2016

2016-2017 Catalog

Governors State University

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Governors State University

2016-2017

Catalog

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Notice

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

This catalog is for the 2016-2017 academic year. Students should keep the catalog for referral throughout their academic career. Students who first enroll at Governors State University during the 2016-2017 academic year must fulfill the requirements stated in this catalog and its updates, as applicable, or they may elect to substitute the requirements in any subsequent catalog published while they are enrolled in the university. A student must, however, meet the requirements from one catalog only, rather than choosing a portion from one catalog and the remainder from another.

The catalog is posted on the GSU website at www.govst.edu/catalog.

Affirmative Action Statement

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

Governors State does not discriminate against students for observing religious holidays and will reasonably accommodate the religious observance of individual students regarding admission, class attendance, and the scheduling of examinations and academic work requirements. Students seeking such accommodation should contact the Diversity Officer in the Human Resources Department for assistance.

The general university phone number is 708.534.5000. The GSU website address is www.govst.edu.

ACADEMIC DEGREE PROGRAMS
OFFERED BY GOVERNORS STATE UNIVERSITY

Bachelor's Degree Programs
(*concentrations italicized*)
Accounting
Accounting, Accelerated Professional (BS/MS)
Anthropology and Sociology
Anthropology
Sociology
Art
Biology
Teacher Education
Business Administration
Entrepreneurship
Finance
Human Resource Management
Management
Management Information System
Marketing
Operations and Supply Chain Management
Business and Applied Science
Chemistry
Teacher Education
Communication Disorders
Communication
Advertising and Public Relations
Filmmaking and Multimedia
Human Communication
Journalism
Community Health
Gerontology-Healthy Aging
Gerontology-Long Term Care
Health Promotion Education in the Community Setting
Pre-Occupational Therapy
Computer Science
Criminal Justice
Restorative Justice
Early Childhood Education
Economics, BA
Economics, BS
Elementary and Middle School Education
English
Teacher Education
Entrepreneurship
Gender and Sexuality Studies
Health Administration
Health Informatics
History
American History
Global History
Information Technology
Interdisciplinary Studies
Manufacturing Management
Mathematics
Actuarial Science
Teacher Education
Media Studies
Media Industry and Production
Social Networking and Participatory Culture
Global Media and Information Flow

Nursing
Political Science
Psychology
Forensic
Industrial/Organizational
Mindfulness Studies
Pre-Clinical
Social Sciences
American Studies
Global Studies
Social Work
Theatre and Performance Studies

Undergraduate Minors
College of Arts and Sciences
3-D Animation and Modeling
Art
American Studies (Social Science)
Anthropology
Biology
Chemistry
Computer Science
Criminal Justice
English
Game Design
Gender and Sexuality Studies
Global Studies (Social Science)
History
Human Communication
Latin American, Caribbean, and Latina/o Studies
Mathematics
Philosophy
Practical and Professional Ethics
Pre-Law
Religious Studies
Sociology
Theatre and Performance Studies
College of Business and Public Administration
Accounting
Business Administration
Economics
Entrepreneurship
Finance
Management Information Systems
Management
Marketing
College of Education
Forensic Psychology
Industrial/Organizational Psychology
Psychology
College of Health and Human Services
Addictions Studies
Social Work

Master Degree Programs
Accounting
Accounting, Accelerated Professional
Addictions Studies
Addictions Counseling
Analytical Chemistry
Art
Business Administration
Communication Disorders

Communication and Training
Communication Studies
Human Performance and Training
Media Communication
Computer Science
Counseling
Clinical Mental Health Counseling
Marriage and Family Counseling
School Counseling
Criminal Justice
Early Childhood Education
Education
Bilingual/ESL
Computer Education
Curriculum and Instruction
Mathematics Education
Educational Administration
Chief School Business Official
Higher Education Administration
Principal Leadership
English
Literature
Writing
Environmental Biology, Management and Policy
Health Administration
Health Informatics
Independent Film and Digital Imaging
Management Information Systems
Mathematics
Actuarial Science
Multicategorical Special Education
Nursing
Clinical Nurse Specialist
Family Nurse Practitioner
Nursing Administration
Occupational Therapy
Political and Justice Studies
Psychology
Clinical
Theoretical
Public Administration
Reading and Literacy
Social Work
Holistic Practice
Practice with Children and Families
School Social Work

Joint Degree Program (resulting in two degrees)
Criminal Justice and Public Administration
Political and Justice Studies and Public Administration

Specialist Degree Program
School Psychology

Doctoral Degree Programs
Counselor Education and Supervision
Interdisciplinary Leadership
Higher Education Administration
Not-for-Profit/Social Entrepreneurship
Public Safety
Superintendent (P-12)
Nursing Practice

Occupational Therapy
Physical Therapy
Transitional Physical Therapy

ACADEMIC CERTIFICATES
OFFERED BY GOVERNORS STATE UNIVERSITY

Graduate Only Certificates
- Addictions Screening, Assessment, and Referral Certificate
- Biology Education Certificate
- Chemistry Education Certificate
- College Career Counseling Certificate
- Data Analytics Certificate
- Digital Forensics Certificate - Graduate
- Early Childhood Education for Currently Licensed Teachers Certificate
- English Education Certificate
- Family Nurse Practitioner Certificate
- Health Care Informatics Certificate
- Health Services Research Certificate
- Mathematics, Secondary Education Certificate
- Mindfulness in the Helping Professions Certificate
- Post Master's Clinical Mental Health Counselor Certification
- Post Master's Marriage and Family Counselor Certification
- Post Master's School Counseling Certification
- Post-Baccalaureate Certificate in Bilingual/English as a Second Language Education
- Post-Baccalaureate Certificate in Online Teaching
- Post-Baccalaureate Certificate in Principles of Conductive Education
- Reading Teacher Endorsement Certificate

2016-2017 Academic Calendar

	Fall Semester 2016 (Aug. 29, 2016 - Dec. 11, 2016)	Intersession (Dec. 12, 2016 - Jan. 16, 2017)	Spring Semester 2017 (Jan. 17, 2017 - May 8, 2017)	Summer Session 2017 (May 15, 2017 - Aug. 6, 2017)
Priority Registration Begins	M 4/18/16	M 10/17/16	M 10/17/16	M 3/20/17
Open Registration	F 4/22/16	F 10/21/16	F 10/21/16	F 3/25/17
Payment Due Date	Th 7/15/16 For registrations through 7/15/16	Th 12/15/16 For registrations through 12/15/16	Th 12/15/16 For registrations through 12/15/16	S 4/15/17 For registrations through 4/13/17
Faculty Contract Begin/End	M 8/8/16	♦	♦	Th 6/8/17
Smart Start Move-In	Su 8/14/16	♦	♦	♦
Early Arrival/Break Housing	Su 8/14/16 - W 8/24/16	M 12/12/16- Sa 1/14/17	M 12/12/16 - Sa 1/14/17	M 5/8/17 - Sa 5/13/17
Smart Start Classes Begin	M 8/15/16	♦	♦	♦
Late Registration Charge - $100	M 8/15/16 (for continuing students)	♦	T 1/03/17 (for continuing students)	♦
Payment Due Date	M 8/15/16 For registrations 7/16/16 - 8/15/16	♦	Su 1/15/17 For registrations 12/09/16 - 1/15/17	M 5/15/17 For registrations 4/14/17 - 5/15/17
Drop for Non-Payment Date	M 8/15/16	♦	T 1/17/17	M 05/17/17
Residence Hall Move-In	Th 8/25/16	♦	Su 1/15/17	Su 5/14/17
Smart Start Classes End	F 8/26/16	♦	♦	♦
GSU Closed - Martin Luther King Holiday	♦	♦	M 1/16/17	♦
Term Begins	M 8/29/16	M 12/12/16	T 1/17/17	M 5/15/17
Late Registration Charge $200	M 8/29/16 (for continuing students)	♦	T 1/17/17 (for continuing students)	♦
GSU Closed - Labor Day/Memorial Day	M 9/5/16	♦	♦	M 5/29/17
Registration Closes	T 9/06/16*	M 12/12/16*	M 1/23/17*	M 5/22/17*
Graduation Applications Due	F 9/16/16	♦	F 2/6/17 for both Spring and Summer term graduations*	
Refund Deadline	Published on student class schedule in the portal for individual courses.			
GSU Closed – Presidents' Day Holiday	♦	♦	M 2/20/17	♦
Spring Break	♦	♦	M 3/13/17 - Su 3/19/17	♦
Residence Hall Closure for Spring	♦	♦	**Residence Halls Closed Su 3/12/17 - Su**	♦

Break			3/19/17	
GSU Closed - Independence Day Observance	♦	♦	♦	T 7/4/17
Last Day to Drop a Class	*Published on student class schedule in the portal for individual courses.*			
Thanksgiving Break	GSU open but no classes: W 11/23/16; GSU closed: Th 11/24 - Su 11/27/16		♦	♦
Faculty submit incomplete grades for prior term	M 11/28/16	♦	M 4/24/17	M 7/24/17
Term Ends	Su 12/11/16	M 1/16/17	M 5/8/17	Su 8/6/17
Residence Hall Move-Out	M 12/12/16	♦	M 5/8/17	M 8/7/17
Final Grades Deadline	*Grades are due seven days after section end date.* *Full semester due date: 12/18/16*	*Seven days after section end date.*	*Grades are due seven days after section end date.* *Full semester due date: 5/15/17*	*Grades are due seven days after section end date.* *Full term due date: 8/13/17*
GSU Closed	F 12/23/16 - M 1/2/17		♦	♦
Commencement	*May 20, 2017 (for fall 2016 graduates, spring 2017 graduates and summer 2017 candidates for graduation*			

*Check online class schedule for registration and other deadline dates for late-start classes and other special offerings

Note: Posting of grades in student myGSU portal accounts will be done each Monday for grades submitted by faculty during the prior week.

General Information

History

Governors State University was chartered by the Illinois General Assembly in 1969. It serves undergraduate students and those seeking master's and doctoral degrees. In fall 2014 the university underwent a major transformation through the admission of its first freshmen class.

The university's main campus is located in University Park, 35 miles south of Chicago and is easily accessible by car or commuter train. The campus is located on 760 acres of wooded landscape with several lakes and nature trails. It includes the internationally renowned Nathan Manilow Sculpture Park.

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

Mission

GSU is committed to offering an exceptional and accessible education that prepares students with the knowledge, skills and confidence to succeed in a global society.

Accreditation

Governors State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The university is also a member of the Illinois Council of Baccalaureate and Higher Degree Programs. Each program is accredited by a professional accrediting agency in each case where there is a national accreditation body.

The Higher Learning Commission of the North Central Association of Colleges and Schools

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604;

Phone: 312.263.0456; 800.621.7440

FAX: 312.263.7462;

E-mail: Info@ncacihe.org

Governance of the University

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

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

Academic Year

The Governors State University academic calendar offers 15- week Fall and Spring terms and a 12-week Summer term. The Fall 2016 term begins August 29, 2016 and ends December 11, 2016. The Spring 2017 term begins January 17, 2017 and ends May 8, 2017. The Spring term includes a one-week Spring Break during which classes will not be in session, though the University will be open for other business.

The Summer 2017 term begins May 15, 2017 and ends August 6, 2017.

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

Alumni Association

Alumni Programs and Activities

A wide range of programs and activities are offered to alumni throughout the year. Educational workshops and seminars are conducted. Alumni and their families are also invited to attend several social, cultural, and recreational activities, such as cruise outings, tickets to sporting events, and plays. The Alumni Association's various clubs sponsor programs and events designed to help alumni connect and network with fellow alumni with similar majors and/or similar professions. An alumni e-newsletter is emailed monthly. A print newsletter highlighting alumni accomplishments is published once a year. Upcoming alumni events, club activities, as well as university news-related updates are announced in the monthly e-newsletter, the printed newsletter, and on the alumni website at www.govst.edu/alumni.

Alumni Membership

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

- Center for Performing Arts - 15 percent ticket price discount on events sponsored and promoted by GSU's Center for Performing Arts.
- Campus Recreation and Fitness Center - almost a 40 percent reduction in the membership fee.
- In-library use of library resources, including check-out privileges of printed materials and some media items.
- Access to the Academic Computing Lab Services.
- On-campus use of GSU's common area computers, with access to Internet, e-mail, and MS Office (Access, Excel, PowerPoint, and Word).
- Voting privileges and the right to hold office in the association.
- Discounted admission on selected Alumni Association sponsored events.
- Membership in Alumni Clubs of your choice.
- Community Partner Discounts.

For more information about alumni membership, call the Alumni Office at 708.534.4128.

Admission Information

Admission to the University

Governors State University encourages applications from qualified students of all cultural, racial, religious, and ethnic groups. Admissions process will vary for first year undergraduate students, transfer students, master's or doctoral candidates, international students, veterans or certificate program students applying for admission. Details on the application process are available via the GSU Admissions website at http://www.govst.edu/Admissions/. Application forms and other information needed for admission to the university may be obtained by writing to:

Office of Admission and Student Recruitment
Governors State University
1 University Parkway
University Park, IL 60484-0975

You may call 800.GSU.8GSU for information. The admission's website address is http://www.govst.edu/Admissions. Admission documents sent in support of applications are not returnable or transferable.

Admission Policy for Veterans

Veterans who have completed 45 credit hours of college credit may apply to Governors State University. The application fee will be waived upon receipt of an application accompanied by a copy of the form DD 214. Applications, transcripts, and other documentation can be mailed or dropped off in the Office of the Coordinator for Veterans and Military Personnel.

Admission Classifications, Deadlines, and Requirements

Degree-Seeking

Undergraduate Freshman Students*

This classification is for students who are currently attending high school or have graduated from

high school but never attended college or have less than 24 semester hours from a regionally accredited institution. Special consideration will be applied when considering military veteran, international student, home school student, and GED earner applicants.

Requirements-Applicants must:

1. have graduated or will graduate from high school with a minimum 2.75 GPA on a 4.0 scale
2. have earned a minimum ACT composite of 18 or SAT equivalent (minimum SAT score range of 860-890 when combining Critical Reading plus Math)
3. must meet the minimum high school subject requirements of 4 years of English, 3 years of Math, 2 years of Lab Sciences, 2 years of Social Sciences, 2 years of Fine Arts or 2 years of a Foreign Language and 2 years of Elective Academic Units
4. Providing an academic personal statement may benefit applicants who are near to or below one or both of the listed GPA and ACT admission requirements.

Applicants are required to submit official high school transcript(s) and official ACT or SAT score reports (if younger than 21 years old), or official GED. Final high school transcripts must be submitted after graduating or freshman applicants will be unable to begin courses.

*Freshman admits are required to participate In a unique learning community that requires full time attendance with coursework largely taking place between 8:00 a.m. and 6:00 p.m. Monday-Friday. All freshman are admitted for the fall semester. Spring admission is not permitted.

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

To apply: Submit an application, the application fee, credentials, and official transcripts from the post-secondary institution, which demonstrate meeting criteria 1-3 above directly to the Office of Admission and Student Recruitment.

Deadlines: Students are strongly encouraged to apply by the early decision deadline of November 15. After November 15 applications are considered on a rolling basis until April 1st or until the freshman class is filled.

Undergraduate Transfer Students

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

Requirements-Applicants must:

1. have earned (or will have earned by the term in which they wish to enroll) an Associate of Arts (AA), an Associate of Science (AS), an Associate of Science and Arts (ASA), or an Associate of Arts in Teaching (AAT) degree from a regionally accredited institution of

higher education; or

2. have earned (or will have earned by the term they wish to enroll) at least 45 semester hours (or 68 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 45 semester hours (or 68 quarter hours) of the total collegiate hours; or
3. have applied for a dual admission program at both Governors State University and an institution with which GSU has a dual admission agreement and meet all requirements stipulated under that agreement; and
4. have been in good standing at the last institution attended; and
5. have satisfied any collegial and/or major criteria, if applicable, for undergraduate study in a specific major.

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

To apply: Submit an application, the application fee, credentials, and official transcripts from all post-secondary institutions attended, which demonstrate meeting criteria 1-5 above directly to the Office of Admission and Student Recruitment.

Deadlines: Most programs are on a rolling admission basis. Students are strongly encouraged to apply early.

Undergraduate Majors with Special Admission Requirements

The majors listed below have special admission criteria beyond the general university requirements. Requirements could include additional materials and/or application deadlines. Please refer to the specific major sections within the Academic Degree Programs Offered section for the criteria and deadlines.

Majors	College
Art	Arts and Sciences
Biology Teacher Education	Arts and Sciences
Business and Applied Science	Business and Public Administration
Chemistry Teacher Education	Arts and Sciences
Communication Disorders	Health and Human Services
Early Childhood Education	Education
Elementary Education	Education
English Teacher Education	Arts and Sciences
Health Administration	Health and Human Services
Mathematics Teacher Education	Arts and Sciences
Nursing	Health and Human Services
Psychology	Education
Social Work	Health and Human Services

Master's Degree Students

This classification is for students who declare a master's degree, including those seeking a

second master's degree.

Requirements-Applicants must:

1. have earned (or will have earned by the term they wish to enroll) a bachelor's degree from a regionally accredited college or university, and
2. have been in good standing at the last institution attended, and
3. have satisfied collegial and/or major criteria, if applicable, for graduate study in a specific major.

Applicants must submit a non-refundable $50 application fee.

To apply: Submit an application, the application fee, credentials, and official transcripts from the post-secondary institution, which demonstrate meeting criteria 1-3 above to the Office of Admission and Student Recruitment.

Deadlines: Most programs are on a rolling admission basis. However, the following programs have admission deadlines or limited admission periods: Communication and Training, Communication Disorders, Counseling, Criminal Justice, Educational Administration, Health Administration, Independent Film and Digital Imaging, Occupational Therapy, Psychology, and Social Work. Refer to the specific major sections in this catalog for criteria and deadlines.

Master's Programs with Special Admission Requirements

The majors listed below have special admission criteria beyond the general university requirements. This could include additional materials and/or application deadlines. Please refer to the specific major sections within the Academic Degree Programs Offered section for criteria and deadlines.

Master's	College
Accounting	Business and Public Administration
Addictions Studies	Health and Human Services
Analytical Chemistry	Arts and Sciences
Art	Arts and Sciences
Business Administration	Business and Public Administration
Communication Disorders	Health and Human Services
Communication and Training	Arts and Sciences
Computer Science	Arts and Sciences
Counseling	Education
Criminal Justice	Arts and Sciences
Early Childhood Education	Education
Education	Education
Educational Administration	Education
English	Arts and Sciences
Environmental Biology	Arts and Sciences
Health Administration	Health and Human Services

Independent Film and Digital Imaging	Arts and Sciences
Management Information Systems	Business and Public Administration
Mathematics	Arts and Sciences
Multicategorical Special Education	Education
Nursing	Health and Human Services
Occupational Therapy	Health and Human Services
Political and Justice Studies	Arts and Sciences
Psychology	Education
Public Administration	Arts and Sciences
Reading	Education
Social Work	Health and Human Services

Doctoral Students

This classification is for students who declare a doctoral degree.

