, designing, evaluating, leading, problem-solving, and decision-making. Examines the ethical dilemmas in administering not-for-profit health and human service programs in an ever-changing free market economy in the U.S. Students learn to analyze an organization and apply change and development strategies. *Prerequisite: Completion of six hours in major field.*

**SOCW605 Human Behavior and the Social****Environment I (3)**

Provides an overview of the dynamics of human behavior and how systems in the environment influence behaviors, attitudes, and beliefs. Interactions are examined between biological, psychological, social, cultural, and institutional systems that overtly and subliminally impact on human behavior and human development. Pregnancy and the developmental stages of infancy and childhood through adolescence and young adulthood are explored. *Prerequisites: Concurrent enrollment in SOCW620 and completion of human biology; abnormal psychology; sociology or permission of instructor.*

**SOCW610 Human Behavior and the Social****Environment II (3)**

Provides an overview of the dynamics of human behavior and how systems in the environment influence behaviors, attitudes, and beliefs. Interactions are examined among biological, psychological, social, cultural, and institutional systems that overtly and covertly impact on human behavior and human development. Special consideration is given to the influence of race, culture, ethnicity, religion, gender, gender preference, age, disability, and poverty. The span of human experience from middle adulthood through death is explored. *Prerequisite: SOCW605.*

**SOCW620 Social Welfare Services and Professional Roles (3)**

Foundation social work course offered on both the undergraduate and graduate levels. Explores the historical development and foundations of the field of social welfare, including major legislation. Professional concerns related to values, skills, knowledge, policies, programs, methods, practice, and licensing with special consideration being given to diversity issues and their impact upon the services and service providers with implications for utilizing an interdisciplinary team approach. Social welfare programs and practices in other countries are compared and contrasted with those of the United States. *Prerequisite: Completion of the American history/political science and economics requirements or permission of instructor.*

**SOCW644 Practice I: Intervention with Individuals, Families and Groups (3)**

Foundation social work course offered on both the undergraduate and graduate levels. Focuses on formulation and implementation of intervention at the small systems level of individuals, families, and small groups, as well as the larger systems level of organizations and institutions. Goal development, selection, and application of methods of intervention within the context of a generalist model. *Prerequisites: SOCW605, SOCW610, and SOCW620.*

**SOCW645 Social Work Practice: Intervention Strategies II (3)**

Foundation social work course offered on both the undergraduate and graduate levels. Examines the group, organization, and community from the perspective of the practitioner's use of self as a facilitator of group and social system processes and as a method of intervention and change. Emphasis is placed on laboratory involvement in group and skill building exercises for effective group and community problem-solving, including the effects of diversity on group process. *Prerequisite: SOCW644 or permission of instructor.*

**SOCW655 Human Diversity: Myths, Realities, and Opportunities (3)**

Foundation social work course offered on both the undergraduate and graduate levels. Emphasizes understanding the experience of diversity, racism, sexism, and ageism as they affect life chances, lifestyles, and psychosocial development. Examines assumptions, myths, beliefs, and biases that block effective relationships between professionals and consumers. Identifies social work principles, values, and practice skills that promote successful working relationships. Encourages self-assessment and provides opportunities for application of learning. *Prerequisites: Completion of nine hours in major field or permission of instructor.*

**SOCW659 Law for Human Service Professionals (3)**

Introduction to law for social workers, including the study of legal issues, procedures, and selected legislation relevant to the practice of social work in varied settings. Examines the use of legal authority in the provision of services in the areas of income maintenance, justice, family services, rights of children, biological parents, foster and adoptive parents, divorce counseling, entitlement programs and reform, and other areas requiring knowledge of legal issues and processes. *Prerequisites: Completion of 12 hours in major field or permission of instructor.*

**SOCW665 Research in Health and Human Services I (3)**

Foundation social work course offered on both the undergraduate and graduate levels. Focuses on foundation content in research design and methodology that can be used by practitioners to evaluate their individual practice, evaluate programs, and advance practice knowledge. Enables the student to develop a scientific perspective, to acquire an understanding of various research philosophies that can be used to evaluate practice, and to incorporate that perspective and understanding into a broader conceptual base for human services practice. Building on a liberal arts perspective, the course aids students in thinking critically about the methods and limitations of various systems of inquiry and about society, people, and their problems. *Prerequisite: STAT 468 or equivalent.*

**SOCW680 Social Work Practice: Ethics, Values, and Interviewing (3)**

Foundation social work course offered on both the undergraduate and graduate levels. Designed to provide students with an in-depth examination of the generalist approach. Core social work values are explicated and explored in relation to practice situations. Students learn basic interviewing skills and core interactional skills. Social work ethics are also examined. *Prerequisites: SOCW605; SOCW610 AND SOCW620 or concurrent enrollment in same.*

**SOCW700 Proseminar: Field Practicum (3)**

Overview of M.S.W. field sequence whose practice orientation is for the publicly-funded and not-for-profit human service agencies: reform efforts in public and private agencies serving children, youth, aging, and families in their communities; interdisciplinary approach, outreach, advocacy, assets-based community involvement, administration and systems change, as well as traditional intervention methodologies with individuals, families, and groups. *Prerequisite: Permission of M.S.W. field coordinator.*

**SOCW710 Social Welfare Policy I: Issues and Processes (3)**

Traces and examines the historical developments of the American welfare state, reforms of labor and health policies, Social Security, and immigration policies in the context of major economic and political trends in the 20th Century. Consideration is given to urbanization, industrialization, progressivism, liberalism, conservatism, desegregation, minority liberation movements, and feminism. *Prerequisite: SOCW620.*

**SOCW720 Field Practicum I (2)**

This course, along with SOCW725, comprises a 420-clock-hour foundation practicum in social work. Provides a structured, supervised, professional off-campus setting for the student to apply social work knowledge, skills, values, and ethics to the practice of social work from a generalist perspective with awareness of diversity and sensitivity to populations at risk. May be taken concurrently with SOCW725 as a block placement. *Prerequisites: Permission of M.S.W. field coordinator; taken concurrently with SOCW721.*

**SOCW721 Field Practicum I: Integrative Seminar (2)**

The integrative seminar consists of instruction, discussion, and supervision (peer and instructor). Applying social work values and ethics, the seminar examines, supports, enhances, problems solves, and clarifies the expected student outcomes and competencies for the field practicum SOCW720 (taken as a corequisite), developing awareness and skills with diversity and sensitivity to populations at risk. An interdisciplinary approach is applied throughout. *Prerequisites: Permission of M.S.W. field coordinator; taken concurrently with SOCW720.*

**SOCW725 Field Practicum II (2)**

Second of two courses that comprise a 420-clock-hour foundation field practicum. The student will work within an agency for 14 contact hours per week, each of two consecutive trimesters (or for 28 contact hours per week if registering for both courses concurrently). Provides an off-campus, structured, supervised, professional setting for the student to apply social work knowledge, skills, values, and ethics to the practice of social work from a generalist perspective with awareness of diversity and sensitivity to populations at risk. *Prerequisites:* SOCW720, SOCW721, and permission of M.S.W. field coordinator; taken concurrently with SOCW726.

**SOCW726 Field Practicum II: Integrative Seminar (2)**

Second foundation practicum integrative seminar. Consists of instruction, discussion, and supervision (peer and instructor). Applying social work values and ethics, the seminar examines, supports, enhances, problem solves, and clarifies the expected student outcomes and competencies for Field Practicum I, SOCW725 (taken as a corequisite), developing awareness and skills with diversity and sensitivity to populations at risk. An interdisciplinary approach is applied throughout. *Prerequisites:* SOCW720, SOCW721, and permission of M.S.W. field coordinator; taken concurrently with SOCW725.

**SOCW745 Practice in Schools (3)**

Theory and practice of social work in a school setting are examined with special consideration for policy in historical, as well as legal, perspectives. Knowledge and skills are developed for competent practice in schools. (Required for students preparing to become school social workers.) *Prerequisites:* Acceptance into the M.S.W. program and completion of at least 18 hours of foundation curriculum; taken concurrently with SOCW815 and/or SOCW855.

**SOCW760 Practice with Groups (3)**

Overview of the practice with groups, examining types, formation, purposes, roles, functions communication, goals, guidelines, and evaluation. Practice opportunities for application of theory and skills in class. *Prerequisites:* SOCW605, SOCW610, SOCW620, SOCW644, SOCW 825, or SOCW830 or permission of instructor.

**SOCW815 Field Practicum III (6)**

This course together with SOCW855 comprises a 630-clock-hour concentration practicum in social work. Purpose of the specialization practicum is to prepare students for advanced social work practice in an identifiable area of specialization. The specialization field practicum builds upon the skills and knowledge obtained during the foundation field practicum. The student will work within an agency for 21-contact-hours per week, each of two consecutive trimesters. Typically, students have their second year concentration practicum in an agency other than their foundation practicum. Exception can be made through the field work coordinator only if the agency is large, complex, and diverse enough to avail a distinct year placement with regard to types and levels of intervention, student role and responsibility, learning goals and objectives and field instruction. *Prerequisites:* Permission of M.S.W. field coordinator and taken concurrently with SOCW816.

**SOCW816 Field Practicum III: Integrative Seminar (2)**

This integrative seminar examines, supports, enhances, problem solves, and clarifies the expected student outcomes and competencies of the Field Practicum III SOCW815. Applies social work values and ethics for developing awareness of diversity and sensitivity to populations at risk, using an interdisciplinary approach on an advanced practice level. *Prerequisites:* Permission of M.S.W. field coordinator and taken concurrently with SOCW815.

**SOCW820 Research in Health and Human Services II (3)**

Focuses on advanced content in research design and methodology that can be used by practitioners to evaluate their individual practice, evaluate programs, and advance practice knowledge. The major aims of the course are to enable the student to identify and formulate a research statement or question and design, develop, and implement a research project during the trimester. The research project process and actual implementation are aimed at enhancing students' ability to apply knowledge gained from research to practice, program development, and policy. *Prerequisite:* SOCW665.

**SOCW825 Advanced Practice with Child and Family Services (3)**

More complex interdisciplinary interventions with families, and social service organizations are examined and refined. Includes advanced levels of application of social work values and ethics, working towards mastery in synthesizing foundation knowledge, skills, and interdisciplinary processes with sensitivity to diversity and populations at risk. Special attention is placed upon examination and comparison of the assumptions of traditional service structures and those of emerging paradigms of thought and practice, as well as selection of appropriate means of evaluation and research. Focuses on the social worker-client relationship and advances the development of assessment, intervention, and evaluation skills. Critiques several models of service delivery in child welfare systems of care. *Prerequisites:* SOCW645 or completion of social work foundation practice sequence.

**SOCW826 Advanced Practice in Child and Family Services II (3)**

More complex frameworks of family organization and experience are examined to enhance student ability to analyze and develop family-centered practice. In so doing, this course offers more advanced exploration and appreciation of social work values and ethics, of working with sensitivity to diversity and populations at risk, and of social and economic justice. *Prerequisite:* SOCW825.

**SOCW830 Advanced Practice in Health and Mental Health (3)**

Interventions with individuals, families, and small groups are examined, developed, scrutinized, and refined at an advanced generalist level in health and mental health settings. Moving towards mastery in synthesizing foundation knowledge, skill, and values as a basis for advanced practice. *Prerequisites:* SOCW605, SOCW610, and SOCW644.

**SOCW831 Advanced Practice in Health and Mental Health Services II (3)**

Systems of intervention with individuals, families, and small groups are examined, developed, focused, and refined at an advanced level with application of social work values and ethics in health and mental health settings. Foundation and advanced knowledge, skills, and interdisciplinary processes are synthesized with sensitivity to diversity and populations at risk as a basis for advanced practice. *Prerequisites:* SOCW830.

**SOCW835 Advanced Policy: Children and Family (3)**

Focuses on social policies at community, state, and federal levels that address issues related to children and families. Builds on the foundation content of the earlier policy and practice courses integrating an understanding of social welfare policy with social work practice skills. Prepares students to intervene as administrators, as well as policy analysts and activists. *Prerequisite:* SOCW710.

**SOCW840 Advanced Policy: Health and Mental Health (3)**

Focuses on social policies at community, state, and federal levels that address issues related to health and mental health. Builds on the foundation content of the earlier policy and practice courses, integrating an understanding of social welfare policy with social work practice skills. Prepares students to intervene as administrators, as well as policy analysts and activists. *Prerequisite:* SOCW710.

**SOCW850 Organizational Theory and Behavior in Human Services (3)**

Explores in-depth theoretical and behavioral perspectives on organizational analysis and examines relationships among organizational structures and administrative processes and functions in social service organizations. Provides students with conceptual and analytic tools for the analysis of formal social organization with particular emphasis on bureaucratic human services and governments, including hierarchical and human relations forms, task vs. maintenance goals, closed and open systems models, formal and informal organization and theories of the political economy of organizations. Consideration is given to the racial, ethnic, age, and gender factors. *Prerequisites:* SOCW605; SOCW610; SOCW620; SOCW710, SOCW835 or SOCW840.

**SOCW855 Field Practicum IV (3)**

This is the second advanced field practicum course taken to complete the 480-clock-hour advanced practicum in social work. The student works within an agency for 16 contact-hours minimally per week during the trimester to continue to develop and refine professional practice skills. An interdisciplinary approach is applied throughout, building upon the skills and knowledge obtained during the three previous field practica courses. Social work values and ethics are applied to practice, demonstrating sensitivity and effectiveness with diverse populations, as well as those at risk. *Prerequisites:* SOCW815, SOCW816, and permission of M.S.W. field coordinator; taken concurrently with SOCW856.