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

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

To apply: Submit an application, the application fee, credentials, program application fees, and official transcripts from each post-secondary institution to the Office of Admission and Student Recruitment.

Deadlines: Please refer to the specific major sections in this catalog for criteria and deadlines.

Undeclared/Non-Degree Seeking

Undergraduate Undecided Students

Students who have not completed a bachelor's degree from any college or university, have earned less than 60 semester hours (or 90 quarter hours), and who have not declared an undergraduate major, but plan to do so by their junior year may fit in this category.

Students in this classification:

- are eligible for university administered financial aid;
- will be assigned an advisor in the Academic Resource Center. Undecided students who have not decided on a career path may receive career counseling that will facilitate the career decision-making process. Once a career decision is made, the student may apply to a degree program. Upon admission, an academic/faculty advisor will be assigned and a study plan completed;
- must participate in New Student Online Orientation/Directed Self-Placement before registration;

- who choose not to seek a degree at GSU must change their status to a non-degree seeking or undeclared student when they reach 60 semester hours earned; and
- if after earning a total 60 semester hours (or 90 quarter hours) and have not been admitted to a major will automatically be converted to non-degree seeking.

Requirements-Applicants must:

1. have earned (or will have earned by the term in which they wish to enroll) at least 45 semester hours (or 68 quarter hours) of credit but not more than 60 semester hours (or 90 quarter hours) from a regionally accredited institution of higher education with at least a "C" average (2.0 on a scale of 4.0) in any 45 semester hours (or 68 quarter hours) of the total collegiate hours; and
2. have been in good standing at the last institution attended.

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

To apply: Submit an application, the application fee, credentials, and official transcripts from the post-secondary institution, which demonstrate meeting criteria 1and 2 above directly to the Office of Admission and Student Recruitment.

Deadlines: Most programs are on a rolling admission basis. Students are strongly encouraged to apply early.

Undergraduate Undeclared Students

Students who have not completed a bachelor's degree from any college or university, have earned at least 60 semester hours (90 quarter hours of college level coursework), and who have not declared an undergraduate major may fit in this category.

Students in this classification:

- are not eligible for university administered financial aid;
- will be assigned an advisor in the Academic Resource Center. Undeclared students who have not decided on a career path may receive career counseling that will facilitate the career decision-making process. Once a career decision is made, the student may apply to a degree program. Upon admission, an academic/faculty advisor will be assigned and a study plan completed;
- must participate in New Student Online Orientation/Directed Self-Placement before registration;
- who choose not to seek a degree at GSU must change their status to a non-degree seeking student; and
- if after registering for 18 credit-hours and have not been admitted to a major will automatically be converted to non-degree seeking.

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

Requirements-Applicants must:

1. have earned (or will have earned by the term they wish to enroll) an Associate of Arts (AA), an Associate of Science (AS), and Associate of Science and Arts (ASA), or an Associate of Arts in Teaching (AAT) degree from a regionally accredited institution of higher education; or
2. have earned (or will have earned by the term in which they wish to enroll) at least 45 semester hours (or 68 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 45 semester hours (or 68 quarter hours) of the total collegiate hours; and
3. have been in good standing at the last institution attended.

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

To apply: Submit an application, the application fee, credentials, and official transcripts from the post-secondary institution, which demonstrate meeting criteria 1-3 above directly to the Office of Admission and Student Recruitment.

Deadlines: Most programs are on a rolling admission basis. Students are strongly encouraged to apply early.

Undergraduate Non-Degree Seeking Students

Students who have not completed a bachelor's degree from any college or university and who do not intend to earn a degree may fit into this category.

Course work completed as a non-degree seeking student is not applicable to any degree offered by GSU, except by written exception by the dean of the appropriate college.

Students in this classification are not eligible for university administered financial aid. Applicants must submit the non-refundable $25 application fee.

Requirements-Applicants must:

1. have an Associate of Arts (AA), Associate of Science (AS), Associate of Science and Arts (ASA), or an Associate of Arts in Teaching (AAT) degree from a regionally accredited institution, or
2. have earned at least 45 semester hours (or 68 quarter hours) of credit with at least a "C" average (2.0 on a scale of 4.0) from a regionally accredited institution.

Graduate Non-Degree Seeking Students

Students with bachelor's or higher degrees from a regionally-accredited institution who do not intend to earn a degree at Governors State may fit this category.

Coursework completed as a non-degree seeking student does not automatically apply to a degree

program. The application of such courses to degree requirements is governed by the policies established by the University and the dean and faculty of each college in effect at the time of admission to a degree program. No more than six (6) credit hours earned while in non-degree status may be applied toward the requirements of any graduate degree program. Transfer of credits earned in non-degree seeking status to a degree program requires approval of the appropriate academic dean.

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

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

Applicants must submit a $50 non-refundable application fee.

Certificate Students

Students not currently enrolled at GSU, who want to earn a certificate, fit this category. Applicants must:

1. provide evidence of 45 hours of college credit, or a bachelor's degree or higher from a regionally-accredited post-secondary institution based on the certificate classification;
2. be in good academic standing at the last institution attended;
3. have satisfied any applicable collegial and/or major admission criteria for the certificate program for which they are applying. Refer to the information related to specific major areas of interest in this catalog for special collegial and/or major admission criteria and additional credentials which may be required.

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

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

To apply: Submit an application, the appropriate application fee, credentials, and official transcripts from the post-secondary institution, which demonstrate meeting criteria 1-3, to the Office of Admission and Student Recruitment.

Certificate Programs with Special Admission Requirements

The certificate programs listed on [Academic Degree Programs Offered](#) have special admission criteria beyond the general university requirements. This could include additional materials and/or application deadlines. Refer to the specific certificate sections in this catalog for the criteria and deadlines of contact the appropriate department/division for specific admission information.

Undergraduate Special Non-Degree Seeking Students

This applies to persons who have not earned 45 semester hours of college credit but who have

had equivalent specialized experiences and intend to enroll in a course, workshop, seminar or other university activity for credit are eligible to apply for admission as special non-degree seeking students. Students may earn a maximum of 15 hours of credit in this status.

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

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

To apply: Submit an application and application fee to the Office of Admission and Student Recruitment; complete the special non-degree seeking petition form and send it to the Office of Admission and Student Recruitment with the appropriate signatures.

International Students

An international student is an applicant who is not a citizen or permanent resident of the United States:

1. who is authorized to stay in the United States for a temporary period as a non-immigrant, or
2. who has applied for a change of status to become a permanent resident of the United States but has not been issued an alien registration card effective as of the date classes begin for the semester in which they are enrolled. Please see Additional Information.

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

GSU is authorized under federal law to sponsor nonimmigrant alien students studying on an F-1 visa. Although applicants on J-1 visas may enroll, the university does not currently participate in the exchange visitor program and is not authorized to issue form DS-2019, which is required for GSU to sponsor 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, unless otherwise authorized by The Office of the Registrar and The Office of International Services.

The applicant on an F-1 student or J-1 student visa must plan to pursue a full-time program of academic study at Governors State University (6 credit-hours per term for doctoral students, 9 credit-hours per term for master's degree students, and 12 credit-hours for undergraduate students).

All transcripts, letters, financial documents and other admission material become the property of GSU.

NOTE: Governors State University requires that all F-1 and J-1 students have health insurance that meets the U.S. Department of State standards.

Requirements for Admission

Applicants must:

1. submit satisfactory educational records;
2. submit official TOEFL report with one of the minimum acceptable scores on the Test of English as a Foreign Language (TOEFL) listed below, or submit official IELTS report with the minimum acceptable score of 6.0 academic version, unless a higher score is required by the academic program, or complete coursework from ELS Education Services Inc.'s Language Centers (ELS). For this option, students must complete through a minimum level of 112; and
3. provide evidence of financial support to meet all financial needs for the duration of their studies at GSU, such as: an affidavit of financial support and an original financial document, such as a bank statement, with evidence of sufficient liquid assets.

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

Undergraduate Level Applicants			
Type of TOEFL Exam	Paper	Computer	Internet (iBT)
Total Score	500	173	68
Reading	53	20	19
Writing	54	21	16
Listening	53	19	18
Speaking	-	-	15

Master Level Applicants			
Type of TOEFL Exam	Paper	Computer	Internet (iBT)
Total Score	550	213	80
Reading	54	21	20
Writing	58	24	20
Listening	55	21	20
Speaking	-	-	20

Doctoral Level Applicants			
Type of TOEFL Exam	Paper	Computer	Internet (iBT)
Total Score	577	233	91
Reading	54	22	20
Writing	61	26	24
Listening	55	21	21
Speaking	-	-	26

How to Apply for Admission

The completed application for admission should be sent to the Office of International Services, Governors State University, 1 University Parkway, University Park, Illinois 60484, U.S.A., with the following documents and academic credentials:

1. An application for admission as a degree-seeking student. The application may be submitted online previous to mailing in the documents or a paper copy may be included in the application packet.
2. Official academic credentials. These may include any or all of the following:
    a. national examination results,
    b. diplomas and/or certificates,
    c. complete records of all college, university, or other secondary or post- secondary work;
    d. college or university transcripts, if applicable.
3. Official TOEFL score report or IELTS score report.
4. Evidence that adequate funds are available to meet all financial needs for the duration of studies at Governors State University.

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

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

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

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

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

Additional Information

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

The Office of International Services is available to assist students in obtaining their visas and other necessary legal documents.

Additional information is available on the Office of International Services (OIS) website at

OIS is available to help international students arrange for airport pickup and housing. Many students live in the immediate area or in Chicago and commute either by car, train or university shuttle to Governors State University. For further information and to coordinate the details of your arrival at GSU, please contact the Office of International Services at ois@govst.edu.

Supplemental Admission Information

Deferred Admission/Enrollment

A student may defer his or her admission/enrollment one time per admission application, not to exceed one year from the original admission term. For example, if a student applies for Fall 2014 admission, he/she may update his/her admission one time, to a future term as far in the future as Fall 2015. International students are allowed to defer their enrollment twice per admission application, not to exceed one year from the original term of application. After one year, a new admission application and application fee is required.

Readmission

Reapplication and readmission to the university is required if a student:

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

Students are subject to the continuing student status policy, with the exception of students enrolled in accredited programs where accreditation requirements would prohibit reactivation of a student's active status.

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

With regard to certain accredited programs, the reactivation of a student's status is determined on a program basis. Occupational Therapy requires that students who have not been enrolled for one year (three consecutive terms, including Summer) must apply for readmission to the M.O.T. program. Bachelor and Master of Social Work require that students who have not been enrolled for three years (nine consecutive terms, including Summer) must apply for readmission to the

appropriate B.S.W. or M.S.W. program. Master of Arts in Counseling requires that students who have not been enrolled for more than one year (four consecutive terms, including Summer) must apply for readmission to the Counseling program. Doctorate of Physical Therapy requires that students who have not been enrolled for more than one year (four consecutive terms, including Summer) must apply for readmission to the D.P.T. program.

Special Admission (New and Readmission)

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

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

The policies on readmissions appear in the Appendix.

Additional information regarding special admission opportunities and petitions for admission are available from the Office of Admission and Student Recruitment or on its website at www.govst.edu/admission.

Dual Degree Program

Under special agreement between Governors State University and area community colleges, students may be eligible to participate in a Dual Degree Program. Area community colleges include City Colleges of Chicago, College of DuPage, Harper College, Joliet Junior College, Kankakee Community College, Moraine Valley Community College, Morton College, Prairie State College, South Suburban College, Triton College and Waubonsee Community College. Dual Degree Program students complete their Associate degree at a partner community college and transfer to GSU for their upper-division courses to complete in their Bachelor's degree program. Students who are interested in participating in the Dual Degree Program are encouraged to contact their counselor at their community college. The benefits of the Dual Degree Program include working closely with advisors from both institutions, participating in student life at both institutions, and specific tuition and scholarship opportunities. Dual Degree Program students are provided with the services from both institutions to help ensure that they make a seamless transition from their community college to Governors State University. For more information, please contact Roshaunda Ross, Director of Dual Degree Program, at 708.534.4494 or go to www.govst.edu/dualdegree.

English Language Proficiency Requirement

The university wishes to ensure that applicants have attained sufficient mastery of the English

language necessary to achieve academic success. Prior to admission to a degree or certificate program, all applicants who do not hold a previous degree or diploma from an institution where English was the foundational language must provide evidence acceptable to the University of having attained sufficient mastery of the English language. Applicants must attain a minimum acceptable score on the Test of English as a Foreign Language (TOEFL), a minimum acceptable score on the International English Language Testing System (IELTS), or have completed a minimum proficiency level of 112 through ELS Education Services Inc.'s Language Centers.

For the TOEFL minimum acceptable scores, see the TOEFL table or refer to GSU Policy 9. The minimum acceptable IELTS score is 6.0

The attainment of a minimum acceptable score on TOEFL or IELTS does not take the place of any special English language proficiency requirements for specific majors or university requirements as stated in this catalog.

Implementation and verification of the minimum competencies will be done by the Office of Admissions.

Admission to a Degree Program with Non-U.S. Credentials

The university will also consider applications to any degree program for those individuals that are neither citizens nor permanent residents of the United States of America and that will not study at GSU on an F-1 or J-1 student visa.

The completed application for admission should be sent to the Office of International Services, Governors State University, 1 University Parkway, University Park, Illinois 60484, U.S.A., with the following documents and academic credentials:

1. An application for admission as a degree-seeking student. The application may be submitted online previous to mailing in the documents or a paper copy may be included in the application packet.
2. Official academic credentials. These may include any or all of the following:
   a. national examination results,
   b. diplomas and/or certificates,
   c. complete records of all college, university, or other secondary or post- secondary work;
   d. college or university transcripts, if applicable.
3. Official TOEFL score report or IELTS score report.

For the TOEFL minimum acceptable scores, see the TOEFL table. The IELTS minimum acceptable score is 6.0.

NOTE: Applicants must submit an evaluation of academic credentials. Official foreign credentials must be evaluated by Educational Credential Evaluators (ECE) in Milwaukee, Wisconsin or by any other NACES (National Association of Credential Evaluation Services) member organization. Applicants who would like transfer credit for prior coursework should

request a "course-by-course" evaluation report. Applicants who are seeking graduate program admission with no transfer credit should request a "general" evaluation report. For more information, please contact the Office of Admissions at 708.534.4510.

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

Applicants on or seeking F-1 or J-1 visas should refer to the section on international students.

College Board Advanced Placement Program

Governors State University awards college credit for Advanced Placement (AP) exams with scores of three (3) or higher depending upon the exam. The AP chart below gives information about earned scores and associated credits earned for each examination. Specific questions in regard to how AP credit(s) potentially apply to your selected major must be directed to an Academic Advisor in the student's program of study.

If you are a high school student and requested that the College Board send your scores to Governors State University when you took the tests, your scores will be evaluated in early August when GSU receives the score report. If your AP test score meets the requirements for course/elective credit, you will see the appropriate credit posted onto your student record in 8-12 weeks after scores are received by the Admissions Office. Scores of two (2) or one (1) will not be considered for course or elective credit. An AP exam score of three (3) may be considered for credit in some cases as listed on the official GSU AP chart. Scores of four (4) or five (5) will be considered for course or elective credit as listed on the official GSU AP chart.

As defined by the College Board, each AP exam score is a weighted combination of your score on the multiple-choice section and the free-response section of the exam. The final score is reported on a 5-point scale:

5 = extremely well qualified
4 = well qualified
3 = qualified
2 = possibly qualified
1 = no recommendation

If you did not ask the College Board to send your scores to GSU, you will need to contact the College Board directly to make this request. You can obtain reports by:

U.S. Mail:
AP Exams
P.O. Box 6671
Princeton, NJ 08541

Scores by phone: 1-888-225-5427

Check the College Board web site to be sure to follow proper directions to get AP scores:
www.collegeboard.com/student/testing/ap/exgrd.html

The code number for Governors State University is 0807.

If you are a college student transferring to GSU and you took an AP exam in high school, check the AP chart to see if GSU will grant credit for your score. If you want this credit attached to your GSU transcript, contact the College Board. No credit can be posted until a student has enrolled at GSU and official AP scores have been received from the College Board.

Governors State University Advanced Placement Credit Table			
TEST	**SCORE REQUIRED**	**COURSE AWARDED**	**GSU CREDIT HOURS**
ART			
Art History	**5, 4, 3**	**ART 1111 - Art History**	**3**
Studio Art 2D Design	**5, 4, 3**	**ART 1210- 2D Design**	**3**
Studio Art 3D Design	**5, 4, 3**	**ART 1211 – 3D Design**	**3**
Studio Art Drawing	**5, 4, 3**	**General Elective (specific course equivalency pending student portfolio review by GSU faculty)**	**3**
BIOLOGY and CHEMISTRY			
Biology	**5, 4**	**BIOL 1500 – General Biology I + BIOL 1501 – General Biology I Lab**	**3+1**
Biology	**3**	**BIOL 2102 - Biological Science Foundations I + BIOL 2107- Biological Science Foundations I Lab**	**3+1**
Chemistry	**5, 4**	**CHEM 1141 – General Chemistry I+ CHEM 1142 – General Chemistry Lab**	**3+1**
Chemistry	**3**	**CHEM 1111 - Chemical Science Foundations I + CHEM 1112 – Chemical Science Foundations I Lab**	**3+1**
Environmental Science	**5, 4, 3**	**BIOL 1200 – Environmental Biology+ BIOL 1201 – Environmental Biology Lab**	**3+1**
COMPUTER SCIENCE			
Computer Science A	**5, 4, 3**	**CPSC 2100 - Introduction to Computing**	**3**
ECONOMICS			

Microeconomics	5, 4	**ECON 2301 - Principles of Microeconomics**	**3**
Microeconomics	3	**General Elective**	**3**
Macroeconomics	5, 4	**ECON 2302 - Principles of Macroeconomics**	**3**
Macroeconomics	3	**General Elective**	**3**

ENGLISH

English Language and Composition	5, 4,	**ENGL 1000 - Written Composition I (cohort)**	**3**
English Language and Composition	3	**General Elective**	**3**
English Literature and Composition	5, 4. 3	**H3-900 – Introduction to Literature (IAI course number)**	**3 or 6**

GEOGRAPHY

Human Geography	5, 4, 3	**S4900N - Introduction to Human Geography (IAI course number)**	**3**

HISTORY

European History	5, 4, 3	**HIST 2710 – World History since 1500**	**3**
U.S. History	5, 4, 3	**HIST-1110 - U.S. History (cohort)**	**3**
World History	5, 4, 3	**HIST-2700 – World History (cohort)**	**3**

MATHEMATICS

Calculus AB	5, 4	**MATH 2290 - Calculus I**	**4**
Calculus AB	3	**MATH 2281 - Applied Calculus**	**3**
Calculus BC	5, 4	**MATH 2290 - Calculus I** **MATH 2292 - Calculus II**	**8**
Calculus BC	3	**MATH 2290 - Calculus I**	**4**
Statistics	5, 4, 3	**MATH-2100 - Statistics**	**3**

LANGUAGE STUDIES

Chinese Language and Culture	5, 4	**Humanities or General Elective**	**6**
Chinese Language and Culture	3	**Humanities or General Elective**	**3**
French Language and Culture	5, 4	**Humanities or General Elective**	**6**
French Language and Culture	3	**Humanities or General Elective**	**3**
German Language and Culture	5, 4	**Humanities or General Elective**	**6**
German Language and Culture	3	**Humanities or General Elective**	**3**
Italian Language and Culture	5, 4	**Humanities or General Elective**	**6**
Italian Language and Culture	3	**Humanities or General Elective**	**3**
Japanese Language and Culture	5, 4	**Humanities or General Elective**	**6**
Japanese Language and Culture	3	**Humanities or General Elective**	**3**
Latin	5, 4	**Humanities or General Elective**	**6**
Latin	3	**Humanities or General Elective**	**3**
Spanish Language	5, 4	**Humanities or General Elective**	**6**
Spanish Language	3	**Humanities or General Elective**	**3**
Spanish Literature and Culture	5, 4	**Humanities or General Elective**	**6**
Spanish Literature and Culture	3	**Humanities or General Elective**	**3**

MUSIC			
Music Theory	**5, 4, 3**	**Humanities or General Elective**	**3**
PHYSICS			
Physics B	**5, 4, 3**	**PHYS 1111 – Physical Science Foundations** **PHYS 1112 – Physical Science Foundations - Lab**	**3 + 1**
Physics C Mechanics	**5, 4, 3**	**PHYS 2141 – Intermediate Physics I** **PHYS 2142 – Intermediate Physics I Lab** **OR** **PHYS 2171 – University Physics I** **PHYS 2172 - University Physics I Lab**	**3 + 1**
Physics C Electricity and Magnetism	**5, 4, 3**	**PHYS 2143 – Intermediate Physics II** **PHYS 2144 – Intermediate Physics II Lab** **OR** **PHYS 2181 – University Physics II** **PHYS-2182 – University Physics II Lab**	**3 + 1**
POLITICAL SCIENCE			
Comparative Government and Politics	**5, 4, 3**	**POLS 2950 – Transformation of Global Systems**	**3**
U.S. Government and Politics	**5, 4, 3**	**POLS 2100 - Foundations of American Democracy**	**3**
PSYCHOLOGY			
Psychology	**5, 4, 3**	**PSYC 1101 - Psychology (cohort)**	**3**

Placement Policy for Mathematics and Writing

All freshmen admitted to GSU are placed based on their high school grades and scores on the standardized, normed assessment through the admissions process. For math placement, students falling below direct admit criteria will be required to complete math placement assessment. For writing, students falling below direct admit criteria will be required to participate in a writing assessment.

Registration

All newly admitted and active continuing students who do not have a university hold on their record are eligible to register. Tuition and applicable fees are due as billed by the payment deadline published each term.

Maximum Credit-hour Load. Undergraduate and graduate students may register for up to 18

credits for Fall and Spring terms and 12 credits for Summer term. Permission from the college dean is required to exceed these credit-hour maximums.

Course Prerequisites and Corequisites. A prerequisite is a course that must be completed before registration in a particular course. A corequisite is a course that is taken at the same time as another course. Several courses have prerequisites and/or corequisites. Students should contact their academic advisors for more information.

Continuing Student Status. Continuing students at Governors State University are defined as degree-seeking students whose enrollment at Governors State has not been interrupted for more than five calendar years (15 consecutive terms, including summer terms). This does not include students who have enrolled in accredited programs where accreditation requirements prohibit return to active status following non-enrollment for more than three to 14 consecutive terms. Students in such accredited programs may return only with the program director's permission.

Enrollment is defined as registration for one or more credit-hours or audit (noncredit programs/courses are excluded). Degree-seeking students are subject to the curricular requirements in effect at the time of their initial admission and who maintain active continuing student status.

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

Add and Drop. Students may add and/or drop courses any time during the published periods without penalty. See the online course schedule for registration period details.

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

Late Registration Charge

Students must register at least 14 days prior to the beginning of each fall and spring semester in order to avoid late registration charges. Exceptions include students who are in the first semester of enrollment at Governors State University and students who are adding courses to an established schedule.

Illinois Articulation Initiative (IAI)

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

The Illinois Articulation Initiative has established a General Education Core Curriculum

(GECC), which is the statewide transfer general education curriculum common to all IAI member institutions. Governors State University accepts all courses in this curriculum toward its general education requirements. Students may, however, transfer to GSU without completing the GECC. Even though not included in IAI, students may also transfer credits from an out-of-state institution.

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

For more information on the IAI, see the IAI website at www.itransfer.org.

Articulation Agreements

To minimize transfer problems for students, Governors State University and area community colleges have developed articulation agreements that help students plan bachelor's degree programs beginning at the community college and finishing at Governors State University. These agreements assure smooth transition from lower-division study to upper-division study and completion of a bachelor's degree. For more information on articulation, see the website at www.govst.edu/apply.

Tuition and Fee Payment Policies

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

- Pay all tuition and fees by the payment due date;
- Make an initial payment and have an electronic payment plan agreement on file in the Cashier's Office by the payment due date; or
- Accept your Financial Aid award.

The payment due date is based upon the date of registration. These dates are term specific. Information regarding these due dates is available on the GSU website or on the myGSU portal.

Electronic payment plan forms are available on the GSU website or the myGSU portal. There is a $20 non-refundable fee for the payment plan option.

Students who do not comply with the registration process by the initial due date will be dropped from the class (es) for which they are registered. If you do not plan to attend GSU and your classes have not been dropped for non-payment, it is your responsibility to drop your classes by the 100% refund deadline.

Students who fail to pay by the published due dates are subject to a $100 late fee. This includes those students who receive financial aid, tuition waivers, and work/organization sponsored tuition assistance.

GSU student e-mail will be used to communicate payment due dates.

A $25 service fee will be assessed for any check returned by the bank.

Payment Options

Payments may be made via the myGSU portal, at the Cashier's Office, or by mail. GSU accepts cash, check, MasterCard, Visa, or Discover.

Payments made at the Cashier's Office after-hours depository will be credited the following business day.

To make a credit card payment by phone: 708.534.4055

To pay by mail, send payments to:

GOVERNORS STATE UNIVERSITY
Cashier's Office
1 University Parkway
University Park, IL 60484-0975

On-Campus Tuition Schedule Per Term

Illinois Resident

Undergraduate Guaranteed Tuition Plan

Under the Guaranteed Tuition Plan, the tuition for undergraduate students who are Illinois residents is assessed at a per-credit-hour tuition rate during the term they first register and the same tuition rate will apply for each of the following consecutive eleven terms (fall, spring, or summer). If the undergraduate student has not yet completed their undergraduate degree at Governors State University after the initial 12 consecutive terms then tuition will be assessed at the guaranteed rate of the year following the student's initial enrollment. This new rate will then be assessed for a maximum of 6 consecutive terms (fall, spring, or summer).

For the 2016-2017 academic year, per-credit-hour tuition rates for undergraduate students who are Illinois residents are as follows:

Year of First Registration at GSU	Tuition per Credit Hour 2015-16
2016-2017	$272
2015-2016	$272
2014-15	$255
2013-14	$255
2012-13	$249
2011-12	$249
2010-11	$243
2009-10 or earlier	$272

Undergraduate Tuition (per credit hour)

	Illinois/Indiana Resident	Non-Resident
Tuition	$272	$544

Master's Degree Tuition (per credit hour)

	Illinois Resident	Non-Resident

	Illinois Resident	Non-Resident
Master of Occupational Therapy/ Master of Business Administration	$426	$852
All Other Master's programs	$307	$614

Specialist Degree Tuition (per credit hour)

	Illinois Resident	Non-Resident
School Psychology	$367	$734

Doctoral Degree Tuition (per credit-hour)

	Illinois Resident	Non-Resident
Doctor of Nursing Practice	$693	$990
Doctorate in Counseling Education and Supervision	$415	$830
Doctorate in Occupational Therapy	$693	$990
Doctorate in Physical Therapy	$533	$990
Doctorate in Interdisciplinary Leadership	$415	$830

Distance Learning Fee

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

Undergraduate Indiana Resident

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

Fees

The fees listed in this section of the catalog are subject to change for any subsequent term. Please check the website for any changes. All students registered for one or more on campus credit-hours at Governors State University must pay these fees. All practicum and internship classes are classified as on campus classes. Therefore, mandatory on campus fees will be assessed to students taking practicum and internship classes.

Mandatory Fees

2016-2017	Per Term	Per Credit Hour
Student Activity		$5.00
Student Center		$9.00

Career Counseling		$4.00
Health Services		$5.00
Technology		$17.00
Strategic Initiative		$14.00
Facilities		$22.00
Parking & Walkway	$38.00	
Total	**$38.00**	**$76.00**

Explanation of fees

Amounts are for the 2016-2017 academic year.

Audit Fee. A non-refundable fee of $75 is assessed per audited course in lieu of tuition.

Career and Counseling Fee. The Career and Counseling fee is $4 per credit hour. The fee supports programs that will increase the academic success and retention of all students. This fee assists in the transition process by helping students prepare to find employment after graduation. Some of the programs receiving funding support are job development, on campus job recruitment, resume writing services, career, personal, and academic counseling programs and services.

Doctoral Application Fee. There is a non-refundable doctoral student application fee of $75 per application submitted except for the DPT.

Graduation Fee. A non-refundable Graduation Processing Fee is assessed at the time students file their applications to graduate. The fee is $125 for an undergraduate or graduate degree.

Health Services Fee: A fee of $5 per credit-hour is assessed of all enrolled students to support the operations of an on-campus Student Health Services Center. At this Center, professional staff members are available to students seeking assistance with a variety of primary, non-emergency health care problems and concerns.

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

Parkways Fee. A fee of $38 per term is assessed to all currently enrolled on-campus students. The university maintains five parking lots adjacent to its main building. Operation and maintenance of the lots and walkways, snow removal, repair/replacement, etc. along with quick-start/escort service, are funded from parking fees paid by staff and students. Staff pays for parking through payroll deduction. Students are assessed parking fees with their enrollment fees.

Strategic Initiative Fee. A fee of $14 per credit-hour is assessed to all currently enrolled students. The fee will support targeted initiatives that enhance the student learning experience.

Student Activity Fee. The Student Activity fee is $5 per credit hour. The fee supports programs and activities to enrich the extracurricular life of students. Some of the programs and activities receiving funding support are the student newspaper, entertainment and educational events, student clubs and organizations, the Student Senate, student leadership development, diversity observance events, and the GSU Express shuttle.

Student Center Fee. The Student Center fee is $9 per credit hour. The fee supports the Recreation and Fitness Center and the operation of the Student Center, which provides facilities for meetings, student offices, lounges, recreation areas, study areas, and a number of other related programs and services.

Technology Fee. A fee of $17 per credit hour is assessed to all currently enrolled students. The fee is used for expanding computer access to students and upgrading computer hardware and software.

Transcript Fee. GSU charges a fee of $10 per official transcript.

University Facilities Fee. A fee of $22 per credit hour is assessed to all currently enrolled students. The fee assists in the maintenance of all GSU physical facilities, infrastructure, and operations.

Undergraduate Application Fee. There is a nonrefundable undergraduate student application fee of $25 per application submitted.

Program and Service Fees

Amounts are for the 2016-2017 academic year.

Assessment Fee. Fees are based on the current academic year undergraduate extended learning tuition rate. Students at GSU who submit a CEEL portfolio, or Interdisciplinary Studies (IDSS) students who elect to do a portfolio, are charged an assessment fee equivalent to tuition for one credit-hour for submission of a portfolio, and 40 percent of tuition for one credit-hour for assessment of each course or section. International portfolio fees are equivalent to tuition for two credit-hours.

Assessment of each course or section is 40 percent of this amount. To learn how to write and submit a portfolio that can be assessed for possible academic credit, students may attend a Portfolio Seminar with a fee approximately equivalent to tuition for one-half of a credit hour. Qualified students may enroll in an online or on-campus course with advisor approval. For those unable to attend a seminar, a Portfolio Seminar notebook and self-paced video are available at the GSU Bookstore. Military transcripts, which need to be sent to outside evaluators, are charged fees approximately equivalent to tuition for one-half of a credit-hour for this assessment.

For further information, call the Interdisciplinary Studies Office (IDSS) at 708.534.4092.

Distance Learning Fee. The distance learning fee applies to courses taught at locations other

than the main campus and to media courses, i.e. television courses, online courses, and correspondence courses. A minimum service fee of $17 per credit-hour is assessed.

Library Fees. Most University Library services are free. However, copying, printing, and lost or damaged materials have a fee.

Student Health Insurance. Participation in a student health insurance program is optional. Information on basic annual plans for a single student is available from private companies. Information on these health insurance plans and fee rates for spouse and/or dependent coverage is also available in the Student Life Center (A2100).

Payment of Tuition and Fees

Tuition and applicable fees must be paid no later than the date specified for each term. Registration and official enrollment in courses is not complete until all tuition and fees have been paid. The university accepts cash, check, money order, MasterCard, Visa, or Discover card payment. A $100 late fee will be assessed to all accounts not paid in full by the due date.

Payment Plan

The payment plan option is available to students during the early, regular and late registration periods. A percentage of the students' account balance and a signed payment plan agreement are due by the initial due date. Payment plan forms are available on the GSU website and at the Cashier's Office. The payment plan fee is $20.

Determination of Undergraduate/Graduate Tuition Rates

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

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

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

Residency

To be considered residents, students must have lived in Illinois for a period of at least six consecutive months immediately preceding the beginning of any term for which they register at the university and must continue to maintain bona fide residence in the state while enrolled at GSU. An individual may be eligible for residency if his/her parents or spouse qualifies as an

Illinois resident using the above criteria.

See the [Appendix](#) of this catalog for additional information on resident status.

Refunds

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

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

Refunds may be made via check, direct deposit or via the web if payment was made via the web.

Unsatisfied Financial Obligations

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

University Holds

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

Financial Assistance

The primary purpose of the financial aid program at Governors State University is to assist students in obtaining the financial resources necessary to cover their educational costs.

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

Eligibility Criteria

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

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

Programs Available

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

Application Procedures

The Financial Aid Office accepts applications on a year-round basis. Students should apply for

financial assistance when the decision to apply to at Governors State University is made.

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

To determine eligibility for all forms of need-based aid, students must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA is available at www.fafsa.ed.gov. Students with completed applications received at the Financial Aid Office by April 1 will receive priority consideration for campus-based financial aid. Students who complete their applications after April 1 will be considered for campus-based aid only if the funds are available. Additional information and supporting documentation may be requested if the application is selected for verification.

Financial Aid Disbursement

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

Veterans Assistance

For information concerning veterans benefits, contact the Coordinator for Veterans and Military Personnel – Mr. Kevin Smith (ksmith9@govst.edu or 708-235-2223).

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 one credit hour. Applies to tuition, fees, and other educational expenses. No repayment obligation.

Apply to: Complete the FAFSA form available online at www.fafsa.ed.gov.

Federal Supplemental Educational Opportunity Grant (SEOG)

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

Apply to: Complete the FAFSA form available online at www.fafsa.ed.gov.

Federal Work-Study (FWS)

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

Apply to: Complete the FAFSA form available online at www.fafsa.ed.gov.

Federal Perkins Loan

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

Apply to: Complete the FAFSA form available online at www.fafsa.ed.gov

Federal Direct Subsidized Loan

Available to undergraduate and graduate students based on need. Must be a degree-seeking student and enrolled in at least six credit hours. Variable interest rate, adjusted annually on July 1, not to exceed 8.25 percent (current rate = 6.0 percent). Repayment will begin six months after graduation or when a student drops below half-time status. Maximum loans of $5,500 for undergraduates and $8,500 for graduates each academic year.

Apply to: Complete the FAFSA. Long-term repayment includes partial cancellation of debt under certain specific circumstances. Forms available online at www.fafsa.ed.gov.

Federal Direct Unsubsidized Loan

Available to undergraduate and graduate students. Do not have to demonstrate financial need. Must be a degree-seeking student and enrolled for at least six credit hours. Interest rates for new loans change annually on July 1, not to exceed 8.25 percent (current rate = 5.60 percent). Maximum loan of $5,500 for undergraduates and $8,500 for graduates each academic year. Interest accrues from the time the loan is disbursed. Students may pay the interest while in school, or it will be added to the principal balance when entering repayment. Long-term repayment includes partial cancellation of debt under certain specific conditions.

Apply to: Complete the FAFSA form available online at www.fafsa.ed.gov.

United States Department of Veterans' Affairs Educational Benefits

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

Apply to: GSU Financial Aid Office.

TEACH Grant

Available to undergraduate and graduate students, who are committed to teach full time in high-need subject areas for at least four years in school districts that serve students from low-income families. Must be enrolled for at least 1 credit hour. Must have at least a 3.25 cumulative grade point average.

Apply to: Complete the FAFSA form online at www.fafsa.ed.gov.

State Scholarships, Grants, and Tuition Waivers

ISAC Monetary Award

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

Apply to: Complete the FAFSA forms online at www.fafsa.ed.gov.

Illinois Veterans Grant

Available to undergraduate and graduate students. Must be a veteran with an honorable discharge or be serving in a foreign country in a time of hostility and be an Illinois resident six months before entering the service and have claimed residency six months after discharge. Must have served at least one year after, or less than one year before, August 11, 1967. Covers tuition and mandatory fees. No repayment obligation.

Apply to: Illinois Student Assistance Commission.

Illinois National Guard Scholarship

Available to undergraduate and graduate students. Enlisted member, lieutenant, or captain with at least one year of service in the National Guard. Covers tuition, activity, and graduation fees.

No repayment obligation.

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

Police, Fire, Correctional Officer Grant Program

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

Apply to: Illinois Student Assistance Commission.

Dependents of MIA/POW Scholarship

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

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

Golden Apple Scholarship

Available to undergraduate and graduate students who are Illinois residents and who are certified teachers or students preparing for certification. Students must be enrolled in at least six credit-hours and agree to teach in a teacher shortage area. Scholarship is $5,000 to $10,000 per year, which covers tuition, fees, and other educational expenses. Repayment is required only if the student does not teach in the shortage area for a specified period of time.

Apply to: Illinois Student Assistance Commission, Collegezone.com.

Minority Teachers of Illinois

Available to undergraduate minority students who are Illinois residents preparing for teacher certification. Student must agree to teach upon graduation. Student must be enrolled for 12 or more credit-hours. Scholarship is $2,500 per term for tuition, fees, and other educational expenses.

Apply to: Illinois Student Assistance Commission, Collegezone.com.

Special Education Teacher Tuition Waiver

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

upon graduation. Waiver covers tuition and fees.

Apply to: Illinois Student Assistance Commission.

Illinois Baccalaureate Nursing Assistance Program

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

Apply to: Illinois Department of Public Health, Springfield, IL (information and forms available at GSU in the College of Health and Human Services.)