**SOCW856 Field Practicum Integrative Seminar (2)**

An integrative seminar that is attached to the second half of a two trimester, advanced practicum in social work, the second of two practica required for the M.S.W. degree. Purpose of the advanced practicum is to prepare students for advanced social work practice in an identifiable area of practice. Supports the continued development and refinement of the skills and knowledge of the foundation field practicum, applying social work values and ethics to practice and demonstrating sensitivity and effectiveness with diverse populations, as well as those at risk. The Integrative Seminar helps the student to transfer what is learned in the classroom to the field setting and from the practicum back to class. *Prerequisites:* SOCW815, SOCW816, and permission of the M.S.W. field coordinator; taken concurrently with SOCW855.

**SOCW864 Interdisciplinary Team Process and Leadership (3)**

Brings together graduate students from many disciplines to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. Uses communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach shows students effective techniques for valuing and educating client/customers, identifying and overcoming barriers to effective customer/client service, and leading to outcomes desired by the client/customer. *Prerequisites:* All undergraduate prerequisites completed. At least 12 hours in graduate major completed or permission of instructor.

**SOCW865 Advanced Family Treatment (3)**

Focuses on the integration of theory with social work practice with families, fostering skill developing in family interviewing, assessment, and intervention. Examines the theoretical constructs of a variety of intervention models including psychodynamic, experiential, communications, structural, strategic, systemic, and solution focused. Considers applications of methods and techniques to a variety of common problem areas in both traditional and non-traditional couples and families. The impact of gender, oppression, poverty, and ethnicity will also be addressed. *Prerequisites:* SOCW644; SOCW825 or SOCW830; or permission of instructor.

**SOCW870 Independent Study (1-8)**

Individual reading, research, and/or project in social work under supervision of faculty. *Prerequisite:* Permission.

**SOCW880 Internship: . . . (1-8)**

Designed to provide students in social work with supervised practical experiences in applied settings. *Prerequisite:* Permission.


## Sociology

---

### SOC301 Studies in American Society (3)

Broadly conceived, sociology is the systematic study of social behavior and group life. It takes as its point of departure the fact that (1) humans are essentially social beings, and (2) that human behavior is both the cause and effect of group life. Unraveling the implications of the essential socialness of human behavior—how the groups humans live in both shape their behavior and how humans shape group life—is the focus of this course.

### SOC310 Principles of Urban Studies (3)

Offered as a correspondence course only.  Presents an interdisciplinary study of basic principles and dynamics in the development of our increasingly urban world. Features focus on the worldwide process of urbanization, urban lifestyles, and some of the common elements in the cities in America and other areas of the world.


### SOC470 Independent Study: . . . (1-4)

Individual reading, research, and/or project in sociology under the supervision of the faculty. *Prerequisite: Permission.*

### SOC510 Topics in Sociology: . . . (3)

In-depth analysis of special issues in contemporary society from a sociological perspective will be the focus of this course. Guest lectures, field trips, and document analysis will supplement research and reading assignments. Projected topics include the family and state policy; late capitalism and the welfare state; contemporary sociological theory; and legal and social implications of reproductive technologies.

### SOC522 Family History: Legacies (3)

Offered as a correspondence course only.  An audio course on family history in the United States from 1607 to 1870. Each of eighteen half-hour audio programs covers a different topic in the history of women and families, with commentaries by leading scholars. Emphasizes the diverse experiences of ordinary people as it examines change in both the ideals and the reality of family life.

### SOC525 Community Organization (3)

Analyzes notions of power, community structure, community development, and their implications for community organization and renewal.

### SOC540 Sociology of the Family (3)

Examines the historical roots of changes in contemporary family life. Focuses on class variation in American family life, implications of beliefs about sex roles for marital and parental roles, manifestations of pathology in family life, and connections among political issues and changes in family life.

### SOC551 Sociology of Ethnic Relations (3)

Analyzes ethnicity as a dimension of social stratification and its implications for inter- and intra-group conflict.

### SOC585 Work and Family Life (3)

Examines historical and contemporary ideologies about the relation between work and family life. Explores effects of constraints of work roles on family life and of family life on work roles. Emphasizes issues associated with labor market segmentation, class variation, distinctions between dual and one-career families, and alternatives to traditional family/work patterns.

### SOC805 Seminar: Sociological Theory (3)

Analyzes the contributions of major theorists and schools in sociology starting with Marx, Durkheim, and Weber and moving on to later developments in structural/functionalist, symbolic interactionist, neo-Marxian, phenomenological, ethnomethodological, exchange, and other theories. *Prerequisites: Undergraduate course work in social theory, research, and methods.*

### SOC815 Seminar: Social Organizations and Institutions (3)

Examination of recent research on selected aspects of social organization (e.g., stratification) and institutions (e.g., religion, family, government). *Prerequisite: SOC805 or permission.*

### SOC825 Seminar: Social Change and Modernization (3)

A historical examination of the processes of social change and modernization in American life. Particular emphases on migration and mobility, family roles, and the growth of urbanization. *Prerequisite: SOC805 or permission.*

### SOC835 Seminar: Sociological Research (3)

Course will cover theory construction literature from sociology, varieties of research involving human subjects, and substantive varieties of social research. SPSS and related programs will be utilized as tools for participating in directed research activities. *Prerequisites: STAT468 and SOC805; and either SOC815 or SOC825 or permission.*

### SOC870 Graduate Research: . . . (1-4)

Individual reading or research in sociology under the supervision of the faculty. *Prerequisite: SOC835 or permission.*

### SOC880 Internship: . . . (1-4)

Designed to provide students in sociology with supervised, practical experiences in applied settings. *Prerequisite: Permission.*

### SOC890 Graduate Thesis/Project (3)

Provides the student in sociology the opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests. *Prerequisites: Permission of advisor and thesis/project director and SOC870.*

## Special Education

---

See Education - Special Education

## Statistics

### STAT361 Statistics for Management I (3)



Offered in lecture and televised formats.

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: Intermediate algebra or passing computational examinations.*

### STAT362 Statistics for Management II (3)



Offered in lecture and televised formats.

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.*

### STAT468 Statistics (3)



Offered in both lecture and televised formats.

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. *Prerequisite:*

*Satisfactory completion of all three university mathematics proficiency examinations or intermediate or college algebra course with a "B" or better.*

### STAT469 Statistics Laboratory (1)

Provides an introduction to statistical calculation and covers such topics as the standard normal distribution, descriptive statistics, chi-square, t-test, correlational techniques, and one-way analysis of variance. *Prerequisite: Concurrent registration in STAT468.*

### STAT520 Statistical Methods (3)

A survey for graduate and undergraduate students with sufficient statistical background for professional programs in which basic familiarity with statistics is needed. The topics covered include descriptive statistics, probability, sampling, estimation, hypothesis testing, regression and correlation, analysis of variance, and chi-square. The course is fast-paced and intensive. *Prerequisite: MATH325.*

### STAT611 Data Analysis in the Social Sciences Using SPSS (3)

An introduction to accessing and analyzing quantitative data for students in the social and behavioral sciences.

### STAT810 Statistical Process Quality Control (3)

Concentrates on process control relying heavily upon control charts as tools to improve quality and productivity.

*Prerequisite: Algebra or written permission of instructor.*

### STAT820 Experimental Design for the Natural Sciences (4)

For graduate students in Environmental Biology or Analytical Chemistry. Covers research designs from simple to factorial. Deals with relationships between statistics and experimental design. Includes practical experience in deriving unique experimental designs for specific research problems. To be taken before thesis/project work. *Prerequisites: STAT520.*

### STAT860 Advanced Statistics in Behavioral Science (3)

Reviews briefly regression analysis and one-way analysis of variance. Focuses on multiple regression and other analyses of variance. *Prerequisite: STAT468.*

### STAT861 Computer Laboratory for Advanced Statistics (1)

In this course, emphasis is placed on the application of statistical software as a tool to analyze behavioral research. Emphasis is placed on the organization, analysis, and interpretation of research data from the social sciences. Descriptive topics include: data organization, distribution characteristics, indices of central tendency, and variability. Inferential topics include t-tests, correlation and regression, analysis of variance, analysis of covariance, and multivariate ANOVA. *Prerequisites: Graduate Research Methods (PSYC660), concurrent registration in STAT860 and working knowledge of at least one computer operating system, e.g., DOS, Windows, Macintosh.*



---

---

# APPENDIX

## Academic Grievance Policy

---

In addition to the policies detailed in the Student Handbook, students enrolled in the teacher education programs should contact the College of Education dean's office to obtain a copy of the Academic Grievance Policy governing students enrolled in state-approved teacher education programs which include the following: Early Childhood, Elementary Education, English Teacher Education, Biology Teacher Education, Chemistry Teacher Education, Communication Disorders, School Counseling, School Psychology, Special Education, and Educational Administration. Students are responsible for knowledge of, and adherence to, all university and college requirements and regulations.

## Academic Honesty

---

Academic honesty pertains to all methods of fulfilling academic requirements at Governors State University.

The following procedures are appropriate ways to use the ideas and work of others when fulfilling academic requirements:

1. When someone else's work or scholarship is used to fulfill academic requirements, the source should be given credit. It should not be stated or implied that this work is a person's own work.
  - a. When using material from a publication (i.e., book, journal, article, film, etc.) that material should be enclosed in quotation marks, or otherwise set off, and the source of the material acknowledged.
  - b. When paraphrasing published material (i.e., using it almost word-for-word) the source should also be acknowledged unless the information is common knowledge in the field.
  - c. Unpublished data or ideas of another person should be utilized only with the consent of that person.
  - d. Material should be prepared jointly with one or more other individuals only with the permission of the instructor. The contributions of all individuals to this material should be clearly acknowledged when it is submitted.
  - e. Having someone else prepare material that is to be submitted should only be done with the instructor's permission to do so.

2. The same piece of work should not be submitted for credit in more than one course without the permission of all instructors involved.
3. Hypothetical data should be submitted only with the permission of the instructor to do so and should be clearly labeled as such.
4. One should refuse to make work available to another person who intends to submit part or all of that work as if he/she had written it.
5. Students may neither give, request, nor utilize assistance during an examination without the instructor's permission.

These ethical guidelines are in no way intended to discourage people from studying together or from engaging in group projects.

## Student Records Policy

---

Governors State University maintains individual records and information about students for the purpose of providing educational, vocational, and personal services to the student. As required by the Family Educational Rights and Privacy Act of 1974, the following policy outlines procedures for access to student records. The policy is intended to ensure the confidentiality of student education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data. Copies are available in the Office of the Registrar.

## Definitions

A student is defined as a person who is or has been enrolled at Governors State University on campus and/or off campus, and for whom the university maintains education records. The term "enrolled" is defined as having registered and paid fees. The definition includes enrollment in mediated instruction courses, independent study, and correspondence study. For the purpose of this policy only, any student attending Governors State University will be considered to be an adult and to have sole control over the release of his/her information except as provided in this policy.

Education records are those records, files, documents, and other materials which contain information, recorded in any way, including, but not limited to, handwriting, print, tape, film, diskette, microfilm, and microfiche, that are directly related to a student and are maintained by Governors State University or any subunit or by any party acting for the university. The term does not include the following:

1. Personal records of instructional, supervisory, and administrative personnel, and educational personnel ancillary to those persons, which are kept in the sole possession of the maker thereof and are not accessible or revealed to any other person except a temporary substitute.
2. Records of the Department of Public Safety which are maintained apart from education records, maintained solely for law enforcement purposes, and disclosed only to law enforcement officials of the same jurisdiction. For the purpose of this policy, the Governors State University Public Safety Office will be treated as an outside agency, and the education records of students will not be disclosed to this office except with the written consent of the student or pursuant to other permitted exceptions specified by this policy.
3. Employment records, made and maintained in the normal course of business, that relate exclusively to an individual in his/her capacity as an employee and are not available for use for any other purpose, so long as they are maintained separately from any education record. Records relating to an individual in attendance at Governors State University who is employed as a result of his/her status as a student are considered education records and are not excepted under this definition.
4. Records of a physician, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity which are used only in connection with treatment and are not disclosed to individuals other than those providing the treatment.

For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the university's program of instruction.

5. Records which contain only information relating to a person after that person is no longer a student at Governors State University, such as alumni files.

Student information means any information contained in an education record as defined above.

Personally identifiable information includes but is not limited to the following:

1. The name of a student, the student's parent, student's spouse, or other family member.
2. The address of the student or the student's family.
3. A personal identifier such as the student's social security number or student number.
4. A list of personal characteristics which would make the student's identity easily traceable.
5. Other information that would make the student's identity easily traceable.

Directory information means information contained in the education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Governors State University defines the following as directory information:

1. Student name
2. Student address(es) and telephone number(s)
3. Classification (graduate or undergraduate)
4. College and major field of study/concentration/minor
5. Previous institutions attended
6. Date of birth
7. Participation in officially recognized activities
8. Dates of attendance
9. Degrees conferred, with dates
10. Current term hours enrolled and full-time/part-time status
11. Awards, honors, and achievements (including distinguished academic performance), with dates
12. Pictures

Disclosure means to permit access to or the release, transfer, or other communication of education records, or the personally identifiable information contained in those records, to any party by any means, including orally, in writing, or electronically.

## Identification, Description, and Location of Records

**Academic Records.** The Office of the Registrar maintains records relating to the student's application for admission or readmission to the university, transfer credit evaluation, and other data pertinent to the student's admissibility. This office also maintains the official academic record of a student. It is a cumulative history of the student's admission, registration, and academic performance. Certain demographic and biographic information is also kept for identification, for enrollment, and research-related purposes, or as required for reporting purposes. For information, contact the registrar, Office of the Registrar, Ext. 4500.