Department of Rehabilitation Services Scholarship

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

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

Illinois General Assembly Tuition Waiver

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

Apply to: State senator or representative.

GSU Scholarships, Tuition Waivers, and Student Employment

GSU Undergraduate Tuition Waiver

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

Apply to: College deans (CBPA, CAS, CHHS, COE) or unit directors.

GSU Graduate Tuition Waiver

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

Apply to: College deans (CBPA, CAS, CHHS, COE) or unit directors.

GSU Minority Graduate Tuition Waiver

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

Apply to: College deans (CBPA, CAS, CHHS, COE) 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 (COE).

Senior Citizen Tuition Waiver

Must be 65 or older. Eligibility criteria includes a restriction that annual income cannot exceed a certain amount. This income restriction amount is $21,218 for a household containing one person; $28,480 for a household containing two persons; $35,740 for a household containing three or more persons.

Apply to: GSU Financial Aid Office.

Graduate Assistantship

Available to graduate students only. Must be degree-seeking and enrolled for at least six credit hours. Students earn $400 to $600 per month and a tuition waiver for 20 hours of work per week.

Apply to: Dean's office of college of enrolled major (CBPA, CAS, CHHS, COE).

Student Employment

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

Apply to: GSU Financial Aid Office.

Job Location and Development

Available to undergraduate and graduate students who are enrolled for at least six credit-hours at

GSU. Part-time, off-campus positions.

Apply to: Career Services Office at GSU.

Latino Achievement Scholarship

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

Amount of Award: Tuition for a maximum of six terms if a 3.0 cumulative G.P.A. is maintained.

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

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

Phi Theta Kappa Scholarship

Eligibility: Applicant must be a member of Phi Theta Kappa with a 3.5 G.P.A. for all prior course work. Be enrolled as a full-time student (12 hours or more) beginning in the fall term and admitted to a degree program at Governors State University. Applicant may not possess a previous bachelor's degree. Only two Phi Theta Kappa Scholarships are awarded at Governors State University per academic year.

Amount of Award: Full-time, in-state tuition for two terms. The scholarship is renewable for an additional two terms for the next academic year if a 3.5 cumulative grade point average is maintained at Governors State University.

Apply to: Applications can be obtained May 1 through June 30 in the Financial Aid Office.

Selection: The financial aid director will notify recipients by August 15.

GSU Foundation and Alumni Scholarships

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

Scholarships

Below is a list of scholarships that have been offered in the past by the GSU Foundation and Alumni Association. Not every scholarship is offered each year. A list of actual scholarship offerings for the academic year is posted on the GSU website at www.govst.edu/scholarships.

List of Possible Scholarships offered to students in all colleges: Note: Not all scholarships

are offered each year

- Academic Advisors' Scholarship
- Ronald Bean Community Service Scholarship
- GSU Civil Service Employees Endowed Scholarship
- Community College Honors Scholarship
- First Midwest Bank Scholarship
- Follett Bookstore Textbook Scholarship
- Dr. Lowell Goldberg Health or Community Service Endowed Award
- Donald W. Hansen Memorial Endowed Scholarship
- Jassac Charitable Foundation Scholarship Honoring Lorine S. Samuels
- Manilow Scholarship for Students Who Achieve Intellectual Excellence
- Francisco Montalvo Endowed Scholarship
- Rich Township Community Scholarships
- Dr. Keith W. Smith Memorial Endowed Scholarship

List of Possible Scholarships offered to CAS students: Note: Not all scholarships are offered each year.

- Dr. Daniel Bernd Endowed Scholarship in English Literature
- David Bernstein Endowed Scholarship in English
- Criminal Justice Student Society Scholarship
- Dental Personnel Placement Services, Inc. Community Service Scholarship
- Dr. William E. Engbretson Endowed Scholarship in Art & Sculpture
- Lorraine Fontana Endowed Scholarship
- Mary L. Fronczak Memorial Scholarship
- Joyce E. Gordon Scholarship
- Leo and Margaret Goodman-Malamuth Endowed Scholarship in Media Communications Technology
- Stephen R. Hyzny, Sr. Memorial Scholarship
- Mathematics Student Teaching Scholarship
- The Harry P. McHale Memorial Scholarship
- Cita V. Milbergs Scholarship in Communications
- Ralph R and Dolores Turner Endowed Scholarship in Interdisciplinary Learning

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

- American Logistics Association Endowed Scholarship
- CBPA Student Advisory Board Endowed Scholarship
- Dr. Curtis J. and Mrs. Gina Crawford Endowed Scholarship in Business
- Dr. Lowell W. Culver Fellowship in Public Administration
- Donald Dolan Endowed Business Scholarship
- Lorraine Fontana Endowed Scholarship
- Donald and Helen Morrison Endowed Scholarship in Business
- Wilbur L. Morrison Endowed Scholarship in Business

- Martin Anthonisen Scholarship
- Joyce E. Gordon Scholarship
- Great Lakes Bank Endowed Scholarship in Accounting/Finance/MIS and Management/Marketing
- Master of Publication Administration Scholarship
- Scholarship for Finance and Accounting Students
- Percy and Elizabeth Wagner Endowed Scholarship in Business/Finance

List of Possible Scholarships offered to COE students: Note: Not all scholarships are offered each year.

- David and Barbara Barr Endowed Scholarship
- Burton Collins Scholarship
- Dr. Judith A. Cooney Memorial Scholarship in Counseling
- Mary L. Fronczak Memorial Scholarship
- Dr. Basil Sklan Endowed Scholarship in Mental Health
- Great Lakes Bank Endowed Scholarship
- Matteson Rotary Club
- Dr. W. Prince and Elsie McLemore Endowed Scholarship for Elementary Education
- Ralph R and Dolores Turner Endowed Scholarship in Elementary Education
- Dr. Peggy Williams Memorial Endowed Scholarship

List of Possible Scholarships offered to CHHS students: Note: Not all scholarships are offered each year.

- Accelerated Rehabilitation Physical Therapy Scholarship
- Addiction Studies Alumni Club Scholarship
- Axiom Integrated Services Scholarship
- Marie Gray Bertz Memorial Endowed Scholarship
- Kimberly Edwards Endowed Scholarship in Nursing
- Dr. Katherine Gavin Scholarship
- Joyce E. Gordon Scholarship
- Great Lakes Bank Endowed Scholarship
- James and Helen Hassett Endowed Scholarship in Nursing
- Henne and Kovach Family Award in Chemistry
- J-May Advanced Degree in Nursing Award
- Annie L. Lawrence Scholarship for Students of Health Sciences
- Monsignor Ignatius D. McDermott Endowed Scholarship
- Dr. W. Prince and Elsie McLemore Endowed Scholarship for Physical Therapy
- Virginia M. Pizza Endowed Scholarship in Geriatric Care
- Melissa Kay Solomon Scholarship for Addictions Studies

Student Services, Activities, and Information

- University Library
- Research Help and Information
- Library Facilities and Services
- Auxiliary Services and University Housing
- Career Services
- Center for Performing Arts
- Child Care and Preschool
- Civic Engagement and Community Service Center
- Community Service Officers
- Computer Connection Center (C3 - The Cube)
- Counseling
- Department of Human Resources and Diversity
- Disability Services
- Diversity and Social Justice Programs
- Honor Societies
- Immunizations
- Information and Records
- New Student Programs: First Year and Transfer/Graduate Student Orientation
- Public Act 96-574
- Public Safety
- Recreation/Fitness Center
- Shuttle Service
- Student Governance
- Student Handbook
- Student Identification Card (myONECARD)
- Student Life Center
- Student Media
- Student Organizations
- Television and Media Production
- Testing
- Tutoring
- University Housing
- Veterans Resource Center
- Writing Center

University Library

www.govst.edu/library

The Governors State University Library's mission is to support the scholarship of teaching and learning in the University's academic programs, as well as the wider University community. Designated a Government Depository Library for Federal and State documents, the Library offers a rich collection and expert services to support faculty, staff, and students. Library research may be conducted on site and through the library's website 24/7. Library hours of service vary by semester. Please check the library's website, www.govst.edu/library, and the library's portal page on mygsu.govst.edu for hours of operation, special programs, and research guides.

Research Help and Information

Online Catalog

The University Library's online catalog, Voyager, provides access to the library's physical and digital collections. Books, journals, and videos are available in print and electronic formats. Voyager is part of the I-Share union catalog of more than eighty-five member libraries of the

Consortium of Academic and Research Libraries in Illinois. By accessing I-Share through the University Library's Voyager catalog, library users can also initiate interlibrary loan requests from the other eighty-five I-Share member libraries. Requested materials will be delivered to the Governors State University Library or to any I-Share library for retrieval. In addition, the Governors State Library has cooperative agreements with other academic libraries which allows for students to have access to their collections using their current GSU myONECARD.

Digital Resources and Research Guides

With subscriptions to more than ninety electronic databases available, 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. The library's online Research Guides and A-Z List are gateways to accessing these resources via the Internet. The library's digital repository, OPUS (Open Portal to University Scholarship), archives and publishes faculty and student scholarly work, as well as materials of importance to the University's history and regional engagement. The repository is located on the Internet at http://opus.govst.edu.

Library Resources

Resources include DVDs for university telecourses, test and assessment files which contain sample materials used for psychological and educational testing and measurement, selected K-12 textbooks, and juvenile literature which support the teacher education program, and reserve materials assigned by faculty to support current courses. The Reference collection contains research materials such as encyclopedias, directories, and unique research materials that do not circulate. Special collections include the Schomburg collection, Human Area Resource Files, and the Third Airport collection. Two academic e-book collections are maintained on the Ebrary and Ebsco e-book platforms, in addition to the Credo Reference library. A growing collection of e-books, many of which can be downloaded to e-book readers, is collected in a variety of academic subject areas.

Research Help and Information Desks

Information and library research help is available in person, by phone, by Live Help chat, or by email during hours of operation.

Tenure-track library faculty provide subject specific research assistance upon request or appointment. Library professional staff members are also prepared to provide expert assistance with library research questions.

Library Facilities and Services

Facilities

Library facilities include private and group study and lounge areas, wireless network access for personal laptop computers, computer workstations for library research, scanners, equipment for

viewing audiovisual materials, a microform reader-printer, and a digital microform reader-printer-scanner. A shared student computing lab and printing center hosts printing, faxing, and photocopying services. There is a charge for photocopies, printing, and faxing.

Services

Library staff members are available to give tours of the library, and library faculty members provide library instruction to individuals and groups upon request. Library Faculty provides library research instruction upon request both on site and through the Blackboard learning platform, upon request. Tutorials on how to use library resources are published on the Library Research Guides platform. Workshops and training are offered to students, faculty, staff, and community members. The workshop schedule can be found on the library website. Writing Center tutors are available for APA, MLA and other style formatting questions and brief writing consultations at scheduled times. Book binding services for student and faculty work are available.

For more information about library services, and a list of library faculty subject liaisons, visit the library website, www.govst.edu/library, the Library portal page. You may contact the Library by email at library@govst.edu, or by calling the Library at 708.534.4111.

Auxiliary Services and University Housing

The Office of Auxiliary Services and University Housing provide support and service to the students, faculty, staff, alumni and guests of the Governors State University campus. Auxiliary Services and University Housing is responsible for the programs and services associated with:

University Housing: www.govst.edu/housing; GSU Bookstore: www.govst.edu/bookstore; Campus Dining, Vending and Catering: www.govst.edu/dining; and myONECARD: www.govst.edu/myONECARD.

Career Services

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

Center for Performing Arts

The 1,170-seat Center for Performing Arts is dedicated to providing a wide array of quality arts, popular, educational, and family programming to the immediate community and its surrounding metropolitan region. Major star attractions are featured, as well as a variety of Illinois artists and performing arts companies. The Arts in Education Program at the Center serves over 40,000 area children with professional performances, performing arts camps, and master classes. The Center is also a meeting place for area businesses, organizations, and community events. For information and tickets, call 708.235.2222 or see the Center website at www.centertickets.net.

Child Care and Preschool

The Family Development Center, located across from the main campus, makes use of light, space, and natural elements to enhance the sense of community central to child-centered programming. Educational research and models of effective teaching practices played a key role in the development of the center's program philosophies. Center programs provide field sites for university instruction, and offer services to GSU students, faculty, and surrounding community members. Programs are available by registration with program staff, and include the following: 1) State licensed childcare for children ages 6 weeks to 5 years; 2) State funded preschool for children 3-5 years; 3) after school enrichment for children ages 5 to 12; 4) birth to age 5 parenting support for families with infants, toddlers, and preschool children; and 5) parent and child play groups with home visits. Specific program information is available at 708.235.7300, or www.govst.edu/children.

Civic Engagement and Community Service Center

CECSC is designed to be a one-stop-shop for students, faculty and community members focusing on social justice and civic responsibility. Students interested in service opportunities, faculty interested in incorporating service and civic engagement activities in their classes, and community partners interested in recruiting volunteers, will be able to bridge resources through this office. The Center works collaboratively with Illinois Campus Compact and has AmeriCorps VISTA(s) in residence.

Community Service Officers

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

Computer Connection Center (C3 - The Cube)

The Cube provides computer facilities for students, faculty, and staff. The Cube complex is

comprised of seven classrooms and an open lab. All computers are connected to the Internet. Hardware in The Cube labs include Intel Core 2 Duo Processors, iMacs, laser printers, and a scanner. Operating systems include Windows 7 Professional and Macintosh Lion OS. Software categories include Microsoft Office 2010, programming languages, graphics, and client software. Printing can be done at Pay-to-Print stations in Print Central. Students enrolled at Governors State and holding a valid student I.D. card may use The Cube facilities. The Cube is located on the second floor of the D Wing, just past the library. The CUBE is open Monday through Friday, 8:30 a.m. - 10:30 p.m.; Saturday, 8:30 a.m. - 5 p.m.; Sunday (fall/spring), 1 - 9 p.m.; and Sunday (summer), closed. Student lab aides are available to answer questions and assist users. For current information about The Cube, please visit www.govst.edu/acslab.

Counseling

The professional staff offers confidential counseling for currently enrolled students seeking to address academic or personal concerns. Appointments can be made by contacting 708.235.7334. Additional information regarding counseling services is available on the Learning Commons/Academic Resource Center website at http://www.govst.edu/Campus_Life/Health_and_Counseling/Counseling_Center/.

Department of Human Resources and Diversity

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

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

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

Disability Services

The Office of Disability Services is dedicated to creating an accessible environment and providing equality of educational opportunities for students with documented disabilities. GSU's goal is to focus on a student's ability not the disability. Disability Services ensures compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973. Legally mandated access and accommodations are available to all qualified students who self-identify with Disability Services. Students must provide documentation by a qualified professional who can verify the functional impact of the disability as well as provide recommendations for appropriate accommodations. The information provided by students is voluntary and confidential. If requests for auxiliary aids, academic adjustments, or other special services necessitate a modification of academic standards or create an undue hardship on the

university, the requests may be denied. To arrange for appropriate accommodations, contact the Director of Disability Services at 708.534.4090.

Diversity and Social Justice Programs

Governors State University is recognized as one of the most diverse institutions of higher education in the State of Illinois. Consequently, we are committed to campus-wide efforts that affirm the diversity represented within the University community and the value and vitality that pluralism brings to our individual and collective experience. Through the Student Life Unit, Intercultural Student Affairs coordinates cultural support for Latino students and their parents, provides support for affinity clubs and organizations, special events, workshops, and thematic programs that recognize the ethnic and cultural diversity of the campus as community strength.

Honor Societies

Alpha Sigma Lambda (National Adult Learners Honor Society)

This association is dedicated to recognizing the academically outstanding undergraduate adult learning students in continuing higher education. Advisor: Latonya Holmes, lholmes@govst.edu.

Alpha Upsilon Alpha (Honor Society of the International Reading Association)

Dedicated to the recognition and encouragement of scholarship, the development of personal and professional leadership qualities, and service to the field of reading. Advisor: Dr. Sandra Gandy, sgandy@govst.edu.

Chi Sigma Iota

An international honor society for students, professional counselors, and counselor educators dedicated to scholarship, research, professionalism, leadership, and excellence in counseling, and to recognizing achievements in the pursuit of academic and clinical excellence in counseling. Advisor: Dr. Cyrus Ellis, cellis@govst.edu.

Delta Mu Delta - Lambda Delta Chapter

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

Lambda Alpha Epsilon

Dedicated to understanding and promoting the professions related to criminal justice studies. Advisor: Caron Jacobson, cjacobson@govst.edu.

Lambda Pi Eta - Kappa Kappa Chapter

Lambda Pi Eta is the official communication studies honor society of the National

Communication Association (NCA). Advisor: Tamara Winn, twinn@govst.edu.

Phi Alpha Honor Society

The society invites into membership those who have attained excellence in scholarship and achievement in social work. Members support each other, promote humanitarian goals and ideals, and foster high standards of education for social workers. Advisor: Phyllis West, pwest@govst.edu.

Pi Theta Epsilon

The national honor society for occupational therapy supports the development of occupational sciences and the practice of authentic occupational therapy by promoting research and other scholarly activities by its members. It both serves its members and helps insure quality health care services for the general public. Advisor: Catherine Brady at cbrady@govst.edu.

SALUTE Veterans National Honor Society

SALUTE Veterans National Honor Society, the premier honor society for student veterans! Your membership symbolizes the commitment to recognizing and encouraging the academic success of student veterans at your institution. Advisor: Kevin Smith, ksmith9@govst.edu.

Tau Sigma National Honor Society-Delta Delta Chapter

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

Sigma Theta Tau

The Honor Society of Nursing, Sigma Theta Tau International, is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Advisor: Shirley Comer, scomer@govst.edu.

Upsilon Phi Delta

Upsilon Phi Delta is an honor society, recognizing the academic excellence of Healthcare Administration students. Advisor: Zo Ramamonjiarivelo, zramamonjiarivelo@govst.edu.

Upsilon Pi Epsilon

UPE is to recognize academic excellence at both the undergraduate and graduate levels in the Computing and Information Disciplines. UPE is a member of the Association of College Honor Societies. Advisor: Steve Hyzny, shyzny@govst.edu

Immunizations

The Illinois College Student Immunization Act (110-ILCS 20) requires all admitted students born on or after January 1, 1957 and enrolled in six or more credit hours of on campus classes to provide proof of immunity for tetanus/diphtheria, measles, mumps and rubella. Immunization records must be signed and dated by a nurse or physician and must include a tetanus/diphtheria booster within the past ten years, and two MMRs' (measles, mumps, rubella) after the first birthday. International students born outside of the United States must provide proof of three DTs and two MMRs. If records are not in English, they must be accompanied by a certified translation. Information and further instruction for meeting the stated immunization requirements can be obtained from the Immunization website at: http://www.govst.edu/immunizations/ or by calling 708.235.7154.

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.

New Student Programs: First Year and Transfer/Graduate Student Orientation

Attending orientation helps students transition to a new educational institution. Orientation programs provide students with the information and services necessary to be a successful student at Governors State University. The orientation cycle begins in early January before the start of the Spring semester and culminates with the University's Convocation program at the end of August. For dates for the mandatory orientation for first year students and transfer/graduate students contact the Coordinator of New Student Programs at 708.235.6819 or visit www.govst.edu/orientation

Public Act 96-574

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

Public Safety

Police, public safety, and emergency medical services in cooperation with the University Park Fire Department are available at all times from the university's Department of Public Safety at 708.534.4900.

Recreation/Fitness Center

The Recreation/Fitness Center includes a 167,000 gallon indoor-heated swimming pool, a cardiovascular resistance-training fitness room, a gymnasium, a racquetball court, and shower

and locker facilities. The Recreation/Fitness Center is open seven days a week during the fall and spring semesters; it is closed Sundays during the summer session. Recreation/Fitness Center community memberships may be purchased through the sales office. For a facility tour, membership information, fitness classes, or general inquiries, visit Room A1106 or call 708.534.4556.

Shuttle Service

The Department of Public Safety operates scheduled daily shuttle services to the Metra Station from early morning to late evening at selected times based on Metra train scheduling and ridership demands. Visit http://www.govst.edu/ShuttleSchedule/ for the most up to date schedule of the GSUXpress Shuttle.

Student Governance

The university is governed by three senates representing the faculty, civil service, and students. The Student Senate is charged with the responsibility of representing student interests in all policies governing the university. A student is also elected to be a representative to the GSU Board of Trustees. A student and an alternate are elected to represent the university on the Student Advisory Committee to the Illinois Board of Higher Education. Positions are open to all students in academic good standing. Elections are held twice a year to fill the student government positions. Visit www.govst.edu/studentsenate.

Student Handbook

The Student Handbook provides students with information on policies, student fees, student services, grievance procedures, etc., as well as an administrative overview. Student Handbooks can be found at the GSU website at www.govst.edu/studenthandbook.

Student Identification Card (myONECARD)

The myONECARD is the official GSU student identification card and must be used to access the resources of the GSU Library, the Recreation and Fitness Center, and for access to STUDENT ONLY activities. In addition, the myONECARD can be used in the Library and ACS lab for "Pay for Print" stations, for purchases at the GSU Bookstore and in the GSU Café, and the Prairie Place C-store.

Residents of Prairie Place also use their myONECARD to access the Laundry Services available in Prairie Place and the electronic doors in Prairie Place.

The myONECARD is issued to all registered students and employees at the Office of Auxiliary Services & University Housing (C1330) or at the Welcome Center (D Building, Main Entrance). Students/employees must show a valid driver's license, state ID, military ID or passport when requesting a myONECARD. For more information see the myONECARD website at

www.govst.edu/myonecard.

Student Life Center

Located on the second floor of the A Building, this area has been designed to bring students together through a variety of programs and services. The Student Center includes **Student Commons**, which houses a television lounge, student computers, study areas, and Student Row. **Student Row** includes the Student Senate Office, Board of Trustees and IBHE Student Representatives, Student Enrichment Program, FYE Orientation and Peer Mentors Office, and Club of the Year Office.

The Dean of Students Office, Student Life staff offices, Center for Intercultural Student Affairs, Civic Engagement and Community Service Center, GSU Food Pantry, Interfaith/Meditation Room, and two conference rooms are also located in the Student Center Student Commons is the place to meet with friends, watch television, use the computers, or just relax.

Student Commons

Located in the Student Life Center, (A2140), the Student Commons is the place to meet with friends, use computers, do your homework, watch television, or just relax. Clubs can use this area for activities by reserving it through Student Life at 708.235.7362.

Student Conference Rooms

Located in the Student Center, (A2134 and A2110). Students and clubs can use this area for activities by contacting Barbara Donaldson at bdonaldson1@govst.edu or stop by the Student Life Office to reserve space.

Student Gaming Lounge

Billiards and table tennis are located in the A-Wing North Study Hall. Cues, balls, and paddles are available for check out at the Recreation and Fitness Center service counter (A1105). A valid GSU student or employee ID card is required for equipment check out.

- Television
- Pool Tables
- Table Tennis
- Vending Machines
- Seating Area
- Foosball Table

Student Life Events

Student Life strives to empower students through interaction in self-initiated or planned activities with fellow students, faculty members and staff. It's based on principles in which the campus

climate respects the rights of individuals and groups, encourages student success and ensures outlets for personal and professional development.

Student Life events include the following:

Black History Month
Distinguished Lectures
Early Start Activities Week
Family and Friends Weekend
Harvest Fest
Hunger and Homelessness Week
Latino Heritage Month
LGBTQA History Month
Martin Luther King, Jr. Celebration
Non-Traditional Student Week
Respond 2 Violence
Salute to Graduates Celebration
Welcome Week
Women's History Month

Student Life Special Events

Student Life is dedicated to creating student centered programming to create experiential learning opportunities for the student population. Lectures, concerts, or other special events are offered to the university community each semester. Student Life also collaborates with the GSU Program Council, Center for Performing Arts, GSU Library, and the academic colleges to present special events.

Student Life Services

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

Information provided on:

Health Insurance
Student Governance
Recreation/Fitness Center Programs
Clubs and Organizations
Student Newspaper
Shuttle Service

Student Travel/Conference Fund

Student Life provides funds for students to attend and/or present at conferences. Student travel is designed to enhance the student educational experience here at Governors State University. Students may seek funding for conference travel by completing a request packet available online

at www.govst.edu/studentlife. Students who seek funding for conference travel must be in academic good standing, be recommended, and complete all required forms. Funding maximum is $500 per fiscal year. Applications are submitted to Student Life (A2100) two months in advance; awards are subject to availability of funds. Contact the Student Life at SLCO@govst.edu or call 708-235-7362.

Student Media

Student Newspaper

The student newspaper, The Phoenix, is run by students under the direction of a faculty advisor. The Phoenix is dedicated to ensuring that GSU's student news is up-to-date and timely. There are opportunities for students with all skill levels, from writing to display advertising to get involved. The Phoenix office is located in Room E2543. Call 708.534.4517 or e-mail phoenix@govst.edu for information on involvement.

This Week at GSU (TWAG)

A professional, entirely student-run campus news show keeps students up to date with everything GSU and more. Short news splashes provide information about programs, activities and events happening around campus. Watch the show daily on the Educator TV, the campus monitors and the This Week at GSU website. The program is hosted and produced by communications students through Digital Learning and Media Design.

Student Organizations

Students may take advantage of more than 70 student and university organizations, including the Student Senate, which exist at GSU. These organizations provide students with the opportunity to meet others with the same majors or interests. The majority of organizations are related to academic programs, while others support a variety of social and special interests.

Any group of students can form new student organizations. A minimum of seven students can seek chartering as a student club or organization through the Office of Student Life. Students can select their advisor in cooperation with the Office of Student Life and the College. All organizations must renew their charters each academic year. For information or assistance, contact the Assistant Dean of Students at studentlife@govst.edu or visit www.govst.edu/studentlife.

Television and Media Production

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

distribution.

Testing

Testing accommodations are available for students with documented disabilities. For more information, call 708.534.4508. Information about the ETS Proficiency Profile exam may be obtained in the students' respective college. Students enrolled in the GSU Counseling program can obtain the registration application for the NCE (National Counselor Exam) offered twice a year on campus from the Division of Psychology and Counseling in the College of Education.

Tutoring

Tutoring services are offered for students free of charge. The following subjects are tutored: math, accounting, economics, finance, computer science, statistics, and some science courses depending on tutor availability. For more information, please contact the Director of Tutoring and Academic Support at 708.235.2864 or visit the Learning Commons/Academic Resource Center website at www.govst.edu/arc.

University Housing

Governors State University opened its first on-campus residence, Prairie Place, in the fall of 2014. The facility accommodates 290 students and offers both suite and apartment style units. The building was designed to accommodate students of all class levels, freshmen through graduate. Students must be enrolled in at least six credit hours each semester or three credit hours in the summer session in order to be eligible to live in Prairie Place. For more information about on campus housing, please visit our website at www.govst.edu/housing.

Veterans Resource Center

The Veterans Resource Center, located in the Goodman-Malamuth Technology building (GMT160), provides a common area for veterans to interact, study, and receive updates on veteran resources and programs. The Coordinator for Veterans and Military Personnel serves as ombudsperson to veterans, active duty military, and their families. The Coordinator is available to assist incoming students with the application process, registration, transcript evaluation, and navigation of the university and its website. The Coordinator will also refer students to resources within the university such as financial aid, student services, career services, and state and federal veterans' representatives. For more information contact: Mr. Kevin Smith, ksmith9@govst.edu, 708-235-2223, or go to http://www.govst.edu/veterans/ for more details.

Writing Center

The goal of the Writing Center is to provide writing and research help for students where and when they most need it. Students can get intensive help with writing at the Writing Center, located in the Learning Commons/Academic Resource Center, B1215. Visit the office or call 708.235.7337 to make an appointment for a one on one consultation. Writing consultants are also

located in the library for help with research papers, including help to narrow a research topic, information about APA, MLA, or other documentation styles, assistance in planning the paper, and any other questions. The consultants in the library are there to answer questions and do not review papers. The Online Writing Center offers both help with papers and resources for documentation, planning, grammar and style at www.govst.edu/owl. Also, a paper may be emailed to a consultant who will help identify possible problems and offer revision suggestions. In addition, links to a template that will format APA papers and other documentation help are provided on the online Writing Center website. For more information visit the website at www.govst.edu/owl.

University Policies

Affirmative Action/Equal Opportunity

Governors State University recognizes and is fully committed to both its moral and legal obligations to provide equal opportunity to its employees as well as its students. Recognizing these obligations, the university will not discriminate on the basis of race, color, national origin, ancestry, religion, gender, age, sexual orientation, marital status, disability, citizenship, order of protection status, unfavorable discharge from military service, or veterans status in any area of university employment or in services to its students. Furthermore, the university is pledged to affirmatively recruit to ameliorate patterns of employment which indicate under-utilization of members of minority groups and women, whether in the faculty, the civil service, or among the students.

Accommodating Religious Observances

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

It is the responsibility of the student to notify in writing the GSU administrator/faculty member involved at least three class periods in advance of the date of the religious observance to be accommodated.

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

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

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

Unlawful Harassment

Governors State University will not tolerate unlawful harassment of students or employees. If a student believes he/she has been harassed, that student should bring his/her allegations to the attention of the university. Such allegations will be investigated and if appropriate, the university will take action to eliminate the harassment. The university environment must be free of

unlawful harassment in work and study. Students who believe they have been victims of unlawful harassment should contact the Department of Human Resources.

Services for Students with Disabilities

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

Drug and Alcohol Abuse

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

Smoking

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

In compliance with the Illinois Smoke Free Campus Act, Governors State University is a smoke-free campus as of July 1, 2015. Guidelines for smoking in private property while on campus, e.g. inside privately owned vehicles, are posted on the University website.

Academic Regulations

Student Responsibility

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

Student Grade Reports

Currently enrolled students can access their grades through their portal. Grade reports are not mailed except upon written request. Students needing official grade reports should complete the Request for Official Grade Report form available online. Official grade reports are not available to students with an outstanding financial obligation to the university.

Grading

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

Grade		Description	Grade Points Per Credit-hour
A	=	Superior performance	4
B	=	Above average performance	3
C	=	Average performance	2
D	=	Marginal performance	1
F	=	Failure	0
P	=	Pass	
NC	=	No credit	

		Student Status Description
W	=	Student initiated withdrawal
X	=	Administrative withdrawal
CO	=	Continuous Registration
I	=	Incomplete
E	=	Extended incomplete
M	=	Grade missing at time of processing
R	=	Repeated course
V	=	Audit

Grade Point Average

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

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

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

Incomplete Course Work

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

When the course work is submitted, the instructor will replace the incomplete with the appropriate grade. If the incomplete is not changed to a final grade by the specified date, the "I" will automatically convert to an "F" (or an "NC" for pass/no credit courses), unless a request for an extension of incomplete ("E") has been approved in writing.

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

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

Incomplete or nonpunitive grades cannot be permanently assigned to veterans or eligible persons receiving VA educational benefits. If this is the school policy, the "I" or incomplete grade must be reported to the VA as nonpunitive at the time the grade is assigned. This is necessary to ensure compliance with statutory restrictions on benefit payments.

Grade Appeals

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

1. A formal grievance proceeding is completed within the time limits set forth in the university grievance procedures.
2. A grade correction is approved by the faculty member, division/department chairperson, dean, and provost and filed with the registrar for Fall term errors by the end of the seventh week of the subsequent spring semester; or for Spring term errors by the end of the fifth week of the subsequent Summer term; or for Summer term errors by the end of the seventh week of the subsequent Fall term.

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

Pass/No Credit Option

To encourage undergraduate students to participate in areas of learning outside their major

interests and to stimulate intellectual curiosity, Governors State University has a pass/no credit option. To receive credit ("P"), the grade must be "D" or better. A grade of "F" will carry a No Credit ("NC") designation. Pass/no credit designations are not calculated into the grade point average. Only undergraduate degree-seeking students may elect to take graded courses on a pass/no credit basis. The courses can only be applied toward the elective requirements within the student's degree program. A student may earn a maximum of 12 hours of credit in the pass/no credit option that can be applied toward elective degree requirements. Students who do not intend to earn a degree from GSU, either undergraduate or graduate, may also use this option. Changes from the pass/no credit option to traditional grade status are permitted through the end of the registration period for the term in which the course is offered. Additionally, selected courses are graded only on a pass/no credit basis. Students who wish to change their course grading from traditional grade status to pass/no credit can fill out the pass/no credit from, which is found in the Registrar's Office.

Repeating Courses

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

Veterans and eligible persons receiving benefits can only be certified to repeat courses if a certain grade is required by the institution, e.g., a grade of "C" or higher is required to reach the approved objective and if overall satisfactory progress standards are met. There is no limit on the number of times a course may be repeated, as far as the VA is concerned, as long as the grade assigned to the repeated course at the end of the term is punitive, unless mitigating circumstances are approved by the VA. If established school policy is to replace a prior punitive-failing or below required standards - grade with a creditable passing grade following a successful repetition of the course, that fact alone constitutes mitigating circumstances. Incorrect certification can result in overpayments.

Independent Study

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

Veterans and eligible persons receiving benefits can only be certified in independent study courses that lead to a standard college degree, consisting of a prescribed program of study with interaction between the student and the regularly employed faculty and offered without any

regularly scheduled conventional classroom or lab sessions.

Degree Requirements

Students who are admitted to Governors State University for this academic year must fulfill the degree requirements stated in this catalog (including any official addendum which may be subsequently published in order to update catalog information), or they may elect to substitute the requirements in any subsequent catalog published while they are enrolled in the university. A student must, however, meet the requirements from one catalog only, rather than choosing a portion from one catalog and the remainder from another.

Students who are reactivated to Governors State University and who did not attend within the past three consecutive terms, including summer term, may be required to meet the requirements of the current catalog as determined by their faculty/academic advisor. Students who are readmitted to Governors State University who did not attend within the past 15 consecutive terms, including summer term (or otherwise required by accredited programs) must meet the requirements of the current catalog unless written approval to continue under an earlier catalog is obtained from the dean of the college in which they enrolled. The written permission must be forwarded to the Registrar's Office along with the graduation application.

Concurrent Registration or Dual Enrollment

Students may enroll at another regionally-accredited institution of higher learning while working toward a degree at Governors State University. Students must consult with their advisor before enrolling. Students with federal and/or state financial aid must consult with the Office of Financial Aid to discuss the implications of dual enrollment on financial aid eligibility and disbursement.

Permission to apply any credit earned at another institution toward degree requirements must be approved by the program advisor, dean, or designee prior to enrolling in the course.

Audit Registration

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

Veterans and other eligible persons cannot be certified for audited courses per 38 CFR 21.4252(i) of the code of federal regulations.

Change in Major

Degree-seeking students who wish to change their major must complete the appropriate forms

available in the Registrar's Office or on the web. Students who change their course of study are subject to any special admission and degree requirements in effect for the new major at the time of the change.

Confidentiality of Records and Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Students have the right to:

1. Inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. Request the amendment of the student's education records that the student believes are inaccurate. Students may ask the university to amend a record that they believe is inaccurate. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the university decides not to amend a record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.
4. File a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

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

The FERPA policy appears in the Appendix.

University Holds

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

Students are advised that courses may be dropped by the University for non-payment. However, it is the students' responsibility to drop or withdraw from courses they do not intend to take/complete regardless of payment status.

English Proficiency of Instructors

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

Honors

Governors State University recognizes outstanding academic performance of undergraduate degree-seeking students by giving special attention to those students who achieve excellence in their work. At the end of each term, degree-seeking students who have completed at least six hours of graded course work without any incomplete grades, with a grade point average of 3.70 or higher, will be included on the Dean's List.

Undergraduate students who maintain a cumulative grade point average at Governors State University of 3.80 or better and have completed a minimum of 24 graded credit hours of Governors State University coursework will receive the following special recognition upon completion of degree:

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

The achievement of Cum Laude, Magna Cum Laude or Summa Cum Laude will be designated on the eligible student's transcript and diploma.

Transcripts

Students can submit transcript requests through the National Student Clearinghouse, an online ordering system. A major credit card is required to process the request. Official transcripts are $10.00 per transcript, plus a $2.25 processing fee per order. For electronic transcript delivery, an additional $1.00 fee is charged per order. The amount will be charged to your credit card only after your order has been completed.

Students who have an outstanding financial obligation to the university or who have not satisfied certain academic obligations will not receive transcripts until the obligation is met.

Academic Honesty

Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. The university policy on academic honesty appears in the Appendix.

Academic Standing

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

Academic Probation/Suspension

Students are no longer in Good Standing when they fail to meet the minimum cumulative grade point average. They are placed on Academic Probation during the semester immediately following the semester in which they failed to meet the established minimum.

    A. The following exceptions apply to Undergraduate students:
        1. Undergraduate students performing below a 1.0 GPA are suspended for the next semester and may request readmission after being suspended by petitioning the Committee on Readmissions and Special Admissions (see policy 19U for additional information), including an action/academic plan on changes that will be made to improve academic success the following semester.
        2. Non-degree students failing to meet cumulative grade point average for the first time are suspended for the next semester. Students may request readmission after being suspended by petitioning the Committee on Readmissions and Special Admissions (see policy 19U for additional information).
    B. The following exceptions apply to Graduate students:
        1. Graduate students performing below a 2.0 GPA are suspended for the next semester and may request readmission after being suspended by petitioning the Committee on Readmissions and Special Admissions (see policy 19G for additional information), including an action/academic plan on changes that will be made to improve academic success the following semester.
        2. Non-degree students failing to meet cumulative grade point average for the first time are suspended for the next semester. Students may request readmission after being suspended by petitioning the Committee on Readmissions and Special Admissions (see policy 19G for additional information).

Academic Probation Extended

After enrolling for courses while on Academic Probation, if the student fails to achieve the

minimum cumulative GPA, the student will be placed on Academic Probation Extended.