Academic records may also be maintained in collegial units and divisions. For information concerning these records, contact the appropriate unit as follows:

Dean, College of Arts and Sciences, (708) 534-4101

Dean, College of Business and Public Administration, (708) 534-4930

Dean, College of Education, (708) 534-4050

Dean, College of Health Professions, (708) 534-4388

Director, Board of Governors B.A. Degree Program, (708) 534-4092

Dean, Center for Extended Learning and Communications Services, (708) 534-4565

**Financial Records.** Units within the Business Office maintain financial records that relate to the payment and accounting of tuition, fees, and other charges. They also maintain records related to student loans, grants, or other forms of financial assistance received. For information concerning these records, contact the following:

Director of Business Operations, (708) 534-5000, Ext. 5050

Accounting, (708) 534-5000, Ext. 5060

Cashier, (708) 534-4055

Collections, (708) 534-4054

The Office of Financial Aid maintains records of students receiving loans, grants, VA benefits, or other forms of aid along with scholarship information and some academic data. It also maintains records pertinent to student employment. For information concerning these records, contact the following:

Director of Financial Aid, (708) 534-4481

**Counseling/Testing/Tutoring Records.** The Division of Student Development maintains records of services rendered by that office. For information concerning these records, contact the following:

Director of Student Development, (708) 534-4376

Division of Student Development, (708) 534-4508

Center for Learning Assistance, (708) 235-2101

**Disciplinary Records.** The Office of the Dean of Student Affairs and Services maintains records of disciplinary action which has been taken against a student. For information concerning these records, contact the following:

Dean of Student Affairs and Services, (708) 534-4045

**Career-Related Records and Job Placement Records.** The Office of Career Services maintains records for those students who use its services. This information consists of self-completed résumés, various personal references, and academic transcripts furnished by the student. It is distributed to potential employers. For information concerning these records, contact the following:

Director of Career Services, (708) 534-5000, Ext. 5080

University Job Locator, (708) 534-5000, Ext.5700

## Access to Records

### Right to Inspect or Review Education Records.

Governors State University students have the right to physically review their education records in the presence of a designated university representative. Where necessary, explanation and interpretation of the record will be provided by qualified university personnel.

The student may be required to submit the request in writing to the appropriate office and will be required to present appropriate identification.

The appropriate office shall comply with the request within a reasonable amount of time, not to exceed forty-five days after receipt of the request.

Original records may not be removed from any office where they are maintained.

Students may have copies made of their education record, upon payment of an appropriate charge established by the university, except in the following cases:

1. Copies of transcripts from other educational institutions will be provided only if the original source of those transcripts is no longer available or if going to the original source would cause undue hardship as determined by the university.

2. In cases where an administrative hold has been placed on a student's record, the student may view such records but will not be able to obtain a copy of said record until the hold has been properly removed.

**Limitations on Right to Inspect or Review.** Students may not inspect or review the following:

1. Financial records submitted by their parents.
2. Confidential letters or materials placed in records before January 1, 1975, as long as they are used only for the purposes for which they were written.
3. Confidential letters or materials placed in records after January 1, 1975, if the student has voluntarily submitted a written waiver. Such letters and statements must relate to the student's admission to the university, application for employment, or receipt of an honor or honorary recognition. If the student has waived the right of inspection, the university will provide the student, upon request, the names of the individuals who provided the letters and statements of recommendation. A waiver may be revoked with respect to any actions occurring after the revocation. A revocation must be made in writing.
4. If an education record contains information about more than one student, that record may be censored to protect the identity of the other person(s) named in the record.

### **Basic Policy Regarding Disclosure of Information from Education Records**

**Disclosure Not Requiring Prior Consent.** The appropriate record-keeping office shall obtain the written consent of the student before disclosing personally identifiable information from the student's records except in the case of directory information or disclosures to:

1. The student himself/herself.
2. University personnel who the institution has determined to have legitimate educational interests. The sufficiency of the need for student information will be determined by the head of the unit from which the records are sought.

University personnel are those members of the institution who act in the student's educational interest within the limitations of their need to know and who may include faculty, administrators, clerical and professional employees, and other persons who manage student record information. Legitimate educational interest means the demonstrated need to know to permit the performance of their assigned duties and responsibilities, including, but not limited to, teaching, research, academic advising, record-keeping, and various student support services.

- Student information supplied, in any format or medium, to any Governors State University personnel or units is provided on the basis that it is needed to permit their necessary functioning. All members of the faculty, administration, and clerical staff must respect the confidentiality of student information they require in the course of their work. They are bound by the conditions outlined in this policy statement relative to the release of student information. All GSU personnel should be alert to refer promptly to the appropriate unit's requests for transcripts, certifications, or other information. They should restrict their responses to acknowledging, when appropriate, the receipt of requests for student information germane to their area of responsibility.
3. Officials of other schools in which the student seeks or intends to enroll, or in which the student is currently enrolled or receiving services from, if there is a legitimate need. The sufficiency of the need will be determined by the head of the unit from which the records are requested. The university will make a reasonable attempt to notify the student before disclosure. A copy of any information sent will be provided to the student upon request.
  4. Faculty or staff conducting student characteristics research, providing the research project has the written approval of the academic dean or vice president sponsoring the research and providing that guarantees are made that no personally identifiable information will be published or released.
  5. Certain state or federal representatives specified by law for the sole purpose of evaluation and auditing of governmentally funded programs in which the university participates, with the guarantee that the identity of the students will be protected and that the information will be destroyed when no longer needed for the purposes for which it was provided.
  6. State and local officials or authorities, if a state statute adopted before November 19, 1974, specifically requires disclosure.
  7. Organizations conducting studies for, or on behalf of, state or federal educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, with the guarantee that the identity of the student will be protected and that the information will be destroyed when no longer needed for the purposes for which the study was conducted.
  8. In connection with financial aid for which the student has applied or received, if the information is needed to determine eligibility for the aid, to determine the amount of the aid, to determine the conditions for the aid, or to enforce the terms and conditions of the aid.

9. Accrediting organizations to carry out their accrediting function, with the guarantee that the identity of the student will be protected.
10. Appropriate persons in connection with an emergency, if knowledge of such information is necessary to protect the health or safety of a student or other persons.
11. In compliance with a judicial order or lawfully issued subpoena. The university will make a reasonable effort to notify the student in advance of compliance.

**Disclosure Requiring Prior Consent.** Except as listed in the above section, all requests for student information other than directory information must be accompanied by the written consent of the student.

The written consent required by this section must be signed and dated by the student and must specify the records to be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made.

When disclosure is made pursuant to this section, the appropriate record-keeping office will, upon request, provide the student a copy of the records which were disclosed.

The university will disclose personally identifiable information from the education records of a student only on the condition that the party to whom the disclosure is made will not further disclose the information without the student's written consent, except in the disclosure of directory information. The university will, except for the disclosure of directory information, inform the party to whom disclosure is made of the obligation to obtain the student's consent before further disclosure to other parties.

**Disclosure of Directory Information.** Directory information pertaining to individual students may be released at the discretion of the university. The definition of directory information will be published in the university catalog or other designated publication each academic year. Students may notify the university in writing they do not want directory information disclosed without prior written consent. The request for not disclosing information will be honored until otherwise notified by the student in writing.

The procedural requirements of this section do not apply to the disclosure of directory information from the education records of an individual who is no longer enrolled at the university.

All recipients of student information within the university are required to comply with this policy. Directory information or lists of student information will never be knowingly provided to any requesting party for commercial or political purposes. If a student directory is published, it will be equally available to all.

**Records of Disclosure Made.** The university shall maintain a record of each request for access to, and each disclosure of personally identifiable information from, the education records of each student. The record of disclosure shall be maintained with the education record as long as the records are maintained. The record of disclosure shall include the following:

1. The parties who have requested or received personally identifiable information.
2. The legitimate interests the parties had in requesting or obtaining the information.

Records of disclosure are not required to be kept in the record of a student when the request was from, or the disclosure was to, the student himself/herself, a university or school official as defined in "Disclosure Not Requiring Prior Consent" above, a party with written consent from the student, or a party seeking directory information.

### **Challenging the Contents of an Education Record**

**Purpose.** A student has the right to challenge the content of an education record on the grounds that he/she believes that it is inaccurate, misleading, or otherwise in violation of his/her privacy or other rights and to have inserted on the record his/her written explanation of its contents.

**NOTE:** Academic grievances are covered in the university's "Grievance Procedures for Academic Matters" and not by this policy.

**Procedure.** To initiate a challenge to the education record, the student shall, within sixty (60) 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 correction, on a form specified by the university. Within thirty (30) days following receipt of such request, the unit head or his/her designee, shall review the record in question with the student and either order the correction or deletion of such alleged inaccurate, misleading, or otherwise inappropriate data as specified in the request or 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 opportunity to present evidence to support or refute the contention that the data specified in the request are inaccurate, misleading, or otherwise inappropriate.

**Hearing.** The student will be given written notice sent to his/her last known address of the time and place of such hearing not less than ten (10) days in advance. The hearing will be conducted by a university representative who does not have a direct interest in the outcome. The student may challenge the hearing officer. Any disagree-

ment regarding the hearing officer will be resolved by the appropriate vice president.

The student shall have the right to attend the hearing, to be advised by an individual of his/her choice at his/her own expense, including an attorney, and to call witnesses in his/her behalf. The student shall be notified in writing of the decision within ten (10) days following the hearing or within five (5) days of a decision without a hearing. Such decision is final. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision.

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.

A hearing may not be requested by a student to contest the assignment of a grade; however, a hearing may be requested to contest whether or not the assigned grade was recorded accurately in the education records of the student.

### **Right to File Complaints**

If a student thinks that his/her rights have been violated, he/she should first file a complaint with the head of the unit which maintains the records in question.

If, after exhausting all internal remedies available within the university, the student still thinks that his/her rights have been violated, written complaints can be filed with the following office:

Family Policy and Regulations Office  
U.S. Department of Education  
Washington, D.C. 20202

A written complaint to the Family Policy and Regulations Office must contain specific allegations of fact which have led the student to believe that a violation of the Family Educational Rights and Privacy Act has occurred.

The Family Policy and Regulations Office will notify the complainant and the university of the receipt of the complaint and an investigation will follow.

### **Destruction/Disposal of Records**

The university may dispose of records when they are no longer necessary in accordance with the university record retention schedule. However, if under the terms of this policy, a student has requested access to the record or has formally challenged the record, the record shall not be destroyed until access has been granted or until a decision has been rendered.

Explanations placed in the record and the record of disclosure of information must be maintained as long as the record to which it pertains is maintained.

Persons in charge of student records should ensure that only pertinent items are retained in a student's record.

### **Residency Status for Academic Purposes**

**(GSU Board of Trustees Regulations, Sec. IV., Subsection C)**

#### **Definitions**

For purposes of this regulation, the following definitions pertain.

An "adult student" is a student who is 18 or more years of age.

A "minor student" is a student who is less than 18 years of age.

An "emancipated minor student" is a completely self-supporting student who is less than 18 years of age. Marriage or active military service shall be regarded as affecting the emancipation of minors, whether male or female, for the purposes of this regulation.

"Residence" means legal domicile. Voter registration, filing of tax returns, proper license and registration for driving or ownership of a vehicle, and other such transactions may verify intent of residence in a state. Neither length of university attendance nor continued presence in the university community during vacation periods shall be construed to be proof of Illinois residence. Except as otherwise provided in this regulation, no parent or legal or natural guardian will be considered a resident unless the parent or guardian maintains a bona fide and permanent residence in Illinois, except when temporarily absent from Illinois, with no intention of changing his or her legal residence to some other state or country.

## Residency Determination

The university shall determine the residency status of each student enrolled in the university for the purpose of determining whether the student is assessed in-state or out-of-state tuition. Each applicant for admission to the university shall submit at the time of application evidence for determination of residency. The office responsible for admissions shall make a determination of residency status.

If a nonresident is classified in error as a resident, a change in tuition charges shall be applicable beginning with the term following reclassification. If the erroneous resident classification is caused by false information submitted by the student, a change in tuition charges shall be applicable for each term in which tuition charges were based on such false information. In addition, the student who has submitted false information may be subject to appropriate disciplinary action.

If a resident is classified by error as a nonresident, a change in tuition charges shall be applicable during the term in which the reclassification occurs, provided that the student has filed a written request for review in accordance with this regulation.

## Residency Requirements

**Adult Students.** To be considered a resident, an adult student must have been a bona fide resident of Illinois for a period of at least six consecutive months immediately preceding the beginning of any term for which the individual registers at the university and must continue to maintain a bona fide residence in Illinois. In the case of adult students who reside with their parents (or one of them if only one parent is living or the parents are separated or divorced), the student will be considered a resident if the parents have established and are maintaining a bona fide residence in Illinois.

**Minor Students.** The residence of a minor student shall be considered to be the same as and change with any of the following:

1. That of the minor's parents if they are living together, or the living parent if one is deceased; or
2. If the parents are separated or divorced, that of the parent to whom custody of the minor has been awarded by court decree or order, or in the absence of a court decree or order, that of the father unless the minor has continuously resided with the mother for a period of at least six consecutive months immediately preceding the minor's registration at the university, in which latter case the minor's residence shall be considered to be that of the mother; or
3. If the minor has been legally adopted, that of the adoptive parents, and, in the event the adoptive

parents become divorced or separated, that of the adoptive parent whose residence would govern under the foregoing rules if the parent had been a natural parent; or

4. That of the legally appointed guardian of the person; or
5. That of a "natural" guardian such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult with whom the minor has resided and by whom the minor has been supported for a period of at least six consecutive months immediately preceding the minor's registration at the university for any term if the minor's parents are deceased or have abandoned the minor and if no legal guardian of the minor has been appointed and qualified.

**Emancipated Minors.** If emancipated minors actually reside in Illinois, such minors shall be considered residents even though their parents or guardians may not reside in Illinois. Emancipated minors who are completely self-supporting shall be considered residents if they have maintained a dwelling place within Illinois for a period of at least six consecutive months immediately preceding the beginning of any term for which they register at the university. Emancipated minors who reside with their parents and whose parents (or one of them if one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide Illinois residence shall be regarded as residents.

**Minor Children of Parents Transferred Outside the United States.** The minor children of persons who have resided in Illinois for at least twelve consecutive months immediately prior to a transfer by their employers to some location outside of the United States shall be considered residents. This rule shall apply, however, only when the minor children of such parents enroll in the university within five years of the time their parents are transferred by their employer to a location outside the United States.

**Married Students.** A nonresident student, whether minor or adult, who is married to a person who meets and complies with all of the applicable requirements of these regulations to establish residence status, shall be classified as a resident.

**Armed Forces Personnel.** Nonresidents of Illinois who are on active duty with one of the services of the Armed Forces of the United States, who are stationed in Illinois, and who submit evidence of such service and station, as well as the spouses and dependent children of such persons, shall be considered residents as long as such persons remain stationed in Illinois and the spouses and/or dependent children of such persons also reside in Illinois. If such persons are transferred to a post outside the continental United States, but such persons remain registered at the university, residency status shall continue until such time as these persons are stationed within a state other than Illinois but within the continental United States.

**Staff Members of the University, Allied Agencies, and Faculty of State-Supported Institutions in Illinois.** Staff members of the university and of allied agencies and faculties of state-supported institutions of higher education in Illinois, holding appointment of at least one-quarter time, and their spouses and dependent children, shall be treated as residents.

**Teachers in Public and Private Illinois Schools.** Teachers in public and private elementary and secondary schools of Illinois shall, if subject to payment of tuition, be assessed at the resident rate during any term in which they hold an appointment of at least one-quarter time, including the summer session immediately following the term in which the appointment was effective.

### **Residency Status Appeal Procedure**

Students who take exception to their residency status classification shall pay the tuition assessed but may file a claim in writing to the university office responsible for reconsideration of residency status. The written claim must be filed within thirty (30) calendar days from the date of the tuition bill or the student loses all rights to a change of residency status for the term in question. If the student is dissatisfied with the ruling in response to the written claim made within said period, the student may file a written appeal within ten (10) calendar days of receipt of the decision to the responsible university office. Such written appeals shall be forwarded to the appropriate university vice president who shall consider all evidence submitted in connection with the case and render a decision which shall be final.

### **Special Situations**

Upon recommendation of the president, the Board of Trustees may, in special situations, grant residency status to categories of persons otherwise classified as nonresidents under this regulation.



---



---

# FACULTY AND ADMINISTRATION

**Joseph B. Addison**

University Professor of Physical Science, CAS  
 B.S., University of New Brunswick, 1972  
 Ph.D., University of New Brunswick, 1976

**Marcus Ahmed**

University Professor of Education, CE  
 B.A., St. John's University, 1970  
 M.Ed., Loyola University of Chicago, 1976  
 Ph.D., Loyola University of Chicago, 1992

**David Ainsworth**

Coordinator of Instructional Development, CELCS  
 University Professor of Instructional Communications  
 M.A., University of St. Andrews, 1961  
 Ph.D., University of Southern California, 1970

**Diane Alexander**

Dean, College of Education  
 B.S., Southern Illinois University, 1972  
 M.Ed., South Dakota State University, 1982  
 Ed.D., University of South Dakota, 1991

**Emmanuel Alozie**

University Professor of Media Communications, CAS  
 B.A., Rust College, 1986  
 M.S., Arkansas State University, 1987  
 Ph.D., University of Southern Mississippi, 1999

**Joanne Anania**

University Professor of Reading/Language Arts, CE  
 B.S., University of Nebraska, Omaha, 1961  
 M.S.T., The University of Chicago, 1975  
 Ph.D., The University of Chicago, 1981

**Anthony Andrews**

University Professor of Economics, CBPA and CAS  
 B.A., Hampton Institute, Virginia, 1968  
 M.A., University of Pennsylvania, 1970  
 M.A., University of Kansas, 1971  
 Ph.D., University of Pennsylvania, 1991

**Jane Andringa**

Professor Emeritus  
 B.A., The University of Chicago, 1962  
 M.A., Chicago State University, 1975  
 C.A.S., National College of Education, 1983  
 Ph.D., Loyola University of Chicago, 1995

**Mary Arnold**

University Professor of Counseling, CE  
 B.A., Johnson C. Smith University, 1970  
 M.A., Appalachian State University, 1976  
 Ph.D., University of Iowa, 1989

**Timothy P. Arr**

Interim Vice President, Administration and Planning  
 B.A., University of Dallas, 1972

**Teresa Barrios-Aulet**

University Professor of Policy Analysis/Latin American  
 Studies, CAS  
 B.A., University of Illinois at Chicago, 1970  
 M.A., University of Illinois at Chicago, 1974

**Diane Ballin**

Director of BOG B.A. Degree Program  
 University Professor of Psychology and Counseling, CE  
 B.A., University of Illinois at Chicago, 1972  
 M.A., Northwestern University, 1973  
 Ph.D., Northwestern University, 1984

**Nicholas Battaglia**

Coordinator, Academic Services, CE  
 B.A., Governors State University, 1982

**Ralph Bell**

University Professor of Health Administration, CHP  
 B.A., University of South Florida, 1975  
 M.A., University of Illinois at Chicago, 1977  
 Ph.D., University of Illinois at Chicago, 1981

**Rachel O. Berg**

University Professor of Psychology and Counseling, CE  
 B.A., The University of Chicago, 1962  
 M.A., The University of Chicago, 1963  
 Ph.D., The University of Chicago, 1972

**Michael Blackburn**

Assistant Director, Student Life, SAS  
 B.A., Governors State University, 1984  
 M.A., Governors State University, 1985

**Gregory Blevins**

University Professor of Alcoholism Science, CHP  
 B.S., Western Michigan University, 1970  
 M.A., Western Michigan University, 1974  
 Ph.D., Western Michigan University, 1979

**Paul Blobaum**

Librarian, UL  
 University Professor of Library Science  
 B.A., Wartburg College, 1981  
 M.A., Wartburg Theological Seminary, 1987  
 M.S., University of Illinois, 1990

**David Blood**

University Professor of Education, CE  
 B.S., Illinois State University, 1971  
 M.A., Governors State University, 1974  
 Ed.D., Illinois State University, 1984

**Genevieve Fahey Boesen**

Assistant External Programs Manager, CELCS  
 B.S.N., Loyola University of Chicago, 1976  
 M.P.H., University of Illinois at Chicago, 1982

**William Boline**

University Professor of Social Work, CHP  
 B.S., Kentucky State University, 1964  
 M.S.W., University of Illinois, 1967

**Mary Bookwalter**

University Professor of Printmaking and Design, CAS  
 B.S.E., Emporia State University, 1966  
 M.A., Eastern Illinois University, 1982  
 M.F.A., Northern Illinois University, 1984

**Catherine Borem**

Academic Advisor, CE  
 B.A., Governors State University, 1977  
 M.A., Governors State University, 1996

**Rebecca Bostian**

Director, University Library  
 A.A., Grossmont College, 1974  
 B.A., Southern Illinois University, 1986  
 M.L.I.S., Louisiana State University, 1987

- 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
- Brenda K. Boykins-Montgomery**  
Coordinator, Marketing and Promotions, PA  
B.A., University of Illinois at Urbana-Champaign, 1978
- Linda Boyer**  
Academic Advisor, CELCS/BOG Degree Program  
B.A., Governors State University, 1996  
M.A., Governors State University, 1997
- Wanda Bracy**  
Chair, Division of Health Administration and Human Services, CHP  
B.A., Roosevelt University, 1971  
M.Ph., Roosevelt University, 1975  
M.A., Roosevelt University, 1975  
M.S.W., University of Illinois at Chicago, 1985  
Ed.D., Northern Illinois University, 1998
- Gail Bradshaw**  
Interim Director of Human Resources  
Director, Equal Opportunity and Diversity  
B.A., Carleton College, 1970  
M.A., The University of Chicago, 1972
- Catherine Brady**  
University Professor of Occupational Therapy, CHP  
B.S., Mount Mary College, 1967  
M.S., National-Louis University, 1993
- Ronald L. Brubaker**  
University Professor of Computer Science, CAS  
B.A., Cornell College, 1960  
M.A., Princeton University, 1962  
Ph.D., Princeton University, 1966
- Thomas Bruynell**  
Special Project Manager, CBPA  
B.A., Governors State University, 1998
- John Buenger**  
Director, Technical Services, ITS  
B.S., Governors State University, 1996
- Richard Burd**  
Professional Photographer, CELCS  
University Professor of Photography  
B.S., University of Michigan, 1965  
M.S., Illinois Institute of Technology, 1970
- Hilary Burkinshaw**  
Director, Small Business Development Center, CBPA  
B.A., Hallam University, England, 1980  
Post-Graduate Diploma, University of Kent at Canterbury, England, 1988  
M.S., National-Louis University, 1993
- Linda Buyer**  
University Professor of Psychology, CE  
B.A., University of Illinois at Chicago, 1979  
M.A., University of Illinois at Chicago, 1985  
Ph.D., University of Illinois at Chicago, 1989
- Elizabeth Cada**  
University Professor of Occupational Therapy, CHP  
B.S., Colorado State University, 1974  
M.S., George Williams College, 1981  
OTR/L Certified/Licensed in Illinois, Occupational Therapist  
FAOTA Fellow of the American Occupational Therapy Association
- D. Jon Carlson**  
University Professor of Counseling, CE  
B.S., Southern Illinois University, 1967  
M.S., Southern Illinois University, 1968  
Ed.D., Wayne State University, 1971  
Psy.D., Alfred Adler Institute, 1990
- Cynthia Carr**  
University Professor of Occupational Therapy, CHP  
B.S., Mount Mary College, 1976  
M.S., University of Illinois Medical Center, 1988  
OTR/L Certified/Licensed in Illinois, Occupational Therapist
- Mary E. Carrington**  
University Professor of Biology, CAS  
B.S., Virginia Polytechnic Institute and State University, 1985  
M.S., Auburn University, 1987  
Ph.D., University of Florida, 1996
- Patricia A. Carter**  
Dean, Student Affairs and Services  
B.S., Tennessee State University, 1967  
M.A., Michigan State University, 1971  
Ph.D., Michigan State University, 1981
- Russell Carter**  
University Professor of Physical Therapy, CHP  
B.S., University of Wisconsin, 1969  
M.P.H., University of North Carolina, 1974  
Ed.D., Northern Illinois University, 1989
- Diane Casey**  
Librarian, UL  
University Professor of Library Science  
B.A., State University of New York, 1970  
M.A., Ohio State University, 1972  
M.Div., Trinity Lutheran Seminary, 1985  
M.L.S., Kent State University, 1991
- Marlene Castellanos**  
Admissions Counselor, ASR  
B.A., Beloit College, 1998
- Colleen Cawthon**  
Coordinator for Academic Affairs, Provost's Office  
B.A., Governors State University, 1993  
M.P.A., Governors State University, 2001
- Edwin D. Cehelnik**  
Chairperson, Division of Science  
University Professor of Physical Science, CAS  
B.S., Villanova University, 1968  
Ph.D., The Pennsylvania State University, 1971
- Lisa Chang**  
University Professor of Education, CE  
B.S., Taiwan Normal University, 1967  
Ed.M., State University of New York, 1971  
Ph.D., Cornell University at Ithaca, 1979
- Albert D. Chesser Jr.**  
Director, Department of Public Safety  
B.S., Eastern Illinois University, 1977  
M.P.A., Roosevelt University, 1980  
M.S., Lewis University, 1989
- Alan Chmura**  
University Professor of Management Information Systems, CBPA  
B.A., College of Wooster, 1973  
M.S., Case Western Reserve University, 1974  
Ph.D., University of Southern California, 1984

**Dalsang Chung**

University Professor of Management Information Systems, CBPA  
 B.A., Chung-Ang University, 1982  
 M.B.A., Minnesota State University, 1986  
 D.B.A., Mississippi State University, 1998

**Kyusuk Chung**

University Professor of Health Administration, CHP  
 B.S., Chonnam National University, 1986  
 M.S., Wayne State University, 1990  
 Ph.D., University of Illinois at Chicago, 1999

**Clementine M. Coleman**

University Professor of Health Administration, CHP  
 B.S., Roosevelt University, 1964  
 M.A., Governors State University, 1974

**Gary Cook**

University Professor of Management Information Systems, CBPA  
 B.S., California State University, 1979  
 M.B.A., California State University, 1981  
 Ph.D., Arizona State University, 1987

**Jeanne Costa**

Academic Advisor, CELCS/BOG Degree Program  
 B.A., Governors State University, 1995

**William Craig**

Admissions Counselor, ASR  
 B.A., Bowling Green State University, 1966  
 M.A., Northern Illinois University, 1969

**Larry Cross**

University Professor of Education, CE  
 B.A., Stillman College, 1966  
 M.Ed., University of Illinois, 1970  
 Ph.D., University of Illinois, 1984

**Lowell W. Culver**

University Professor of Public Administration, CBPA  
 B.A., California State University, San Diego, 1954  
 M.A., University of California, Los Angeles, 1957  
 Ph.D., University of Southern California, 1967

**Donald Culverson**

University Professor of Political and Justice Studies, CAS  
 B.A., California State Polytechnic University, 1975  
 Ph.D., University of California, Santa Barbara, 1987

**David V. CurtIs**

University Professor of Management, CBPA  
 B.A., University of California, 1963  
 M.A., University of Denver, 1965  
 Ph.D., Stanford University, 1972