   A. Academic Probation Extended means that as long as a student obtains the minimum
       semester grade point average each semester and is making satisfactory progress towards
       degree completion, the student will not be suspended.
   B. Undergraduate students performing below a 1.0 GPA are suspended for the next semester
       and may request readmission after being suspended by petitioning the Committee on
       Readmissions and Special Admissions (see policy 19U for additional information),
       including an action/academic plan on changes that will be made to improve academic
       success the following semester.
   C. Graduate students performing below a 2.0 GPA are suspended for the next semester and
       may request readmission after being suspended by petitioning the Committee on
       Readmissions and Special Admissions (see policy 19G for additional information),
       including an action/academic plan on changes that will be made to improve academic
       success the following semester.

After enrolling for courses while on Academic Probation Extended, if the student fails to achieve
the minimum semester GPA, the student will be placed on Suspension for the next
semester. Students may request readmission after being suspended by petitioning the Committee
on Readmissions and Special Admissions (see policy 19U or 19G for additional information).

Reinstatement Following Academic Suspension

At the end of the suspension period, students dismissed for the first time will be eligible for
reinstatement and may reenter the university provided they apply and petition for readmission
through the University Committee on Readmission and Special Admission before established
deadlines. The committee shall make recommendations to the appropriate division/department
chairperson, who will make the final decision with input from program faculty. Reinstated
students reenter the university with the cumulative G.P.A. they had upon suspension and are
readmitted on academic probation extended. This status allows students to continue as long as
their term G.P.A. meets the minimum requirement for their level (undergraduate/graduate) for
academic good standing, and they do not receive any grades of incomplete. Students are returned
to academic good standing when their cumulative G.P.A. is raised to the minimum requirement
for their level. Students suspended/dismissed twice at the post-baccalaureate level for academic
reasons from one or more universities will not be considered for readmission to the University at
any later date. Undergraduate students twice suspended for academic reasons from the
University will not be considered for readmission to the University at any later date unless they
meet specific criteria as stated by policy.

The policies on readmission appear in the Appendix.

Withdrawal from the University

Any student who wishes to withdraw from Governors State University should follow the
procedures and deadlines for withdrawing from courses. Unofficial withdrawal from the
university may result in failing grades being assigned. Any student withdrawing from the

university who is receiving financial aid or who has any outstanding accounts at the university must meet with a representative of the Financial Aid Office and/or the Business Office to satisfy all outstanding financial obligations. Students are advised that courses may be dropped by the University for non-payment. However, it is the student's responsibility to drop or withdraw from courses they do not intend to take/complete regardless of payment status.

Academic Amnesty

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

Withdrawal from Courses

Students who register for a course but who do not attend classes must officially withdraw from the course to avoid receiving a failing grade. Specific dates for withdrawal are published in each student's schedule. Students may petition via an established appeal process for exceptions to these deadlines based upon extenuating circumstances. A recommendation from a faculty member in whose course the student is registered or from a division/department chair is required as part of a complete petition for an exception. All appeals must be in writing and must be received in the Registrar's Office no later than the last day of the term in which the course is scheduled.

A student receiving any form of financial aid who withdraws from one or more courses must see a representative of the Office of Financial Aid for a review of the award. Withdrawals will

appear on the student's academic record as "W" and will not be included in calculating a student's cumulative grade point average or academic standing. Withdrawals will be subject to the university's tuition refund policy.

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

Late Registration Charge

Students must register at least 14 days prior to the beginning of each fall and spring semester in order to avoid late charges. Exceptions include students who are in the first semester of enrollment at Governors State University and students who are adding courses to an established schedule.

Distance Learning Academic Support and Services

Governors State University provides alternative access to university programs through extended campus courses held at off-campus locations and online courses. Alternative delivery methods provide opportunities for students who need more flexibility in their schedules in order to participate in furthering their education. These courses are scheduled at times and in ways that give the students options. The list of online program opportunities is found at http://www.govst.edu/gsuonline.

Governors State University recognizes that providing service to a diverse clientele over a wide geographic area requires significant levels of off-campus instruction. In support of its outreach efforts, the university offers a selection of degree and professional development courses at numerous locations in the Chicago metropolitan area and the surrounding region. Sequences of courses from undergraduate and graduate degree programs and degree completion opportunities are offered at off-campus teaching sites and online.

Additional information may be obtained by contacting the following:
School of Extended Learning
800.478.8478, ext. 4099

College of Arts and Sciences
800.478.8478, ext. 3983

College of Business and Public Administration
800.478.8478, ext. 4933

College of Education
800.478.8478, ext. 6979

College of Health and Human Services
800.478.8478, ext. 3133

Licensure of Teachers and Other School Professionals

- [GSU Degree Program Licensure/Endorsement/Designation](#)
- [Middle Grades Endorsement](#)
- [Requirements for Licensure through Approved Programs](#)
- [Criminal Background Checks](#)

- [General Education Requirements for Teacher Licensure](#)
- [Professional Education Requirements](#)
- [Admission to Student Teaching](#)
- [Knowledge, Skills and Professional Dispositions](#)

The following information is intended to serve as a general guide for candidates preparing to qualify for an Illinois teaching, school service, or school administration licensure. More information is available from the programs' advisors and from detailed program information elsewhere in this catalog. All programs leading to the licensure of teachers and other school professionals are subject to change per ISBE requirements.

The Educational Preparation Provider (EPP) unit at Governors State University is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is approved by the Illinois State Board of Education (ISBE) to offer programs of study leading to the licensures, endorsements, and designations as follows:

GSU Degree Program Licensure/Endorsement/Designation

Undergraduate Programs:

Biology (Education)	Initial Secondary licensure endorsed in Sciences with Biology designation
Chemistry (Education)	Initial Secondary licensure endorsed in Sciences with Chemistry designation
Early Childhood Education	Initial Early Childhood licensure (incorporates Early Childhood Special Education Approval)
Elementary and Middle School Education	Initial Elementary licensure (see below for information on earning Middle Grades endorsement)
English (Education)	Initial Secondary licensure endorsed in English Language Arts
Mathematics (Education)	Initial Secondary licensure endorsed in Mathematics

Post-Baccalaureate and Graduate Programs:

Bilingual/ESL Endorsement	Post-baccalaureate coursework leading to Bilingual/ESL endorsement by ISBE offered through the MA in

	Education Program
Biology Education License	Post-baccalaureate licensure program to prepare graduates of Biology programs for Initial Secondary Teaching license endorsed in Sciences with Biology designation
Chemistry Education Licensure	Post-baccalaureate licensure program to prepare graduates of Chemistry programs for Initial Secondary Teaching License endorsed in Sciences with Chemistry designation
Communication Disorders	Professional Educator License, endorsed as Non-Teaching Speech-Language Pathologist
Counseling - Post Master's School Counselor Licensure	Professional Educator License endorsed for School Counselor
Early Childhood Education	Initial Early Childhood License (incorporates Early Childhood Special Early Childhood Education for Currently Certified Teachers) Early Childhood Certificate (incorporates Early Childhood Special Education Approval) Educational
Administration	Administrative License endorsed for Principal or Chief School Business Official at the MA level of graduate work; Superintendent endorsement on initial license through Interdisciplinary Leadership Ed.D.
English Education License	Post-baccalaureate licensure program to prepare English program graduates for the initial secondary teaching license
Mathematics Education License	Post-baccalaureate certificate program to prepare Mathematics program graduates for the initial secondary teaching license
Multicategorical Special Education	License endorsed in LBS I Unlimited
Reading	Initial License (in Early Childhood, Elementary, or Secondary) endorsed for Reading Specialist. Note: a subset of this program provides the course work required to add a Reading Teacher endorsement to an existing license.
Psychology (School Psychology)	School Service Personnel License endorsed for School Psychologist
Social Work	School Service Personnel License endorsed for School Social Work

Middle Grades Endorsement

Candidates who are completing a program leading to the initial elementary or initial secondary license, or who currently hold an initial or standard elementary or secondary license, may earn an endorsement which qualifies them to teach in the middle grades. Candidates who choose to pursue this endorsement are required to complete all courses unique to the middle grades endorsement that were not included in their initial license. Details for Middle Grades Endorsement are included in the College of Education, Elementary Education, B.A. pages of this catalog.

Requirements for Licensure through Approved Programs

To be recommended by Governors State University for any of the above ISBE credentials, an applicant must:

1. have earned the required degree from an institution recognized by the ISBE for teacher education;
2. have acquired requisite professional experience where stipulated for admission or completion of any of the listed programs;
3. have completed a Governors State University state-approved program leading to the desired credential;
4. be at least 19 years of age;
5. be a citizen of the United States or legally present and authorized for employment;
6. possess good character; and
7. present evidence of having passed all examinations required by ISBE. (Required examinations include the Test of Academic Proficiency, Content, and Assessment of Professional Teaching tests. See an academic advisor for more information about examinations and requirements for specific programs.).

Candidates should have created their Educator Licensure Information System (ELIS) documentation while in their professional education program (http://www.isbe.net/elis/). Upon completion of the program, Governors State University will notify the Illinois State Board of Education via ELIS that the candidate qualifies for a license and/or endorsement. This process is called "entitlement." By entering this notification, GSU is confirming you have completed all coursework and testing requirements needed for the license/endorsement per current Illinois rules and regulations. After GSU enters the notification, you will see a badge on your ELIS home screen that alerts you to apply for your entitlement notification. Click this badge to submit the application and fee for your license or endorsement. It is recommended that you complete this process within one year of notification. Delay in completing this process could result in additional requirements should state regulations or program requirements change.

Criminal Background Checks

All candidates for Illinois teacher licensure at Governors State University are required to submit

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

For more information on this requirement, please visit certifiedbackground.com. Consult with your advisor for information concerning the related GSU policies and procedures.

General Education Requirements for Teacher Licensure

Course work for meeting the general education requirements of teacher preparation programs must be college-level work and may not include remedial courses even if college credit is granted. In general, this course work must be at the 1000-level or higher and applicable toward a degree at the institution providing the instruction. No course with a grade below "C" will be applied toward program general education requirements, even if the course was used for a prior degree. Candidates in teacher preparation programs must maintain a G.P.A. of 2.75 or higher in general education courses taken at Governors State University.

Candidates seeking the Professional Educator License for the levels of Early Childhood, Elementary, Middle Grades, and Secondary Education (endorsed in Biology, Chemistry, English, or Mathematics) must complete the general education requirements for their program as described below and under the specific Program Area found in this catalog.

Professional Education Requirements

Candidates who are working toward the **Initial Early Childhood, Elementary, or Special Education Licenses** must maintain a G.P.A. of 3.0 or higher in their professional education requirements, exclusive of student teaching. They must complete all professional courses with a grade of "C" or better. These requirements will include at least 100 clock-hours of pre-student teaching field experiences. To be recommended for licensure, a student must achieve a grade of "B" or better in student teaching.

Candidates who are working toward an **Initial Secondary License** must maintain a G.P.A. of 3.0 or higher in their professional education requirements, must earn a grade of "B" or better in both teaching methods courses (i.e., EDUC-4330/EDUC-6330 and EDUC-4340/EDUC-6340 for science; EDUC-4465, ENGL-4570 and ENGL-4575 for English; and EDUC-4360/EDUC-6360 and EDUC-4370 /EDUC-6370 for mathematics), in EDUC-2310, and in EDUC-4999, and complete all other professional courses with a grade of "C" or higher.

Candidates pursuing the **Initial Early Childhood or Elementary Education Licensure** must complete the professional education requirements listed among the degree requirements for the associated programs elsewhere in this catalog.

Admission to Student Teaching

Candidates must apply for admission to student teaching before enrolling in any of the university's student teaching courses (e.g., EDEC-4999, EMED-4999, EDUC-4999, or SPED-6999). 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 December 1 for placement for the following fall term or by January 31 for placement for the following spring term. This application for student teaching will certify that the candidate has or will have met the following requirements:

1. 36-72 hours of general education requirements completed with a G.P.A. of 2.75 or higher in courses taken at Governors State University
2. all professional education course requirements completed, except student teaching, including a minimum of 100 clock-hours of field experiences with a G.P.A. of 3.0 or higher (see specific program information elsewhere in this catalog for other grade and G.P.A. requirements appropriate to specific programs);
3. no more than nine approved general education credit- hours remaining to be completed in the major in which he/she is enrolled;
4. has presented evidence of having passed the Illinois Test of Academic Proficiency and appropriate Content Examination(s);
5. has met all Illinois State Board of Education requirements applicable to the subject matter area(s) in which the student will student teach; and
6. has received a positive recommendation from program faculty.

All student teaching placements are provisional pending final verification that the candidate has met all eligibility requirements listed above and in program-specific sections else- where in this catalog. Final determination of eligibility will not be established until after final grades have been posted at the end of the term immediately preceding student teaching. Should any requirements remain unmet at that time, a candidate's placement may be cancelled by the Director of Field Experiences in consultation with the coordinator of the program in which the candidate is enrolled.

Candidate Knowledge, Skills, and Dispositions

The Educator Preparation Provider (EPP) consists of all courses and programs that prepare P-12 school personnel and are primarily under the organization and administration of the College of Education.

Undergraduate programs include: Early Childhood Education, B.A., Elementary Education, B.A., and Secondary Education (English, B.A. with a Concentration in Teacher Education, Biology, B.S. with a Concentration in Teacher Education, Chemistry, B.S. with a Concentration in Teacher Education , and Mathematics, B.A. with a Concentration in Teacher Education).

Graduate programs include: Communication Disorders, M.H.S. - Speech-Language Pathology, Counseling, M.A. - School Counseling sequence, Early Childhood Education, M.A. , Early Childhood Education for Currently Licensed Teachers Certificate, Education, M.A. (with various areas of specialization), Educational Administration, M.A. (including Principal Leadership, Chief School Business Official, and the Superintendency (doctoral level only through the Interdisciplinary Leadership, Ed.D.), Reading and Literacy, M.A., School Psychology Educational Specialist, Ed.S., Social Work, M.S.W. - School Social Work concentration, Multicategorical Special Education, M.A., and Secondary Content area post-BA Certification

Programs (Biology Education Certificate, Chemistry Education Certificate, English Education Certificate, Mathematics, Secondary Education Certificate).

The secondary programs are housed in the College of Arts and Sciences; Communication Disorders and School Social Work are located in the College of Health and Human Services; all other programs are housed within the College of Education.

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

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

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

Based on this shared vision, the faculty, staff, and administration of GSU's Educator Preparation Provider apply the following principles:

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

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

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

The faculty evaluates each candidate's performance in both academic and practical settings and

assesses the dispositions displayed as the candidate encounters challenges, works with children and other adults, and pursues his/her own development. The standards and processes established for evaluation of candidate performance are outlined in the appropriate program section of this catalog or in other program-related materials such as candidate program handbooks and the EPP's System of Assessment.

At the undergraduate level, the programs expect that candidates will:

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

Along with the dispositions identified above, the EPP's advanced programs expect that their candidates will:

- provide leadership in communicating information about research-based best practices in their school and their professions;
- provide leadership in collaborative efforts to solve educational challenges;
- provide mentoring and support for professional colleagues;
- practice reasoned eclecticism in evaluating and implementing new interventions; and
- understand, value, and implement their own classroom and school research to discover solutions for age-old and contemporary challenges.

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- respond to civic and professional responsibilities, including providing access to traditionally underserved candidates in the region.
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Governors State University is strongly committed to rigorous assessment and evaluation of its candidates preparing for professional positions in the public schools. This includes rigorous assessment of each candidate's knowledge, skills and dispositions.*

* "Disposition" as used here refers to "a tendency to exhibit frequently, consciously, and

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- exhibit academic integrity and high ethical standards;
- employ technology as a tool for teaching and learning;
- practice inquiry in the area of research-based best practices and innovations;
- seek to understand and interact with their communities;
- value and engage in reflection and self-assessment;
- work independently and collaboratively to find solutions to educational challenges; and
- take a reasoned eclectic approach to analyze educational settings and students' needs in making immediate and long-term professional decisions.

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- provide mentoring and support for professional colleagues;
- practice reasoned eclecticism in evaluating and implementing new interventions; and
- understand, value, and implement their own classroom and school research to discover solutions for age-old and contemporary challenges.

Bachelor's Degree Requirements

- [Undergraduate Student Status](#)
- [University General Education Outcomes](#)
- [University General Education Requirement](#)
- [Articulation Agreements](#)
- [General Education Courses](#)
- [Student Study Plan](#)
- [Orientation](#)
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- [University Minors](#)
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- [Diplomas](#)
- [Audit Registration](#)
- [Change in Major/Change of Status](#)

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.

Undergraduate Student Status

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

University General Education Outcomes

The purpose of General Education at Governors State University is to prepare students to participate in a dynamic and diverse world. It provides students with a broad foundation of knowledge, facilitates social responsibility, and provides the practical and intellectual skills needed by capable citizens. This General Education foundation will integrate in-depth study in a specific area of interest and application to the wider world. The GSU General Education Student Learning Outcomes are organized into four areas suggested by the American Association of Colleges and Universities: foundational knowledge, practical skills, social responsibilities, and integrated learning. Each of these areas of development is explained in the learning outcomes outlined below.

Foundational Knowledge outcomes are supported by the content of core general education courses and provide a basis for understanding more specific information in each student's major

area of study. The core courses include study of culture and politic s, physical and natural sciences, and the arts. At the conclusion of an undergraduate degree program, the student will be able to:

- Define key terms related to human cultures and the physical and the natural world, both in historical and in contemporary settings.
- Describe the physical and the natural world and the boundaries and practices of human cultures.
- Identify current economic, biophysical, and social challenges.
- Demonstrate familiarity with diverse perspectives on complex scientific, social, economic, technological, or aesthetic challenges by constructing a cultural, political or technological argument in the form of a written project, laboratory report, exhibit, performance or community service design.
- Demonstrate understanding of at least two academic fields by applying the perspectives and literature of those fields and proposing a "best approach" solution to a complex question, problem, or challenge using evidence from those fields.

Practical Skills are practical and intellectual abilities that help students demonstrate the knowledge that they have gained. These skills are developed and used throughout the general education curriculum. They include the ability to think critically, to think creatively, and to solve problems. In addition, written and oral communication skills, information literacy, quantitative literacy, and collaborative skills are included in this set of student learning outcomes. At the conclusion of an undergraduate degree program, the student will be able to:

- Use relevant disciplinary conventions, including citation of sources.
- Demonstrate the ability to define an information need and then locate, retrieve, critically evaluate, and use that information.
- Demonstrate the ability to translate verbal problems into mathematical or logical language and the ability to construct valid arguments using the accepted symbolic system of mathematical reasoning.
- Construct quantitative analyses and evaluation of data.
- Use analytic inquiry and written, oral, and visual modes of communication to explain theories and approaches to problems.
- Generate evidentially-supported and well-developed arguments that reflect sound interpretations and analysis of social and ethical issues.
- Incorporate diverse evidence in multimodal projects, papers, or performances appropriate for a specified audience.
- Demonstrate the collaborative and cooperative practices needed to function effectively and responsibly in a diverse public square.
- Construct an individual or group project requiring assembling, arranging and reformulating ideas, concepts, designs or techniques.