**Karen D'Arcy**

University Professor of Analytical Chemistry, CAS  
 B.A., University of Northern Colorado, 1979  
 Ph.D., Portland State University, 1984

**Barbara Davis**

Assistant External Programs Manager, CELCS  
 B.A., Governors State University, 1991

**Marsha L. Davis**

University Professor of Education, CE  
 B.S., University of Wisconsin, Platteville, 1968  
 M.S., University of Wisconsin, Platteville, 1980  
 Ph.D., University of Wisconsin, Madison, 1989

**Carolyn Dennis**

Public Affairs Specialist, PA  
 B.A., Howard University, 1984

**David Diers**

University Professor of Physical Therapy, CHP  
 B.S., Marquette University, 1989  
 M.H.S., University of Indianapolis, 1996

**Burton Dikelsky**

Executive Director, Center for Performing Arts  
 B.S., Southern Illinois University, 1967  
 M.A., Northeastern Illinois University, 1975

**Michael Dimitroff**

University Professor of Psychology, CE  
 A.B., Indiana University, 1966  
 M.S., Indiana University, 1971  
 Ph.D., Purdue University, 1975

**David Dixon**

Internal Auditor  
 B.S., DePaul University, 1970

**Robert Donaldson**

University Professor of Public Administration, CBPA  
 B.S., Florida A&M University, 1963  
 M.P.A., Roosevelt University, 1973  
 M.Ph., Roosevelt University, 1973  
 Ed.D., Western Michigan University, 1977

**Margaret Donohue**

Special Project Manager, CELCS  
 B.A., Governors State University, 1980  
 M.A., Governors State University, 1988

**Robert Druzinsky**

University Professor of Anatomy, CHP  
 B.A., Northwestern University, 1976  
 M.A., University of Illinois at Chicago, 1981  
 Ph.D., University of Illinois at Chicago, 1989

**Arthur Durant**

University Professor of Health Administration, CHP  
 B.A., Howard University, 1972  
 M.A., The University of Chicago, 1978  
 Ph.D., Brandeis University, 1993

**Constance L. Edwards**

University Professor of Nursing, CHP  
 B.S.N., Tuskegee Institute, 1966  
 M.S., University of Colorado, 1970  
 Ph.D., University of Illinois at Chicago, 1996

**Sondra G. Estep**

University Professor of Educational Administration, CE  
 B.S., Indiana University, 1968  
 M.S., Indiana University, 1973  
 Ph.D., Purdue University, 1997

**Sharon Evans**

Admissions Counselor, ASR  
 B.A., Governors State University, 1999

**Virginia Eysenbach**

Coordinator, University Publications, PA  
 A.B., University of Illinois at Chicago, 1968  
 M.A., Governors State University, 1991

**Stuart Fagan**

President  
 B.A., Boston University, 1963  
 M.A., University of California, Berkley, 1964  
 Ph.D., University of California, Berkley, 1974

**Adriela Fernandez**

University Professor of Social Science/Latin America, CAS  
 B.S., Universidad de Chile, 1979  
 M.S., Purdue University, 1982  
 Ph.D., Purdue University, 1991

**Richard H. Finkley**

Chairperson, Division of Accounting/Finance/Management  
Information Systems  
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**

Coordinator of Instructional Development  
University Professor of Television and Media Production  
Management, CELCS  
B.S., Colorado State University, 1966  
M.A., Michigan State University, 1969

**Larry Freeman**

Acting Chairperson, Division of Education, CE  
B.A., North Park College, 1962  
M.A., University of Nebraska, 1964  
Ph.D., University of Nebraska, 1968

**George Garrett**

University Professor of Educational Administration, CE  
B.S., Southwestern College, 1966  
B.S.E., Henderson State University, 1970  
M.S.E., East Texas State University, 1973  
Ed.D., East Texas State University, 1978

**Mary J. Gels**

University Professor of Nursing, CHP  
B.S., St. Xavier College, 1959  
M.S.N., University of California, 1961  
M.A., University of Kansas, 1979  
M. Phil., University of Kansas, 1981  
Ph.D., University of Kansas, 1985

**Donna Gellatly**

University Professor of Health Administration, CHP  
B.S., DePaul University, 1969  
M.B.A., DePaul University, 1972  
C.P.A., State of Illinois, 1973

**Linda Geller**

Librarian, UL  
University Professor of Library Science  
B.A., Northern Illinois University, 1986  
M.A., Northern Illinois University, 1990

**Rosetta Gibson**

Academic Advisor, CE  
B.A., Wartburg College, 1970  
M.S., Chicago State University, 1973

**Efraim Gll**

University Professor of Public Administration, CBPA  
B.A., San Jose State University, 1964  
M.C.P., University of Cincinnati, 1966  
Ph.D., University of Illinois at Chicago, 1981

**Jeff Gilow**

Coordinator, Network Administration, ITS  
B.A., Governors State University, 1986  
M.B.A., Governors State University, 1991

**Ann Glascoff**

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, The University of Chicago, 1980

**Mercedes Graf**

University Professor of School Psychology, CE  
B.S., Loyola University of Chicago, 1961  
M.S.Ed., Chicago State University, 1964  
Ed.D., University of Illinois, Urbana, 1979

**Harriet Gross**

Professor Emeritus  
B.A., Northwestern University, 1958  
M.A., Northwestern University, 1960  
Ph.D., The University of Chicago, 1974

**Timothy Gsell**

University Professor of Microbiology, CAS  
B.S., University of Dayton, 1988  
Ph.D., University of Dayton, 1994

**Peter Gunther**

University Professor of Environmental Science, CAS  
B.S., St. John's University, 1965  
M.S., Niagara University, 1967  
Ph.D., The Pennsylvania State University, 1972

**Judith Gustawson**

External Programs Manager, CELCS  
B.A., Governors State University, 1973  
M.A.B.A., Governors State University, 1979

**Relno W. Hakala**

University Professor of Mathematical, Physical, and  
Environmental Sciences, CAS  
A.B., Columbia University, 1946  
M.A., Columbia University, 1947  
Ph.D., Syracuse University, 1965

**Elizabeth Hansen-Shaw**

Librarian, UL  
University Professor of Library Science  
B.A., Western Illinois University, 1971  
M.A., University of South Florida, 1979

**Joyce Harris**

Lead Academic Advisor, CELCS/BOG Degree Program  
B.A., Governors State University, 1996  
M.H.S., Governors State University, 2000

**Michael Hassett**

Director, Physical Plant Operations  
B.S., Northern Illinois University, 1972  
M.B.A., Governors State University, 1987

**Luke Helm**

External Program Manager, CELCS  
B.A., Governors State University, 1998

**Lisa Hendrickson**

Transfer Coordinator for Articulation, ASR  
B.S., Northern Illinois University, 1989

**Lee Hertzman**

University Professor of Health Science, CHP  
B.A., Oberlin College, 1961  
Dip. Ed., University of East Africa, 1963  
M.P.H., University of Michigan, 1965  
Ph.D., University of Illinois, 1972  
M.B.A., The University of Chicago, 1984

**Susanne Hildebrand**

University Professor of Communication Disorders, CHP  
B.S., Northern Illinois University, 1968  
M.S., University of Illinois, 1969

**Deborah Holdstein**

University Professor of English and Rhetoric, CAS  
B.A., Northwestern University, 1973  
A.M., University of Illinois, 1975  
Ph.D., University of Illinois, 1978

**Glenna Howell**

University Professor of Reading and Language Arts, CE  
B.A., University of Missouri, Kansas City, 1970  
M.A., University of Missouri, Kansas City, 1973  
Ph.D., University of Missouri, Kansas City, 1978

**Trista M. Huckleberry**

University Professor of School Psychology, CE  
 B.A., Louisiana State University, 1991  
 M.Ed., Southern University, 1993  
 Ph.D., University of Texas, Austin, 2000

**Rosemary Hulett-Cohee**

Director, Alumni Relations  
 B.S.Ed., Chicago State University, 1975  
 M.S.Ed., Chicago State University, 1980

**Akkanad M. Isaac**

Chairperson, Division of Management/Administrative  
 Sciences/Marketing/Public Administration, CBPA  
 University Professor of Management Information Systems,  
 CBPA  
 B.S., Kerala University, 1954  
 M.S., Lehigh University, 1967  
 Ph.D., Lehigh University, 1969

**Brad Johnson**

University Professor of Accounting, CBPA  
 B.A., University of California, Los Angeles, 1973  
 M.S., California State University, Northridge, 1979  
 M.B.T., University of Southern California, 1980  
 J.D., Northwestern School of Law, Lewis and Clark College,  
 1987  
 Ph.D., University of Houston, 1993

**Gregory M. Kain**

Coordinator, Web Development and Maintenance, ITS  
 B.S., Purdue University, 1990

**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

**Patti Kalvelage**

University Professor of Occupational Therapy, CHP  
 B.A., Illinois Benedictine University  
 M.S., Rush University  
 OTR/L Certified/Licensed in Illinois, Occupational Therapist

**Maribeth Kasik**

University Professor of Special Education, CE  
 B.S., Southern Illinois University, 1973  
 M.Ed., University of Illinois, 1978  
 Ph.D., Southern Illinois University, 1983

**Marsha Katz**

University Professor of Management, CBPA  
 B.A., State University of New York at Stony Brook, 1969  
 M.A., Michigan State University, 1971  
 Ph.D., Michigan State University, 1978

**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

**Alexis Kennedy**

General Counsel  
 B.A., University of Illinois, 1968  
 J.D., The University of Chicago, 1976

**Joyce Kennedy**

Chairperson, Division of Liberal Arts  
 University Professor of Communication, CAS  
 B.A., Harris Teachers College, 1965  
 M.Ed., St. Louis University, 1968  
 Ph.D., Michigan State University, 1975

**Paul R. Keys**

Provost/Vice President for Academic Affairs  
 B.S., St. Louis University, 1961  
 M.S.W., St. Louis University, 1971  
 Ph.D., University of Wisconsin, Milwaukee, 1983

**Jacquelyn Kilpatrick**

University Professor of English Literature and  
 Composition, CAS  
 B.A., California State University, Fresno, 1979  
 M.A., California State University, Fresno, 1981  
 Ph.D., University of California, Santa Cruz, 1996

**Susan J. Kinsey**

University Professor of Education, CE  
 B.A., University of Wisconsin, 1970  
 M.A., University of Minnesota, 1978  
 Ph.D., Loyola University of Chicago, 2000

**Dlane Kjos**

University Professor of Psychology and Counseling, CE  
 B.S., Syracuse University, 1973  
 M.A., Governors State University, 1974  
 Ph.D., Loyola University of Chicago, 1980

**Phyllis Klingensmith**

University Professor of Physiology, CAS  
 B.S., The Pennsylvania State University, 1979  
 M.S., Ohio State University, 1981  
 Ph.D., Purdue University, 1984

**Jeannine Klomes**

University Professor of Education, CE  
 B.S., Northern Illinois University, 1981  
 M.S.E., Northern Illinois University, 1982  
 M.A., Governors State University, 1986  
 Ed.D., Northern Illinois University, 1995

**Nagesh Kolisetty**

University Professor of Social Work, CHP  
 B.S., Osmania University, India, 1970  
 M.A., Tata Institute of Social Sciences, India, 1973  
 Diploma, Bajaj Institute of Management Studies, India, 1977  
 Ph.D., University of Illinois at Chicago, 1984

**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

**Georgia Kosmoski**

University Professor of Educational Administration, CE  
 B.S., Indiana University, 1972  
 M.S., Purdue University, 1975  
 Ph.D., Purdue University, 1989

**Frances Kostarelos**

University Professor of Liberal Studies and Anthropology,  
 CAS  
 B.A., The University of Chicago, 1980  
 M.A., The University of Chicago, 1981  
 Ph.D., The University of Chicago, 1989

**Patricia Koutouzos**

University Professor of English and Secondary Education,  
 CAS  
 B.A., Valparaiso University, 1970  
 M.A., Governors State University, 1989

**June Krawczak**

University Professor of Nursing, CHP  
 B.S.N., University of Illinois, 1970  
 M.S.N., Loyola University of Chicago, 1978  
 Ed.D., Northern Illinois University, 1995

**William J. Kryspin**

Director, Institutional Research  
B.A., St. Mary's College, 1964  
M.S., Purdue University, 1972  
Ph.D., Purdue University, 1974

**Shallendra Kumar**

University Professor of Organic Chemistry, CAS  
B.S., University of Delhi, 1971  
M.S., University of Delhi, 1973  
Ph.D., University of Missouri, 1981

**Susan L'Allier**

University Professor of Reading/Language Arts, CE  
B.A., Macalester College, 1970  
M.A., Gallaudet College, 1972  
M.A., California State University, Northridge, 1977  
M.A., Harvard University, 1992  
Ed.D., Harvard University, 1997

**Anthony Labriola**

University Professor of Television Production, CELCS  
B.A., University of Illinois, 1972  
M.A., Ohio University, 1978

**Mary Lanigan**

University Professor of Communication and Training, CAS  
B.A., University Illinois, Urbana, 1986  
M.S., Illinois State University, 1988  
M.S., Indiana University, 1994  
M.S., Indiana University, 1995  
Ph.D., Indiana University, 1997

**Annie Lawrence**

Professor Emeritus  
Certificate Public Health Nursing, Loyola University of Chicago, 1952  
B.S.N.Ed., DePaul University, 1953  
M.S.N.Ed., DePaul University, 1957  
Ed.D., Illinois State University, 1987

**Robert E. Leftwich**

University Professor of Nursing, CHP  
B.S.N., Baylor University, 1963  
M.S., Northern Illinois University, 1970  
Ph.D., Clayton University, 1977

**Mari Ellen Leverage**

University Librarian, UL  
University Professor of Library Science  
B.S., Eastern Illinois University, 1971  
M.S.E., Southern Illinois University, 1974  
M.L.S., Rosary College, 1990

**Larry Levinson**

University Professor of Political Science, CAS  
B.A., Washington University, St. Louis, 1974  
M.A., University of Wisconsin, Madison, 1975  
Ph.D., The University of Chicago, 1987

**Judith A. Lewis**

University Professor of Alcoholism Sciences, CHP  
B.A., University of Michigan, 1960  
M.A., Eastern Michigan University, 1963  
M.A., Eastern Michigan University, 1965  
Ph.D., University of Michigan, 1970

**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

**Jagan Lingamneni**

University Professor of Criminal Justice, CAS  
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

**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  
M.Ed., University of Illinois at Chicago, 1986

**Jay Lubinsky**

University Professor of Communication Disorders, CHP  
B.A., Brooklyn College, 1967  
M.S., Brooklyn College, 1972  
Ph.D., Case Western Reserve University, 1977

**Bonnie Lunde**

Coordinator, Academic Services, CBPA  
B.A., Governors State University, 1991  
M.A., University of Dubuque, 1998

**Nancy J. MacMullen**

University Professor of Nursing, CHP  
B.S.N., Loyola University of Chicago, 1965  
M.S.N., Loyola University of Chicago, 1979  
Ph.D., Loyola University of Chicago, 1991

**Zafar A. Mallik**

University Professor of Management, CBPA  
B.S.M.E., Institution of Mechanical Engineers, London, 1955  
M.S., Union College, 1967  
Ph.D., Rensselaer Polytechnic Institute, 1974

**Eric V. Martin**

Director, Writing Across the Curriculum Program  
B.A., Illinois State University, 1990  
M.A., Illinois State University, 1992  
D.A., Illinois State University, 1995

**James Massey**

University Professor of Health Administration, CHP  
B.A., McMurry College, 1963  
M.P.A., University of Missouri, 1969

**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

**Sandra A. Mayfield**

Acting Division Chairperson, Nursing and Health Sciences  
University Professor of Communication Disorders, CHP  
B.S., Colorado State University, 1971  
M.A., Case Western Reserve University, 1972  
Ph.D., University of Wisconsin, Madison, 1980

**Kelly McCarthy**

Acting Codirector, Student Development, SAS  
Outreach Counselor; University Professor of Counseling, SD  
B.A., University of Illinois at Chicago, 1980  
M.A., DePaul University, 1990

**Diane McCiellan**

University Professor of Early Childhood Education, CE  
 B.A., University of California, Berkley, 1970  
 M.A., Governors State University, 1976  
 Ph.D., University of Illinois, Urbana, 1991

**Lori McKinney**

University Professor of Psychology, CE  
 B.A., Governors State University, 1992  
 M.A., Governors State University, 1994  
 Ph.D., University of Illinois at Chicago, 1999

**Harriet Meek**

University Professor of Social Work, CHP  
 B.S., North Texas State University, 1964  
 M.S.W., Smith College, 1967  
 Ph.D., Smith College, 1986

**Cheryl Mejta**

University Professor of Alcoholism Sciences, CHP  
 B.S., Bradley University, 1973  
 M.A., Bradley University, 1974  
 Ph.D., Illinois Institute of Technology, 1981

**John Meyer**

University Professor of Computer Education, CE  
 B.S., Findlay College, 1971  
 M.Ed., University of Toledo, 1976  
 Ph.D., Ohio University, 1991

**Peter J. Mizera**

Director of Information Technology Services  
 B.S., DePaul University, 1979

**Gregory Moehring**

University Professor of Inorganic Chemistry, CAS  
 B.S., Western Washington University, 1981  
 Ph.D., Purdue University, 1987

**Joyce Mohberg**

University Professor of Life Science, CAS  
 B.S., North Dakota State University, 1953  
 M.S., North Dakota State University, 1955  
 M.S., University of Wisconsin, 1957  
 Ph.D., University of Wisconsin, 1962

**Sonya Monroe**

University Professor of Social Work, CHP  
 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, 1979

**Michael Mott**

University Professor of Early Childhood Education, CE  
 B.S., State University of New York, Stony Brook, 1986  
 M.S., Bank Street College of Education, 1991  
 Ph.D., Mississippi State University, 1998

**Melvyn M. Muchnik**

University Professor of Communication, CAS  
 B.S., University of Maryland, 1960  
 M.A., University of Maryland, 1966  
 Ph.D., University of Denver, 1973

**Rashidah J. Muhammad**

University Professor of English and Secondary Education,  
 CAS  
 B.A., Michigan State University, 1989  
 M.A., Michigan State University, 1991  
 Ph.D., Michigan State University, 1995

**Renee Nash**

University Professor of Special Education, CE  
 B.S., National College of Education, 1976  
 M.S., Chicago State University, 1983  
 Ed.D., Illinois State University, 1996

**Charles Nebes**

Coordinator, Information Systems, ITS  
 B.S., University of Illinois, 1971  
 M.A., Governors State University, 1998

**Margaret Neumann**

University Professor of Management Information Systems,  
 CBPA  
 B.S., University of Southern Mississippi, 1980  
 M.S., University of Southern Mississippi, 1984  
 Ph.D., University of Texas at Arlington, 1991

**Donna Nieckula**

University Professor of Social Work, CHP  
 B.A., Governors State University, 1987  
 A.M., The University of Chicago, 1989  
 Ph.D., University of Illinois at Chicago, 1995

**Charles Nolley**

Director, Communications Services, CELCS  
 B.A., University of Montana, 1975  
 M.A., University of Montana, 1980

**William Nowlin**

Dean, College of Business and Public Administration  
 B.S., State University of New York at Empire, 1978  
 M.P.A., State University of New York at Brockport, 1981  
 Ph.D., State University of New York at Buffalo, 1986

**Margaret Nugent**

Acting Codirector, Student Development, SAS  
 Writing Center Coordinator, Student Development, SAS  
 B.S., Illinois State University, 1989  
 M.A., Bradley University, 1991  
 D.A., Illinois State University, 1997

**Roger K. Oden**

Dean, College of Arts and Sciences  
 University Professor of Political Science, CAS  
 B.A., North Carolina Central University, 1970  
 M.A., The University of Chicago, 1972  
 Ph.D., The University of Chicago, 1977

**Charles L. Olson**

University Professor of Business Administration, CBPA  
 B.S., Boston University, 1960  
 M.B.A., Boston University, 1961  
 M.B.A., The University of Chicago, 1972

**James Opon**

Director of Career Services, SAS  
 B.A., University of Illinois, 1970  
 M.Ed., University of Illinois, 1981  
 M.S.I.R., Loyola University of Chicago, 1988

**Roberta O'Shea**

University Professor of Physical Therapy, CHP  
 B.S., St. Louis University, 1986  
 M.S., DePaul University, 1990  
 Ph.D., University of Illinois at Chicago, 1996

**Roger Paris**

Director, Contract and Training Services, CELCS  
 B.A., University of Illinois, 1969  
 M.A., Governors State University, 1985

**Soon-Ok Park**

University Professor of Computer Science, CAS  
 B.S., Sogang University, Korea, 1979  
 M.S., Marquette University, 1983  
 Ph.D., Illinois Institute of Technology, 1994

**David Parmenter**

University Professor of Production Management, CBPA  
B.A., University of Arizona, 1980  
M.B.A., University of Arizona, 1983  
Ph.D., University of Arizona, 1992

**Jeanyne Parren**

Academic Advisor, BOG/CELCS  
B.S., Indiana University Northwest, 2000

**June O. Patton**

University Professor of History, CAS  
B.A., Roosevelt University, 1967  
M.A., Roosevelt University, 1968  
M.S.T., The University of Chicago, 1971  
Ph.D., The University of Chicago, 1980

**John Payne**

Sculptor in Residence  
University Professor of Sculpture/Ceramics, CAS  
B.A., Beloit College, 1959  
M.S., University of Wisconsin, 1961  
M.F.A., University of Wisconsin, 1969

**Robbye Peppers**

Coordinator, Student Employment and Internships, SAS  
B.A., Roosevelt University, 1973

**Karen Peterson**

University Professor of Education, CE  
B.A., Elmhurst College, 1971  
M.A., Governors State University, 1975  
Ph.D., Vanderbilt University, 1995

**Larry Polselli**

Executive Director, Enrollment Management  
B.A., Chicago State University, 1976  
M.A., Chicago State University, 1978

**John Powers**

Academic Advisor, CE  
B.A., Defiance College, 1971  
M.Div., United Theological Seminary, 1977

**Linda Proudfit**

University Professor of Mathematics and Computer  
Education, CE  
B.A., University of Northern Iowa, 1970  
M.A., University of Northern Iowa, 1971  
Ph.D., Indiana University, 1980

**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

**Susan Rakstang**

Project Specialist, Physical Plant Operations  
B.S., Northern Illinois University, 1972  
M.Arch., University of Illinois at Chicago, 1980

**Vinicio H. Reyes**

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 of Chicago, 1968  
Ph.D., Loyola University of Chicago, 1975

**Sang-O Rhee**

University Professor of Health Administration, CHP  
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

**Christopher Ann Robinson-Easley**

University Professor of Management, CBPA  
B.S., Loyola University of Chicago, 1976  
M.S., Loyola University of Chicago, 1981  
Ph.D., Benedictine University, 1999

**Todd Rohman**

University Professor of Literature and Composition, CAS  
B.A., Truman State University, 1992  
M.A., Truman State University, 1994

**Winfried Rudloff**

University Professor of Computer Science, CAS  
Diploma, University of Hamburg, Germany, 1952  
Diploma, University of Heidelberg, Germany, 1959  
Ph.D., Illinois Institute of Technology, 1965

**Lydia Ruetten**

Librarian, UL  
University Professor of Library Science  
B.S., University of Wisconsin, Parkside, 1985  
M.L.I.S., University of Wisconsin, Milwaukee, 1988  
M.B.A., Governors State University, 1993

**Elizabeth Ruiz**

University Professor of Psychology, CE  
B.S., University of Notre Dame, 1982  
Ph.D., Northwestern University Medical School, 1995

**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

**Janice B. Schultz**

Associate Director, HR  
B.A., North Central College, 1972  
M.A., Governors State University, 1989  
SPHR, Human Resource Certification Institute, 2000

**Eli Segal**

University Professor of Media Communications, CAS  
B.A., Columbia College, 1963  
M.A., New York University, 1965

**Brandon Senter**

Vice President for Development and Public Affairs  
B.S., St. Louis University, 1977  
M.P.A., St. Louis University, 1983

**All Setork**

University Professor of Computer Science, CAS  
B.A., Abadan Institute of Technology, 1974  
M.S., Brown University, 1976  
Ph.D., Southern Illinois University, 1983

**Farouk Shaaban**

University Professor of Business Administration, CBPA  
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

**Jie Shen**

University Professor of Health Administration, CHP  
B.S., Nanjing University, China, 1982  
M.S., Harvard University, 1988  
Ph.D., Medical College of Virginia, 1998



**Yun-Yau Shih**

University Professor of Computer Science, CAS  
 B.S., Tunghai Christian University, Taiwan, 1983  
 M.S., State University of New York, Binghamton, 1987  
 Ph.D., State University of New York, Binghamton, 1994

**Nancy Shlaes**

Librarian, UL  
 University Professor of Library Science  
 B.S., University of Illinois, 1977  
 M.L.S., Rosary College, 1987  
 M.S., Governors State University, 1993

**Jeffrey S. Slovak**

Associate Director of Planning, Budget Office  
 B.A., St. Louis University, 1972  
 M.A., St. Louis University, 1974  
 Ph.D., The University of Chicago, 1979

**Dora Smith**

Registrar  
 B.A., Southern Illinois University, 1970  
 M.A., Governors State University, 1974

**David Sparks**

Learning Assistance Center Counselor, CLA  
 B.A., Lewis University, 1978  
 M.B.A., University of Cincinnati, 1980

**Michael Stelnicki**

University Professor of Communication, CAS  
 B.A., DePaul University, 1961  
 M.A., Northwestern University, 1968  
 Ed.D., Northern Illinois University, 1980

**Thomas Stepke**

Acting Director, Business Operations  
 B.B.A., Eastern Michigan University, 1969  
 C.P.A., University of Illinois, 1979

**Adalma Stevens**

Director of Support Services, ITS  
 B.A., Sangamon State University, 1974

**John Stoll**

Dean, Center for Extended Learning and Communications  
 Services  
 B.S., University of Colorado, 1987  
 M.B.A., Wayne State College, 1999

**Carl P. Stover**

University Professor of Public Administration, CBPA  
 B.A., Stanford University, 1969  
 M.A., University of Minnesota, 1973  
 Ph.D., University of Minnesota, 1978

**David Suddick**

University Professor of Education, CE  
 B.S., Illinois State University, 1965  
 M.A., University of Northern Colorado, 1966  
 Ph.D., University of Northern Colorado, 1969

**Medha Sukhatme**

Coordinator of University Computing Services  
 B.Sc., University of Bombay, India, 1965  
 M.S., Northeastern University, 1967  
 M.S., Massachusetts Institute of Technology, 1971  
 Master's Diploma, Cambridge University, England, 1977

**Tracy Sullivan**

Acting Assistant Director, Business Operations  
 B.B.A., St. Mary's College, 1991  
 M.B.A., Loyola University of Chicago, 1994

**John W. Swain**

University Professor of Public Administration, CBPA  
 B.A., University of New Hampshire, 1973  
 M.A., Northern Illinois University, 1975  
 Ph.D., Northern Illinois University, 1981

**Robin L. Sweeney**

Academic Support Counselor, SAS  
 B.S., Illinois State University, 1984  
 M.A., Olivet Nazarene University, 1997