Social Responsibility is the development of an awareness of personal and social obligations needed for success in a diverse and global society. Learning outcomes in this area include those related to civic engagement, intercultural knowledge, ethical reasoning, and appreciation for lifelong learning. At the conclusion of an undergraduate degree program, the student will be able

to:
- Demonstrate academic and intellectual honesty and an appreciation for lifelong learning.
- Demonstrate the ability to accept and act on constructive criticism.
- Demonstrate a commitment to an ecologically sound, socially just, and economically viable planet.
- Demonstrate an understanding and an appreciation of individual cultural perspectives, including non-Western and non-dominant ways of knowing.
- Explain diverse perspectives on contested ethical or policy issues.
- Evaluate insights and evidence on contested issues derived from a range of scholarly, cultural, and community perspectives.
- Frame a response to an ethical or policy question using scholarship from the student's major field of study and at least one other discipline.
- Collaborate in developing, implementing, and evaluating a community-based project.

Integrative Learning student learning outcomes require the combining knowledge gained early in the general education courses with the more specific knowledge gained in the area of the major. Thus, this category represents synthesis of knowledge and advanced intellectual accomplishment. At the conclusion of an undergraduate degree program, the student will be able to:

- Frame a complex scientific, social, technological, economic, or aesthetic challenge or problem.
- Respond to the problem with a summative project, paper, or practice-based performance that draws on current research, scholarship and/or techniques in the student's major field and incorporating information from at least two disciplines.

University General Education Requirement

General Education Requirements for Freshman Year

Freshman year at Governors State University is designed to provide a foundation upon which to build, both during college and for life after GSU. As part of a challenging academic community, the freshmen year experience is designed to teach strategies and skills for critical thinking and to instill confidence in the use of those abilities as a student and as a member of a diverse community.

All freshman students will be part of one of three Big Ideas that are the focus and theme of the general education program:

- Civic Engagement
- Global Citizenship
- Sustainability

During the first and second years all students are assigned to classes within the theme. Each theme incorporates values-based education, explores various careers and encourages students to

take a world view in the selection of a college major.

Themes

Civic Engagement: The founders of our nation had some big ideas. Students in this theme group will dig deep into those ideas and learn more about what democracy means. Courses will focus on the value of human dignity, tolerance, justice, ethical integrity and freedom. Students will develop important skills in thinking critically, deliberating and making collaborative decisions about important questions. Additionally, students will develop the ability for moral discernment, civility, compromise and mutual respect for others.

Global Citizenship: Ours is a diverse, interconnected world. Students in this theme group will look into the forces that drive both collaboration and conflict among nations. Students will study the global influences that explain how we all work together - or not - including social, technological and environment trends.

Sustainability: We all have a role in protecting the health and vitality of the planet. Students in this theme group will concentrate on important issues that will prepare them for that role. Students will learn what it means to be responsible in how we manage our resources. Additionally, students will also look into the environmental, economic and social implications of what it takes to be a good steward.

Advantages

No matter the theme group, there is more built into the first year to help freshman students succeed.

- Classes are small. Only 90 students in each of the three theme course groups, with 30 students in most classes.
- All first year classes are taught by experienced faculty members.

The charts below show the courses included for each themed group within the first three semesters (Freshman year and first semester sophomore year):

Civic Engagement Cohort Courses:

Fall 1st year	Spring 1st year	Fall 2nd year
History of the US to 1865	Foundations of US Democracy	Macroeconomics
Writing Studies I	Writing Studies II	Public Discourse
First Year Seminar: Interdisciplinary Humanities	Intro to Visual & Performing Arts	Principles of Psychology

Global Citizenship Cohort Courses:

Fall 1st year	Spring 1st year	Fall 2nd year
Cultural Anthropology	Principles of Psychology	Cross Cultural Relationships
Writing Studies I	Writing Studies II	Public Discourse
First Year Seminar: Interdisciplinary Humanities	World History since 1500	Non-Western Music

Sustainability Cohort Courses:

Fall 1st year	Spring 1st year	Fall 2nd year
Geography of the Non-Western World	Introduction to Philosophy	Introduction to Sociology
Writing Studies I	Writing Studies II	Public Discourse
First Year Seminar: Interdisciplinary Humanities	Cultural Anthropology	Art Appreciation

Additional General Education courses, taken **outside** the themed group include:

- One Math (Statistics, Applied Calculus or Calculus) course
- One Physical Science course
- One Life Science course
- One Laboratory course tied to either the Physical or Life Science course
- Junior Seminar in your major
- Senior Capstone in your major

Requirements of All Undergraduate Degree-Seeking Students

All undergraduate degree-seeking students are required to:

- meet one of the course distributions described in the three sections below (admitted as freshman, transfer student, seeking a second bachelor's degree);
- complete a junior seminar and a senior seminar/capstone in the major; and
- fulfill the writing intensive course requirement as specified in Policy 48, Writing Across the Curriculum.

Majors may have additional general education requirements as approved through curriculum approval and which are listed in the catalog.

Students Admitted as Freshman

A. Must complete one of the Thematic Clusters, and
B. Must meet the following course distribution with a grade of "C" or better in each course and a total of 37-38 semester hours:

- Communication: three courses including two courses in written communications (6 semester hours) and one course in oral communications(3 semester hours);
- Mathematics: one course (3 semester hours);
- Physical and Life Science three to four courses (7 to 8 semester hours) with one course selected from the life sciences, one course from the physical sciences, and at least one laboratory course;
- Humanities and Fine Arts: First Year Seminar (3 semester hours), one additional course in the humanities (3 semester hours), and one course in the fine arts (3 semester hours); and
- Social and Behavioral Sciences: Three courses (9 semester hours) from at least two disciplines.

Transfer Students

Students may fulfill this requirement in any one of three ways. They may:

A. Complete the course distribution requirements, with a grade of "C" or better in each course and a total of 37-38 semester hours*. Requirements may be met by completing courses approved to meet the general education requirements at Governors State University and/or presenting acceptable transfer courses as evaluated by the Degree Audit Team. These are:

- Communication: three courses (9 semester hours), including a two- course sequence in writing (6 semester hours) and one course (3 semester hours) in oral communication;
- Mathematics: one course (3 semester hours);
- Physical and Life Sciences: two to three courses (7 to 8 semester hours) 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: three courses (9 semester hours) with at least one course selected from humanities and at least one course from the fine arts; and
- Social and Behavioral Sciences: three courses (9 semester hours) with courses selected from at least two disciplines.

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

B. Transfer to Governors State University having earned an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from a regionally-accredited Illinois community college. The Associate of Fine Arts (A.F.A.), Associate of Engineering Sciences (A.E.S.), and the Associate of Applied Science (A.A.S.) do not meet this requirement.
C. Complete the Illinois Articulation Initiative General Education Core Curriculum (GECC) at another institution and have it noted on the transcript.

Students Seeking a Second Bachelor's Degree

A. Provide documentation of having earned a bachelor's degree from any one of the state universities in Illinois, or
B. Complete the distribution requirements with a grade of "C" or better in each course and a total of 37-38 semester hours*. Requirements may be met by completing courses that were specifically approved because they meet the relevant general education requirement at Governors State University and/or presenting acceptable transfer courses as evaluated by the GSU Degree Audit Team. These are:

- Communication: three courses (9 semester hours), including a two- course sequence in writing (6 semester hours) and one course (3 semester hours) in oral communication;
- Mathematics: one course (3 semester hours);
- Physical and Life Sciences: two to three courses (7 to 8 semester hours) 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: three courses (9 semester hours) with at least one course selected from humanities and at least one course from the fine arts; and
- Social and Behavioral Sciences: three courses (9 semester hours) with courses selected from at least two disciplines.

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

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.

General Education Courses

The complete list of general education courses are found on the General Education Courses page of this catalog. Be sure to check with your academic advisor when selecting courses to meet the various General Education requirements.

Student Study Plan

A study plan is an agreement developed in collaboration with an academic advisor for a student's

degree completion at GSU and informs the student of the recommended sequence of required courses. Every degree-seeking student is required to develop a student study plan during the first term of enrollment. Students who do not complete a study plan during the first term of enrollment may be precluded from further registration as degree seeking students, until a study plan is completed.

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

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

Study plans are required for minors and certificates.

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

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

Orientation

Research, combined with the experience of numerous colleges and universities, makes a convincing case that a thorough orientation for students of all ages leads to a greater probability of their success and ultimate graduation. Attending orientation helps students transition to a new educational institution. Orientation programs provide students with the information and services necessary to be a successful student at Governors State University. The orientation cycle begins in early January before the start of the Spring semester and culminates with the University's Convocation program at the end of August. For dates for the mandatory orientation for first year students and transfer/graduate students dates contact the Coordinator of New Student Programs at 708.235.6819 or visit www.govst.edu/orientation.

Undergraduate Degree Programs Offered

Each undergraduate degree program includes a major, and in some cases, a concentration, teaching concentration, or minor. The complete list with links to each program are found elsewhere in this catalog.

The University Honors Program

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

Curricular Components (for students with 45 or more credit hours):

- 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 speaker's 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.

For more information, contact an academic advisor or the office of the director of the University Honors Program at drhea@govst.edu or 708-534-4392.

Student Responsibility

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

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

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

General Requirements

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

requirements:

1. Complete a minimum of 120 credit hours, including lower division credit hours for admission and any transfer credit accepted toward the degree requirements.
2. Complete a minimum of 40 upper division credit hours, including any upper division transfer credit accepted toward the degree requirements. In rare circumstances, a program may have a minimum of fewer than 40 upper division credit hours. Program exceptions must be in compliance with Illinois Board of Higher Education policy, be reviewed and recommended by the appropriate Faculty Senate committees, and be approved by the President.
3. Satisfy Policy 51, University General Education Requirement.
4. Satisfy Policy 28, Residency Requirements Policy.
5. Demonstrate that all degree requirements have been met as defined in the student's study plan approved in the college.
6. Be in academic good standing.
7. Complete all coursework (i.e., remove all I. E, and CO grade statuses)
8. Meet all financial obligations to the university.
9. Complete the collegial and university procedures that cover implementation of the above requirements.

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

1. Apply to degree requirements no more than 18 credit-hours earned as an undeclared student.
2. Apply to degree requirements no more than 12 credit-hours earned in the pass/no credit grading option.
3. Apply to degree requirements no more than nine credit-hours earned in independent studies.

Transfer Credit for Undergraduate Students

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

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

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

requirements.

B. No more than 75 semester hours of lower division credit will be applied toward degree requirements. Ordinarily only credits earned with a grade of "C" or better or "P" (Pass) will be considered for transfer credit at the lower division level. Credits with grades of "D" may be considered for transfer if the cumulative grade point average for transfer credit is at least 2.00 (on a 4.00 scale) or if the credit was accepted for the associate of arts or associate of science degree. The credits will be evaluated based on the established articulation agreements, the Illinois Articulation Agreement (IAI), or course-by-course evaluation.

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

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

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

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

Transfer Credit Earned After Admission

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

Academic Standing

Undergraduate students who maintain a minimum cumulative grade point average of 2.0 are in good standing. Students must be in academic good standing to graduate.

Writing Across the Curriculum Requirement

Governors State University recognizes that today's successful graduates must be excellent communicators. To ensure that GSU graduates meet this standard of excellence, the university has developed a program that emphasizes written and oral communication in each degree area. Known as Writing Across the Curriculum (WAC, Policy 48), 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 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 writing intensive course for each level of student standing (freshman, sophomore, junior, and senior) before receiving a bachelor's degree. Program advisors can provide information on which courses in the program qualify as WAC courses.

Residency Requirements

All undergraduate degree-seeking students are required to earn a minimum of 24 credit-hours of course work from Governors State University prior to the award of each degree sought.

Technology Competency Requirement

Governors State University recognizes that computer and information technologies are integral features of our culture and that mastery of basic technology is essential for success in school and the workplace. See Appendix for policy on Technology Outcomes for Students.

University Minors

Various academic divisions within the university offer minors available to degree-seeking students who wish to pursue organized course work in addition to their major field of study. A Governors State University minor consists of a minimum of 18 credit hours. Colleges may establish additional published requirements beyond those listed for individual minors.

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

1. Meet all university and collegial requirements for the baccalaureate degree.
2. Apply for the minor and develop a study plan with the faculty advisor. Transfer courses should be submitted to the minor advisor for approval prior to the term in which graduation is intended.
3. Complete the specific course requirements for the minor as described in the catalog and detailed in a study plan approved by an advisor in the minor discipline. Credit hours may count toward both a major and a minor, provided they are accepted on both study plans.
4. Earn at least 1/2 of the required credit hours for the minor from Governors State University. Individual programs may require a greater portion of credit hours to be completed at Governors State University. Additionally, ½ of the required credit hours for the minor must be earned through courses numbered at the 3000 or above level.
5. Apply for the completion of the minor at the time of major degree completion by submitting an approved student study plan for each minor with the application for graduation.
6. Be in Academic Good Standing.
7. Remove all grades of incomplete ("I" or "E") by the graduation processing date.
8. Complete the collegial and university procedures which cover implementation of the

above requirements.

Second Bachelor's Degree

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

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

Application for Graduation

Students should arrange to meet with their assigned academic advisors to review the student study plan and verify expected completion of degree requirements. Students must apply for graduation by the published deadline. Students should complete both an Application for Graduation form and a Student Progress Report form, available on the web or in the Registrar's Office. The application is approved by the advisor, division/department chair, and dean. Approval by the Registrar's Office results in degree certification and awarding of the diploma. A $125 graduation application fee covers costs of diplomas and commencement.

Commencement

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

Diplomas

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

Audit Registration

A student who is interested in a particular course(s) but does not wish to take it for credit may

audit the course(s). All attendance and work is voluntary. A student may register to audit a course during the registration period upon paying the required fee and obtaining the instructor's approval. Audit registrations do not appear on the academic transcript. A change from audit to credit registration or from credit to audit registration must be made during the registration period.

Veterans and other eligible persons cannot be certified for audited courses per 38 CFR 21.4252(i) of the code of federal regulations.

Change in Major/Change of Status

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

Master's Degree Requirements

- [Master's Degree Student Status](#)
- [Student Study Plan](#)
- [Student Responsibility](#)
- [Master's Degree Candidacy](#)
- [General Requirements](#)
- [Graduate Capstone Experience](#)
- [Transfer Credit for Master's Degree Students](#)

- [Academic Standing](#)
- [Residency Requirements](#)
- [Application for Graduation](#)
- [Commencement](#)
- [Diploma](#)
- [Audit Registration](#)
- [Change in Major/Change of Status](#)

Graduate education is the pursuit of knowledge at an advanced level. Graduate education is distinct and different from undergraduate education both in kind and degree. It demands of students' greater intellectual maturity and autonomy, a sense of deeper responsibility for their own learning, more intense study, and the mastery of different and more complex skills. A graduate degree is a distinction to be earned. Award of the degree symbolizes both the student's accomplishment and the university's endorsement. All students receiving a master's degree [Graduate Degree] must have demonstrated the following outcomes:

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

Master's Degree Student Status

Master's degree-seeking students are those students admitted to a master's degree program.

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

Student Study Plan

A study plan is an agreement developed in collaboration with an academic advisor for a student's degree completion at GSU and informs the student of the recommended sequence of required courses. Every degree-seeking student is required to develop a student study plan for the major

during the first term of enrollment. Students who do not complete a study plan during the first term of enrollment may be precluded from further registration as degree seeking students, until a study plan is completed.

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

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

Study plans are required for minors and certificates.

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

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

Student Responsibility

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

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

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

Master's Degree Candidacy

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

Admission to candidacy is a pre-requisite to enrollment in the capstone experience designated for

the program. Candidacy must be attained at least one term prior to the term during which the degree is to be awarded.

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

General Requirements

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

1. Students seeking the Master's Degree shall complete at least thirty-two (32) credit hours beyond the baccalaureate degree. Those seeking the Specialist Degree shall complete at least sixty (60) post-baccalaureate hours. Those seeking the Doctoral Degree shall complete at least seventy-five (75) post-baccalaureate hours. Any graduate program must include a Graduate Capstone Experience of at least three (3) credit hours.
2. A minimum of sixty-seven (67) percent of the graduate program coursework must be in graduate-only courses, numbered 6000 - 9999.
3. A maximum of fifty (50) percent of the credit hours, counted toward graduate degree requirements, may be earned from the same faculty member, unless there is an approved exception by the dean for a degree program.
4. A maximum of twenty-five (25) percent of credit hours may be earned in elective independent study or elective internship, unless there is an approved exception by the dean.
5. All graduate students shall maintain grades in accordance with the established University grading policy (Policy 26); however, in no case shall a grade of "D" or "F" be acceptable toward meeting degree requirements.
6. All graduate students must be in Academic Good Standing in accordance with University's academic standing policy (Policy 14G) to be admitted to or to remain in the Graduate Degree Candidate status.
7. To graduate, all grades of incomplete ("I" or "E") or continuing registration ("CO") must be removed by the graduation processing date.
8. All requirements for the degree must be completed in a maximum of eight (8) academic calendar years, the equivalent to sixteen (16) consecutive semesters (excluding summer terms) of a student's acceptance into the program
9. Graduate degree programs may allow students to use the "CO" (Continued Registration) status to extend the time to complete their Capstone experience.
10. If there are extenuating circumstances, the student may petition the dean of the College to request an exception to these time limits. The dean of the college will consult with program faculty and chair prior to decision.

In addition to the requirements stated above, a master's degree student must:

1. Apply to degree requirements no more than six credit-hours earned in independent

studies.
2. Demonstrate that all degree requirements have been met as stipulated in the approved study plan.
3. Meet all financial obligations to the university.

Graduate Capstone Experience

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

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

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

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

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

a. **Major Research Course:** A major research/project course is an individually registered course in which the candidate must present evidence of (a) a thorough review and understanding of the literature germane to the subject, (b) the ability to do independent research, and (c) the preparation of a manuscript which conforms to generally recognized standards of scientific and scholarly writing in the discipline. Common examples are a thesis or a dissertation.
b. **Portfolio Course:** As a discipline standard for evaluating student mastery of graduate work in the creative arts, students in this kind of capstone develop a large portfolio of projects or pieces. For the degree, either a single piece is selected for evaluation or the entire portfolio of work is reviewed.
c. **Project Course:** This type of capstone may feature individual or small-group projects developed to demonstrate the student's mastery of given domain. Examples of this alternative include but are not limited to directed readings, master's projects, graduate

culminating seminars, software or educational program design and evaluation, case studies, simulations, or action research projects.

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

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

Transfer Credit for Master's Degree Students

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

Transfer of Prior Credits. This applies only to credits being transferred from regionally accredited institutions to any Governors State University graduate major.

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

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

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

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

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

Credits earned and applied toward any degree previously earned may not be applied toward a second or additional degree. Students pursuing two or more degrees simultaneously may not apply the same credit to more than one degree.