**William Tafoya**

University Professor of Criminal Justice, CAS  
 B.S., San Jose State University, 1973  
 M.P.A., University of Southern California, 1974  
 Ph.D., University of Maryland, 1986

**Jill Thompson**

University Professor of Psychology and Counseling, CE  
 B.A., Nicholls State University, 1976  
 M.Ed., Nicholls State University, 1983  
 Ed.D., Grambling State University, 1996

**William Toner**

University Professor of Public Administration, CBPA  
 B.A., California State University, Fullerton, 1970  
 M.P.A., California State University, Fullerton, 1971

**D. Sharifa Townsend**

Principal, GSU Charter School  
 B.A., University of the Pacific, 1976  
 M.A., University of the Pacific, 1977

**Tony Tymkow**

External Programs Manager, CELCS  
 B.A., Indiana University, 1973  
 M.H.S., Governors State University, 1997

**Ann Vendrely**

University Professor of Physical Therapy, CHP  
 B.A., Goshen College, 1985  
 M.S., University of Indianapolis, 1987

**Richard J. Vorwerk**

University Professor of Management, CBPA  
 B.A., University of Notre Dame, 1956  
 M.A., Loyola University of Chicago, 1963  
 M.A., Indiana University, 1966  
 Ph.D., Indiana University, 1971

**Colleen Waltman**

Librarian, UL  
 University Professor of Library Science  
 B.A., St. Mary-of-the-Woods College, 1991  
 M.L.I.S., Dominican University, 1995

**Amerfil Wang**

Interim Dean, CHP  
 University Professor of Nursing, CHP  
 B.S.N., Philippine Christian University, 1965  
 M.A., University of the Philippines, 1968  
 Ed.D., Columbia University, 1974

**Mary Washington**

University Professor of Accounting, CBPA  
 B.S., San Diego State University, 1973  
 M.B.A., University of San Diego, 1981  
 Ph.D., University of Southern California, 1987

**Dorothy Washington-Calvin**

Coordinator, Academic Advising, CBPA  
 B.A., Northeastern Illinois University, 1983  
 M.A., DePaul University, 1988

**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 Computer Science, CAS  
 B.A., Marycrest College, 1966  
 M.S., University of Iowa, 1967  
 Ph.D., University of Iowa, 1970

**Freda Whisenton-Comer**

Director of Financial Aid, SAS  
 B.S., Northern Illinois University, 1984

**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

**William Wilkinson**

University Professor of Marketing, CBPA  
 B.A., Washington and Lee University, 1971  
 M.S., Yale University, 1973  
 M.Ph., Yale University, 1975  
 Ph.D., Yale University, 1975  
 M.B.A., The University of Chicago, 1982

**Leisa A. Williams**

University Professor of School Psychology, CE  
 B.S., Western Illinois University, 1990  
 Ed.S., University of Iowa, 1996  
 Ph.D., University of Iowa, 1999

**B. Eugene Wilson**

University Professor of Psychology, CE  
 B.A., University of Nevada, 1967  
 Ph.D., University of Nevada, 1971

**Bruce Wilson**

University Professor of Criminal Justice, CAS  
 B.S., Western Illinois University, 1988  
 M.A., Western Illinois University, 1991  
 Ph.D., Sam Houston State University, 1998

**Barbara Winicki**

University Professor of Reading, CE  
 B.S., Northern Illinois University, 1977  
 M.A., St. Xavier College, 1989  
 Ph.D., The University of Chicago, 1999

**Rebecca K. Wojcik**

University Professor of Physical Therapy, CHP  
 B.A., College of St. Scholastica, 1979  
 M.H.P.E., University of Illinois at Chicago, 1984

**Lonna Wolf**

University Professor of Psychology and Counseling, CE  
 B.A., The University of Chicago, 1970  
 M.S., Yale University, 1973  
 Ph.D., Yale University, 1975

**Kong-Cheng Wong**

University Professor of Computer Science, CAS  
 B.S., National Central University (Taiwan), 1977  
 M.S., University of Colorado, 1984  
 M.S., State University of New York, Binghamton, 1985  
 Ph.D., State University of New York, Binghamton, 1989

**Judith Wood**

Academic Advisor, CE  
 B.A., Governors State University, 1992

**Peggy G. Woodard**

Acting Associate Provost/Vice President for Academic  
 Affairs  
 B.A., Southern Illinois University, 1973  
 M.S.E., Northern Illinois University, 1979  
 Ph.D., Loyola University of Chicago, 1993

**Addison Woodward**

Chairperson, Division of Psychology and Counseling, CE  
 University Professor of Psychology  
 B.S., C.W. Post College, 1964  
 M.A., Connecticut College, 1966  
 Ph.D., University of Toronto, 1968

**Michael Wortham**

Assistant to the President  
 B.A., Lewis University, 1994  
 M.P.A., Governors State University, 1998

**Darlene Wright**

University Professor of Psychology and Counseling, CE  
 B.A., DePaul University, 1983  
 Ph.D., Illinois Institute of Technology, 1993

**William S. Yacullo**

University Professor of Communication Disorders, CHP  
 B.S., Elmhurst College, 1974  
 M.A., Northwestern University, 1976  
 Ph.D., University of Iowa, 1982

**Julia Ruey-Ju Yang**

University Professor of Psychology and Counseling, CE  
 B.A., Tamkang University, 1982  
 M.S., Illinois State University, 1985  
 Ph.D., Ohio State University, 1988

**John Yunger**

University Professor of Biology, CAS  
 B.S., Western Michigan University, 1987  
 M.S., Western Michigan University, 1990  
 Ph.D., Northern Illinois University, 1996

**Leon J. Zalewski**

University Professor of Science Education, CE  
 B.S., California State College of Pennsylvania, 1965  
 M.Ed., Indiana University of Pennsylvania, 1969  
 Ph.D., University of Iowa, 1974

**Pamela Zener**

Learning Assistance Center Counselor, CLA  
 B.A., Indiana University, 1969

**Jun Zhao**

University Professor of Management, CBPA  
 B.E., Shanghai Jiaotong University, 1990  
 M.B.A., Southern Illinois University, 1994  
 D.B.A., Southern Illinois University, 1998

**Shensheng Zhao**

University Professor of Computer Science, CAS  
 B.S., Beijing University, 1969  
 M.S., Old Dominion University, 1986  
 Ph.D., Old Dominion University, 1990

**Constance Zonka**

Director of Public Affairs  
 B.A., University of Florida, 1958  
 M.A., The University of Chicago, 1960

# INDEX

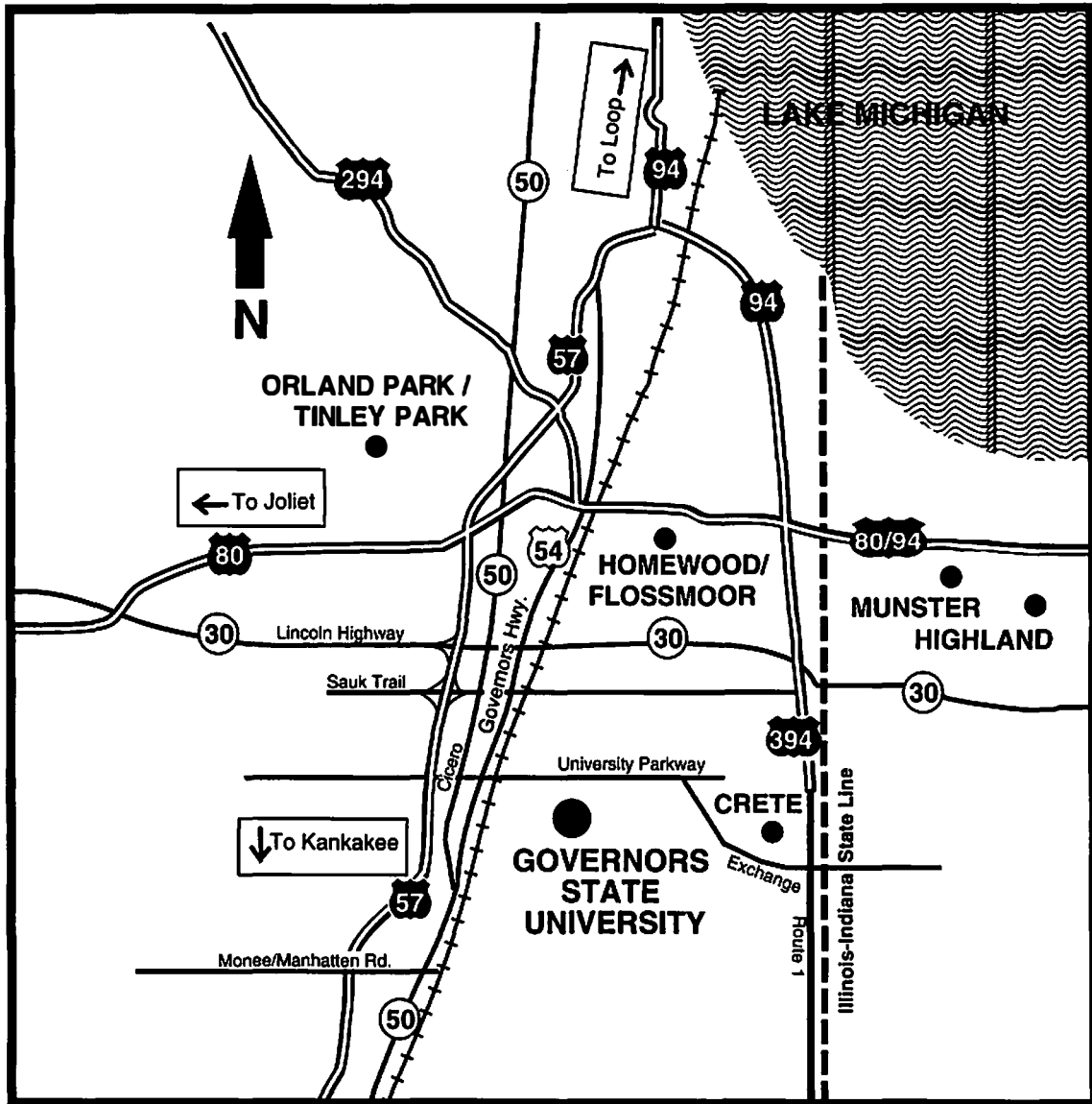
<b>A</b>	
Academic Amnesty .....	41
Academic Calendar .....	5, 6
Academic Computing Services .....	31
Academic Honesty .....	40, 265
Academic Probation/Suspension .....	40
Academic Regulations .....	37
Student Responsibility .....	37
Academic Standing .....	40, 52
Academic Year .....	7
ACCESS .....	33
Accommodating Religious Observances Policy .....	36
Accounting Courses .....	160
Undergraduate Major .....	81
Undergraduate Minor .....	88
Graduate Major .....	122
Accreditations, University .....	7
Addictions Studies Courses .....	162
Undergraduate Minor .....	102
Graduate Major .....	146
Admissions Information .....	8
Application Deadlines .....	8
Board of Governors/B.A. Program .....	12
Degree-Seeking Students .....	8
Special Admissions Cases .....	13
Graduate .....	10
International Students .....	11
Nondegree-Seeking Students .....	9, 10
Readmission .....	13
Second Bachelor's Degree .....	9, 53
Second Master's Degree .....	10
Undeclared Student .....	9, 10
Undergraduate .....	9, 10
Affirmative Action Office .....	32
Affirmative Action/Equal Opportunity Policy .....	36
Alcohol, Policy on Drug and Alcohol Abuse .....	36
Alumni Association .....	7
Analytical Chemistry, Graduate Major .....	111
Anthropology Courses .....	165
Appendix .....	283
Art Courses .....	165
Undergraduate Major .....	60
Undergraduate Minor .....	62
Graduate Major .....	112
Arts and Sciences, College of .....	59
Undergraduate .....	59
Graduate .....	109
Articulation Agreements .....	15, 49
Assessment, Prior Learning .....	43
Assessment Fee .....	17
Assistance for Students with Disabilities .....	32, 36
Audit Registration .....	39
Fee .....	17
<b>B</b>	
Bachelor's Degree Requirements .....	49
Programs Offered .....	50
Second Bachelor's Degree .....	53
Transfer Credit .....	51
Bilingual/Bicultural Education, Courses .....	200
Biology Courses .....	169
Undergraduate Major .....	62
Undergraduate Minor .....	63
Teacher Certification .....	64
Teacher Education Sequence .....	64
Board of Governors/B.A. Degree Program .....	43
Board of Trustees .....	4
Business and Administration .....	82
Undergraduate Major .....	82
Undergraduate Minor .....	88
Graduate Major (M.B.A.) .....	124
Business and Public Administration, College of .....	79
Undergraduate Majors .....	79
Graduate Majors .....	121
Business and Technology, Undergraduate Major .....	86
Business Law Courses .....	174
<b>C</b>	
Career Services .....	32
CEEL .....	43
Center for Performing Arts .....	33
Center for Learning Assistance .....	33
Certifications and Accreditations .....	59
College of Arts and Sciences .....	59
College of Business and Public Administration .....	79
College of Education .....	91
College of Health Professions .....	101
Change in Major .....	39
Chemistry Courses .....	174
Undergraduate Major .....	65
Undergraduate Minor .....	66
Graduate Major .....	111
Teacher Certification .....	67
Teacher Education Sequence .....	67
Child Care .....	32
Clubs and Organizations .....	32
College of Business and Public Administration .....	79, 121
Degree Requirements .....	79, 121
Commencement .....	54
Communication Disorders Courses .....	177
Undergraduate Major .....	102
Graduate Major .....	147
Communications Undergraduate Major .....	69
Communications and Training Graduate Major .....	113
Communication Studies Courses .....	180
Computer Education Courses .....	201
Computer Science Courses .....	182
Undergraduate Major .....	68
Undergraduate Minor .....	69
Graduate Major .....	114

Computing Services, Academic .....	31	Educational Administration Courses .....	198
Concurrent Registration .....	39	Graduate Major .....	136
Counseling Courses .....	187	Elementary Education Courses .....	205
Graduate Majors .....	130	Teacher Certification in .....	94
Counseling and Career Services Fee .....	16	Undergraduate Major .....	94
Counseling Center .....	32	English Courses .....	208
Course Descriptions .....	159	Undergraduate Major .....	72
Courses, Drop and Add .....	14	Undergraduate Minor .....	74
Maximum Credit Hour Load .....	14	Graduate Major .....	116
Withdrawal from .....	14	Teacher Certification .....	72
Course Numbers, Explanation .....	159	Teacher Education Sequence .....	72
Course Prerequisites/Corequisites .....	14	English Language Proficiency Requirement .....	13
Credit Through Evaluation of Experiential		English Proficiency of Instructors .....	39
Learning (CEEL) .....	43	Environmental Biology, Graduate Major .....	117
Criminal Justice Courses .....	190	Evaluation of Prior Learning .....	43
Undergraduate Major .....	71	Extended Learning Sites .....	42
Undergraduate Minor .....	71		
		<b>F</b>	
<b>D</b>		Faculty	
Day Care .....	32	College of Arts and Sciences .....	60, 109
Degree Requirements		College of Business and Public Administration .....	80, 121
General .....	49	College of Education .....	91, 129-130
Undergraduate .....	49	College of Health Professions .....	101-102, 145-146
Graduate .....	55	Faculty and Administration .....	273
Degrees with Honors .....	39	Fees .....	16-17
Degree-Seeking Students .....	8-10	Finance Courses .....	212
Diplomas .....	53, 54, 58	Undergraduate Concentration in .....	82
Disabled Students, Assistance for .....	32, 36	Undergraduate Minor .....	88
Drug and Alcohol Abuse Policy .....	36	Financial Assistance .....	18
		Application Procedures .....	18
<b>E</b>		Eligibility Criteria .....	18
Early Childhood Education Courses .....	202	Programs Available .....	18-30
Undergraduate Major .....	92		
Graduate Major .....	132	<b>G</b>	
Economics Courses .....	191	General Education Requirement .....	52
Education, College of		Geography Courses .....	213
Undergraduate .....	91	Governance .....	4, 7
Graduate .....	129	Grade Appeals .....	38
Education Courses .....	193	Grade Point Average .....	37
Teacher Education Programs .....	45	Grading .....	37
Undergraduate Majors .....	92-99	Graduate Degree Requirements .....	55
Graduate Majors .....	130-143	Graduate Student Status .....	55
Education Courses		Graduate Degree Programs .....	109
Administration .....	198	College of Arts and Sciences .....	109-119
Bilingual/Bicultural .....	200	College of Business and Public Administration .....	121-128
Computer Education .....	201	College of Education .....	129-143
Early Childhood .....	202	College of Health Professions .....	145-157
Elementary .....	205	Graduation Application Procedures .....	53, 58
Professional Development .....	205	Fees .....	17
Special Education .....	207	Requirements .....	53, 58
Education, General .....	193	With Honors .....	39
Education Programs			
Biology .....	64		
Chemistry .....	67		
Early Childhood .....	92, 132		
Educational Administration .....	136		
Elementary .....	94		
English .....	72		
Graduate Major in Education .....	134		
Multicategorical Special Education .....	137		

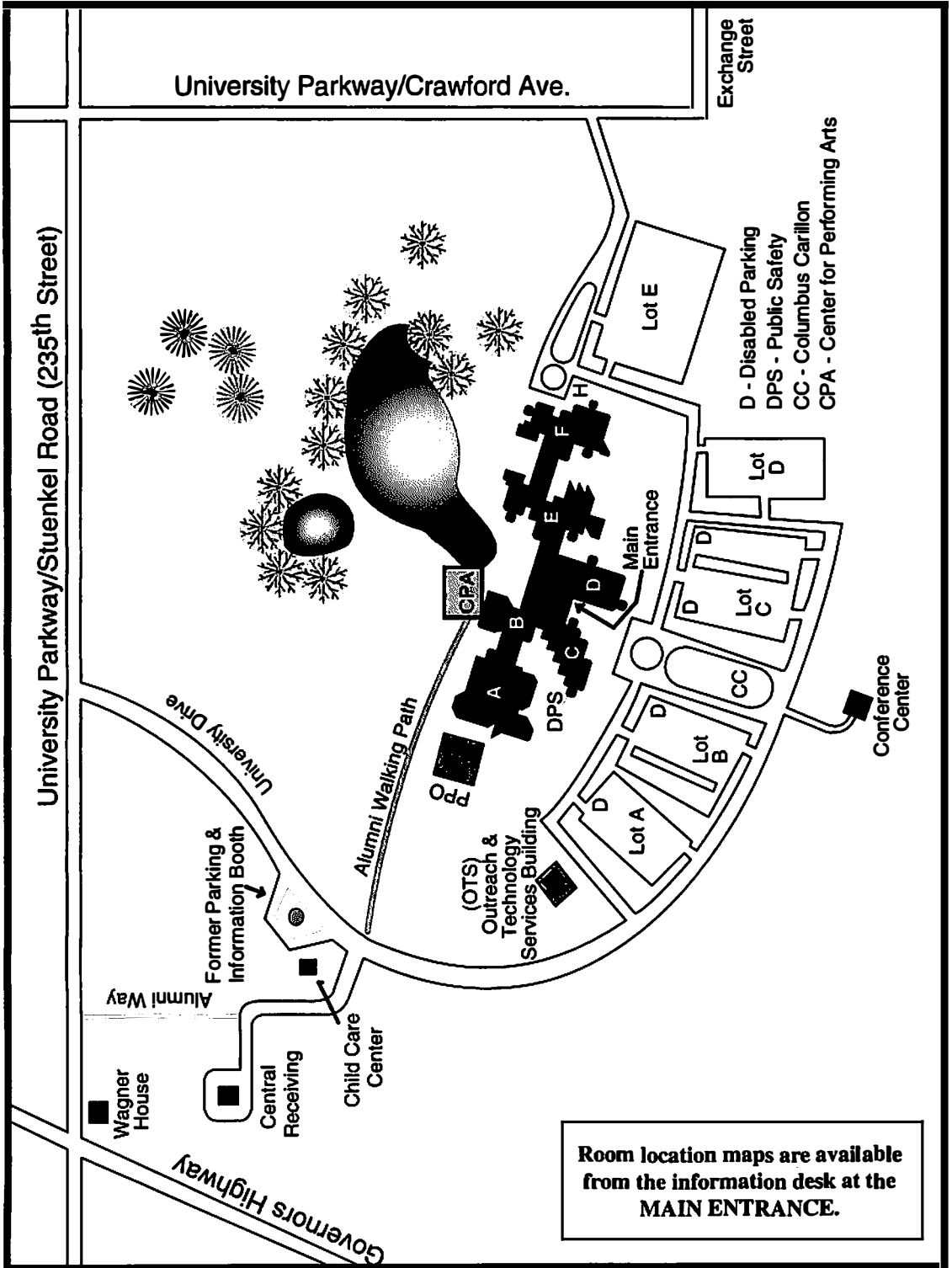
<b>H</b>	
Handicapped Students, Services for (see Disabled) .....	32, 36
Health Administration Courses .....	213
Undergraduate Major .....	103
Graduate Major .....	149
Health Insurance Fee .....	16
Health Professions Education Courses .....	217
Health Professions, College of	
Undergraduate .....	103
Graduate .....	149
Health Sciences Courses .....	218
History Courses .....	218
Hold List .....	39
Honors .....	39
Human Performance and Training Courses .....	220
Human Resource Management	
Undergraduate Concentration .....	82
<b>I</b>	
Identification Cards .....	33
Illinois Articulation Initiative (IAI) .....	15, 49
Incomplete Course Work .....	37
Independent Study .....	38
Information and Records .....	33
Integrative Studies Courses .....	221
Undergraduate Major .....	74
Undergraduate Minor .....	75
Intercultural Studies Courses .....	223
International Business Undergraduate .....	83
International Students, Admissions Information .....	11
Interrupted Enrollment .....	13
Intramural and Recreational Activities .....	33
<b>J</b>	
Journalism .....	70
<b>L</b>	
Leadership Development .....	33
Learning Assistance .....	33
Liberal Arts and Sciences Courses .....	224
Library Fees .....	17
Library, University .....	31
Literature Courses (English) .....	208
<b>M</b>	
Management Courses .....	225
Undergraduate Minor .....	89
Management Information Systems Courses .....	228
Undergraduate Major .....	87
Undergraduate Concentration .....	84
Undergraduate Minor .....	89
Graduate Major .....	126
Marketing Courses .....	231
Undergraduate Concentration .....	85
Undergraduate Minor .....	89
Master's Degree Requirements .....	55
Programs Offered .....	56
Second Master's Degree .....	58
Transfer Credit .....	57
Master's Final Project .....	57
Master's Degree Candidacy .....	56
Mathematics Courses .....	232
Undergraduate Minor .....	76
Mathematics Placement .....	38
Mathematics Proficiency Examination .....	14
M.B.A. Program .....	124
M.P.A. Program .....	127
Media-Based Instruction .....	44
Media Communications Courses .....	233
Minority Mentoring Program .....	38
Minors, Undergraduate .....	50
Multicategorical Special Education Graduate Major .....	137
Teacher Certification .....	45
Multicultural Programs .....	33
Music Courses .....	236
<b>N</b>	
Nondegree-Seeking Student .....	9, 10
Nursing Courses .....	236
Undergraduate Major .....	104
Graduate Major .....	150
<b>O</b>	
Occupational Therapy Courses .....	238
Graduate Major (M.O.T.) .....	152
Orientation .....	14, 49
<b>P</b>	
Painting .....	60
Parking Fee .....	16
Pass/No Credit Option .....	38
Philosophy Courses .....	240
Photography .....	60
Photography Courses (ART Prefix) .....	165
Physical Therapy Courses .....	241
Graduate Major (M.P.T.) .....	153
Physics Courses .....	244
Political and Justice Studies Courses .....	245
Political and Justice Studies, Graduate Major .....	118
Political Science Courses .....	245
The Pond, publication .....	35
Printmaking .....	60
Proficiency Examination Requirement, English .....	14
Psychology Courses .....	249
Undergraduate Major .....	98
Undergraduate Minor .....	99
Graduate Majors .....	140
Public Administration Courses .....	254
Undergraduate Minor .....	86
Graduate Major .....	127
Public Safety .....	34
Public Service Scholarship Program .....	22
<b>Q</b>	
Quick Start/Escort Service .....	32

<b>R</b>	
Reading Courses .....	206
Graduate Major .....	142
Readmission .....	12
Records Policy, Student .....	265
Refunds .....	17
Registration, Concurrent .....	39
Registration for Courses .....	14
Religious Observance Policy .....	36
Repeating Courses .....	38
Residency Requirements .....	17, 53, 58, 270
Residency Status for Tuition Purposes .....	270
<b>S</b>	
School Psychology .....	140
Secondary Education (Also see Teacher Education Sequences), Teacher Certification in .....	45
Services for Students with Disabilities Policy .....	36
Sexual Harassment Policy .....	36
Smoking Policy .....	36
Social Sciences Courses .....	256
Undergraduate Major .....	76
Social Work Courses .....	257
Undergraduate Major .....	105
Undergraduate Minor .....	107
Graduate Major .....	155
Sociology Courses .....	262
Special Academic Programs and Opportunities .....	42
Special Education Courses .....	207
Multicategorical Special Education Graduate Major .....	137
Special Events .....	34
Speech-Communication Undergraduate Minor .....	70
Statistics Courses .....	264
Student Activity Fee .....	16
Student Center .....	32
Student Center Fee .....	16
Student Clubs, Organizations .....	32
Student Government .....	34
Student Grade Reports .....	37
Student Life Policies .....	36
Student Life Services .....	34
Student Media/Newspaper .....	35
Student Records Policy .....	265
Student Services, Activities, and Information .....	31
Student Study Plan .....	55
<b>T</b>	
Teacher Certification Programs of Study .....	45
Certification Requirements .....	46
General Education Requirements .....	46
Professional Education Requirements .....	47
Teacher Education Sequences	
Biology .....	64
Chemistry .....	67
English .....	72
Testing Office .....	35
Transcripts .....	40
Transfer Credit	
Undergraduate .....	51
Graduate .....	57
<b>Tuition and Fees .....</b>	
<b>Refunds .....</b>	
<b>Residency Classification .....</b>	
<b>Undergraduate/Graduate .....</b>	
<b>Tutorial Services, Learning Assistance .....</b>	
<b>U</b>	
Undeclared Student .....	9, 10
Undergraduate Degree Requirements .....	49
Undergraduate Student Status .....	49
Undergraduate Degree Programs .....	50
College of Arts and Sciences .....	59
College of Business and Public Administration .....	79
College of Education .....	91
College of Health Professions .....	101
University, General Information .....	7
University Governance .....	7
University Library .....	31
University Mission Statement .....	7
Unsatisfied Financial Obligations .....	17
<b>V</b>	
Veterans Assistance .....	18
<b>W</b>	
Weekend Programming .....	44
Withdrawal Policies from Courses .....	17, 41
Writing Across the Curriculum .....	53
Writing and Basic Mathematics Proficiency Examination Requirement .....	14

# LOCATION MAP



# CAMPUS MAP







Governors  
State  
University

University Park, IL 60466-0975



708-534-5000 • 1-800-GSU-8GSU  
<http://www.govst.edu/>