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

be applied toward degree requirements.

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

Academic Standing

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

Residency Requirements

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

Application for Graduation

Students should arrange to meet with their assigned academic advisors to review the student study plan and verify expected completion of degree requirements. Students must apply for graduation by the published deadline. Students should complete both an Application for Graduation form and a Student Progress Report form, available on the web or in the Registrar's Office. The application is approved by the advisor, division/department chair, and dean. Approval by the Registrar's Office results in degree certification and awarding of the diploma. A $125 graduation application fee covers costs of diplomas and commencement.

Commencement

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

Diplomas

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

Audit Registration

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

Veterans and other eligible persons cannot be certified for audited courses per 38 CFR 21.4252(i) of the code of federal regulations.

Change in Major/Change of Status

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

Specialist Degree Requirements

Student Responsibility

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

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

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

Program Information

Students should refer to the program information for the [School Psychology Educational Specialist, Ed.S.](#) Program.

Doctoral Degree Requirements

Student Responsibility

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

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

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

Student Learning Outcomes

A student receiving a doctoral degree must have demonstrated the following:

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

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

Student Study Plan

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

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

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

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

Academic Standing

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

Residency Requirements

All doctoral students are required to earn a minimum of 24 credit-hours of course work from Governors State University before the award of the doctoral degree. In addition, all doctoral students must meet program residency requirements, which are more stringent, as defined by the curriculum displays before the award of the doctoral degree.

Application for Graduation

Students should arrange to meet with their assigned academic advisors to review the student

study plan and verify expected completion of degree requirements. Students must apply for graduation by the published deadline. Students should complete both an Application for Graduation form and a Student Progress Report form, available on the web or in the Registrar's Office. The application is approved by the advisor, division/department chair, and dean. Approval by the Registrar's Office results in degree certification and awarding of the diploma. A $125 graduation application fee covers costs of diplomas and commencement.

Commencement

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

Diplomas

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

General Education Courses

General Education Requirement	Communication Courses
Mathematics Courses	Physical and Life Sciences
Humanities and Fine Arts	Social and Behavioral Sciences
Total Credit Hours	University General Education Outcomes

General Education Requirement

The general education requirement at Governors State University provides graduates with a broad foundation in the liberal arts and sciences. All undergraduate degree-seeking students are required to meet the university general education requirement before graduation. Students may fulfill this requirement in any of four ways:

1. Transfer to Governors State University having earned an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from a regionally-accredited Illinois community college. The Associate of Fine Arts (A.F.A.), Associate of Engineering Sciences (A.E.S.), and the Associate of Applied Science (A.A.S.) do not meet this requirement.
2. Provide documentation of having earned a bachelor's degree from one of the state universities in Illinois (itransfer.org).
3. Complete the Illinois Articulation Initiative General Education Core Curriculum (GECC) at another participating institution and have it noted on the transcript.
4. Complete the distribution requirements in the relevant content area, with a grade of "C" or better in each course. Requirements may be met either by presenting acceptable transfer courses as evaluated by the GSU Degree Audit Team or completing courses that were specifically approved because they meet the relevant general education requirement at Governors State University.

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. Currently approved courses in this area include:

- COMS - 1160 Public Discourse (3) (IAI C2 900)
- ENGL - 1000 Writing Studies I (3) (IAI C1 900)
- ENGL - 1010 Writing Studies II (3) (IAI C1 901R)

Mathematics

1 to 2 courses (3 to 6 semester credits). Currently approved courses in this area include:

- MATH - 2100 Elementary Statistics (3) (IAI M1 902) (Cross listed with STAT 2100)
- MATH - 2109 Finite Mathematics (3) (IAI M1 906)
- MATH - 2137 Mathematical Foundations (3)
- MATH - 2141 Mathematical Structures and Concepts II (3) (IAI M1 903)
- MATH - 2150 Discrete Mathematics (3) (IAI M1 905)
- MATH - 2281 Applied Calculus (3) (IAI M1 900-B)

- MATH - 2290 Calculus I (4) (IAI M1 900-1)
- MATH - 2292 Calculus II (4) (IAI M1 900-2)
- MATH - 2294 Calculus III (4) (IAI M1 900-3)
- STAT - 2100 Statistics (3) (IAI M1 902) (Cross listed with MATH - 2100 Elementary Statistics (3))

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.

Currently approved courses in the Physical Sciences include:

- ASTR - 1111 Introduction to Astronomy (3) (IAI P1 906)
- ASTR - 1112 Introduction to Astronomy Laboratory (1)
- CHEM - 1111 Chemical Science Foundations I (3)
- CHEM - 1112 Chemical Science Foundations Laboratory (1)
- CHEM - 1113 Introduction to Organic and Biological Chemistry (3)
- CHEM - 1141 General Chemistry I (3) (IAI P1 902)
- CHEM - 1142 General Chemistry I Lab (1) (IAI P1 902L)
- GEOG - 2100 Physical Geography (3)
- PHYS - 1111 Physical Science Foundations (3) (IAI P1 900)
- PHYS - 1112 Physical Science Foundations Laboratory (1) (IAI P1 900L)
- PHYS - 2141 Intermediate Physics I (3) (IAI P1 900)
- PHYS - 2142 Intermediate Physics Lab I (1) (IAI P1 900L)
- PHYS - 2171 University Physics I (3) (IAI P1 900)
- PHYS - 2172 University Physics I Lab (1) (IAI P1 900L)
- PHYS - 2323 Physics and Society (3) (IAI P1 901)
- PHYS - 3435 Meteorology Online (3) (online)

Currently approved courses in the Life Sciences include:

- BIOL - 1100 Human Biology (3) (IAI L1 904)
- BIOL - 1101 Human Biology Laboratory (1) (IAI L1 904L)
- BIOL - 1200 Environmental Biology (3) (IAI L1 905)
  BIOL - 1201 Environmental Biology Lab (1) (IAI L1 905L)
  BIOL - 1500 General Biology I (3)
- BIOL - 1501 General Biology I Laboratory (1) (IAI L1 910L and BIO 910)
- BIOL - 1510 General Biology II (3)
- BIOL - 1511 General Biology II Laboratory (1) (IAI L1 910L)
- BIOL - 2102 Biological Science Foundations I (3)
- BIOL - 2104 Biological Science Foundations II (3)
- BIOL - 2107 Biological Science Foundations Laboratory (1)
- BIOL - 2109 Biological Foundations Laboratory (1)
- BIOL - 3108 Human Evolution (3)
- BIOL - 3109 Human Evolution Laboratory (1)
- BIOL - 3112 Human Genetics: Concepts and Technology (3)

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.

Currently approved courses in the Fine Arts include:

- ART - 1100 Art Appreciation (3) (IAI F2 900)
- ART - 1110 Survey of Art History I (3) (IAI F2 901)
- ART - 1111 Survey of Art History II (3) (IAI F2 902)
- ART - 3101 Survey of Non-Western Art (3)
- ART - 3102 Worlds of Art (3)
- ART - 3103 Women in Art (3)
- ART - 3104 Modern to Contemporary Art History (3)
- ART - 3105 Gender and Sexuality in Art (3)
- ART - 3106 Sculpture Parks and Public Art (3)
- ART - 3107 Survey of Asian Art (3)
- INST - 4110 Worlds of Art (3)
- MUS - 1500 Music of the World (3) (IAI F1 903N)
- MUS - 2101 Understanding Elements of Music (3)
- MUS - 2301 Survey of Music History (3)
- TAPS - 1100 Theatre Appreciation (3) (IAI F1 907)

Currently approved courses in the Humanities include:

- CDIS - 2100 Introduction to Sign Language (3)
- CDIS - 3100 Intermediate Sign Language (3)
- ENGL - 1111 British Literature I (3) (IAI H3 912)
- ENGL - 1112 British Literature II (3) (IAI H3 913)
- ENGL - 1221 American Literature I (3) (IAI H3 914)
- ENGL - 1222 American Literature II (3) (IAI H3 915)
- ENGL - 2131 Literature for Children and Adolescents (3) (IAI H3 918)
- ENGL - 2331 World Literature I (3) (IAI H3 906)
- ENGL - 2332 World Literature II (3) (IAI H3 907)
- ENGL - 3115 Studies in Mythology (3)
- ENGL - 3123 Modern American Poetry: Voices and Visions (3)
- ENGL - 3330 Studies in Literature (3)
- FYS - 1001 Interdisciplinary Humanities (3) (IAI H9 900)
- GNSX - 1200 Gender and Identity in Literature (3) (IAI H3 911D)
- HIST - 1110 History of the United States to 1865 (3)
- HIST - 1120 History of the United States since 1865 (3) (IAI H2 905)
- ICS - 3200 Dynamics of the Spanish Language (3)
- ICS - 3400 Chinese Language and Culture I (3)
- ICS - 3401 Chinese Language and Culture II (3)
- ICS - 3550 German Language and Culture I (3)
- ICS - 3551 German Language and Culture II (3)
- JAPN - 3350 Japanese Language and Culture I (3)
- JAPN - 3351 Japanese Language and Culture II (3)
- PHIL - 1100 Introduction to Philosophy (3) (IAI H4 900)
- PHIL - 1202 Introduction to Ethics (3)
- PHIL - 1886 Logic and Practical Reasoning (3)
- PHIL - 2111 Philosophy of World Religions (3)
- PHIL - 2112 Philosophical Issues in Religion (3)
- PHIL - 3333 Ethics in Healthcare (3)
- RELS - 2100 Introduction to Religious Studies (3) (IAI H5 900)

- RELS - 2112 Philosophy and Religion (3) (IAI H4 905)
- RELS - 2115 Religious Scriptures and Sacred Texts (3) (IAI H5 901)
- SPAN - 3250 Spanish Language and Culture I (3)
- SPAN - 3251 Spanish Language and Culture II (3)

Social and Behavioral Sciences

3 courses (9 semester credits) with courses selected from at least two disciplines.

- ANSO - 2100 Gender and Sexuality (3) (IAI S7 904D)
- ANTH - 1100 Cultural Anthropology (3) (IAI S1 901N)
- ANTH - 2100 Trends in Cross-Cultural Analysis (3)
- ANTH - 2500 Archaeology (3) (IAI S1 903)
- CJUS - 2100 Introduction to Criminal Justice (3)
- CJUS - 2200 Introduction to Corrections (3)
- CJUS - 2300 Introduction to Juvenile Justice (3)
- CJUS - 2360 Judicial Process and Constitutional Issues in Criminal Justice (3)
- CJUS - 2400 Policing Foundations (3)
- CJUS - 2500 Criminal Law and Procedure (3)
- CJUS - 3020 History of Corrections and Punishment (3)
- ECON - 2301 Principles of Microeconomics (3) (IAI S3 902)
- ECON - 2302 Principles of Macroeconomics (3) (IAI S3 901)
- GEOG - 1100 Geography, Non-Western World (3) (IAI S4 902N)
- GEOG - 2500 World Regional Geography (3) (IAI S4 901)
- GBLS - 1100 Introduction to Global Studies (3)
- GBLS - 2100 Cross-cultural Relationships (3) (IAI S9 900)
- GNSX - 2100 Introduction Gender and Sexuality Studies (3) (IAI S9 900)
- HIST - 2700 World History to 1500 (3) (IAI S2 912N)
- HIST - 2710 World History Since 1500 (3) (IAI S2 913N)
- LACL - 2100 Introduction to Latin American, Caribbean, and Latino Studies (3)
- MCOM - 2520 Introduction to Media and Society (3)
- POLS - 2100 American National Government (3) (IAI S5 900)
- POLS - 2101 Principles of Political Science (3) (IAI S5 903)
- POLS - 2200 Local Governmental Systems (3)
- POLS - 2950 Transformation of Global System (3) (IAI S5 904)
- PSYC - 1101 Principles of Psychology (3) (IAI S6 900)
- PSYC - 2201 Life-span Developmental Psychology (3) (IAI S6 902)
- PSYC - 2345 Social Psychology (3) (IAI S8 900)
- PSYC - 3201 Child Development (3) (IAI S6 903)
- SOC - 1100 Introduction to Sociology (3) (IAI S7 900)
- SOC - 2100 Contemporary Social Issues (3) (IAI S7 901)
- SOC - 2800 Sociology of Marriage and Family (3) (IAI S7 902)
- SOSC - 2100 Survey of Social Science (3) (IAI S7 901)
- SOSC - 3200 Perspectives on Diversity (3) (Previously SOCS 32A)

Total: 38 - 41 credit hours

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

Information on specific courses that may be applied to the general education course requirements

may be obtained from academic advisors.

University General Education Outcomes

Specific details on Governors State University General Education Outcomes are included in the Bachelor's Degree Requirements pages of this catalog.

College of Arts and Sciences

Andrae Marak, Interim Dean

Faculty in the College of Arts and Sciences

Division of Chemistry and Biological Sciences

John Sowa, Chairperson

Professors

Mary Carrington
Xiaoyong Chen
Timothy Gsell
Shailendra Kumar
John Yunger

Associate Professors

Pamela Guimond
Walter Henne

Assistant Professors

Erin Grey
Sanjaya Ranmohotti
Joong-Won Shin

Lecturers

Richard Baisa
Richard Fox
Stephen Kent
Kevin Riley
Aheda Saber

Visiting Professor

Vicky Valancius-Mangel

Division of Communication, Visual and Performing Arts

Lori Montalbano, Chairperson

Professors

Emmanuel Alozie
Javier Chavira
Jane Rhoades Hudak
Tony Labriola
Angela Latham
Dan Nearing

Associate Professors

Yevette Brown
Mary Lanigan
Sang Hoon Lee
Lori Montalbano
Beth Parin
David Rhea
Jason Zingsheim

Assistant Professors

Leanne Cambric
Jayne Goode
Deborah James
Patrick Santoro
Lara Christina Stache

Lecturers

Arness Krause
Alexander Glumac
Mike Hart
Sharon Hudson
Gretchen Jankowski
Michele McMaster
Jerry Slowik

Division of Computing, Mathematics and Technology

Yun-Yau (Steve) Shih, Chairperson

Professors

Dianne Galante
Soon-Ok Park

Yun-Yau (Steve) Shih
Xueqing (Clare) Tang

Associate Professors

Andrius Tamulis

Assistant Professors

Angela Renee Thompson
Chris Tweddle
Jing Zhang

Lecturers

Victor Akatsa
Neng-Shin Chen
Steve Hyzny
Robert Kaufmann
Yalu Lin
Richard Manprisio
Nancy Paus
Aslam Shahid
George Sweiss

Division of Humanities and Social Sciences

Lori Montalbano, Interim Chairperson

Professors

Mary Bruce
Rosemary Johnsen
Frances Kostarelos
Rashidah Jaami' Muhammad

Associate Professors
Daniel Cortese
Donald Culverson
Susan Gaffney
David Golland
Elizabeth Johnson
Vincent Jones
Andrae Marak
Khalil Marrar
Kerri Morris

Bradley Smith
Christopher T. White
Bruce Wilson

Assistant Professors

Amanda Athon
Ben Almassi
Sayoni Bose
Natalia Ermasova
Jelena Radovic-Fanta
Joao Salm
Amy Vujaklija
Brian Vivona
Ellen Walsh
Nicole Warmington-Granston

University Professor

Farouk Shaaban

Visiting Professor

Reynolds Andujar
Rhonda DeLong

Lecturers

Bill Craig
John Edwards
Cheryl Hague
William Kelley
Caron Jacobson
Milan Panic
Christina Sintic
Robin Thompson
Laura White

Undergraduate Programs Overview

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

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

In all these endeavors, the college seeks to:

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

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

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

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

"IAI" course designations refer to the statewide Illinois Articulation Initiative previously discussed and found at website www.itransfer.org.

Teacher Licensure

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

Degree Requirements for Undergraduate Programs

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

Requirements for specific degree programs are listed below under Programs Offered.

Graduate Programs Overview

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

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

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

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

- contribute to the welfare and advancement of human societies throughout the region, the state, and the world.

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

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

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

Degree Requirements for Graduate Programs

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

Requirements for specific degree programs are listed below under Programs Offered.

Programs Offered

Division of Chemistry and Biological Sciences
Bachelor of Science
Biology, B.S.

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

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

In addition, only grades of "C" or better will be accepted for transfer for the following courses normally taken at the lower-division level: eight hours of general biology with laboratory, three hours of botany with laboratory, three hours of zoology with laboratory, eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, and college algebra. General Education Requirements (38-41 Hours)

The following courses must be taken to meet major and general education requirements:
- General Biology I with Laboratory (4)

- General Chemistry I with Laboratory (4)
- MATH - 2281 Applied Calculus (3)

Required Courses (63 Hours)

The following courses must be taken at the lower-division level:
- General Biology II with Laboratory (4)
- General Chemistry II with Laboratory (4)

The following courses can be taken at either the lower-division or upper-division level:
- Botany with Laboratory (3)
- Zoology with Laboratory (3)
- Organic Chemistry with Laboratory (8)
- BIOL - 3360 Comparative Anatomy (3)
- BIOL - 3361 Comparative Anatomy Laboratory (1)
- BIOL - 4430 Microbiology (3)
- BIOL - 4431 Microbiology Laboratory (1)
- PHYS - 2141 Intermediate Physics I (3)
- PHYS - 2142 Intermediate Physics Lab I (1)
- PHYS - 2143 Intermediate Physics II (3)
- PHYS - 2144 Intermediate Physics Lab II (1)

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

- BIOL - 3099 Biology Junior Seminar (3)
- BIOL - 3322 Ecology (3)
- BIOL - 3323 Ecology Laboratory (1)
- BIOL - 3340 Genetics (3)
- BIOL - 3370 Cell Biology (3)
- BIOL - 3371 Cell Biology Laboratory (1)
- BIOL - 4450 Animal Physiology (3)
- BIOL - 4451 Animal Physiology Laboratory (1)
- BIOL - 4460 Plant Physiology (3)
- BIOL - 4461 Plant Physiology Laboratory (1)
- BIOL - 4965 Senior Capstone: Evolution (3)
- BIOL - 4990 Undergraduate Research I (1)
- BIOL - 4992 Undergraduate Research II (1)
- STAT - 4219 Statistical Methods (3)

Upper-Division Applications Selectives (9 Hours)

Select nine hours from the following courses:
- BIOL - 4510 Biological Literature (1)
- BIOL - 4522 Ornithology (2)
- BIOL - 4523 Ornithology Laboratory (1)
- BIOL - 4530 Biotechnology (2)
- BIOL - 4531 Biotechnology Laboratory (1-2)

- BIOL - 4555 Mammalogy (2)
- BIOL - 4556 Mammalogy Laboratory (1)
- BIOL - 4560 Plant Systematics (2)
- BIOL - 4561 Plant Systematics Laboratory (1)
- BIOL - 4570 Immunology (3)
- BIOL - 4580 Behavioral Ecology (3)
- BIOL - 4700 Conservation Genetics (2)
- BIOL - 4701 Conservation Genetics Lab (1)

NOTE:

Other biology courses as approved by the academic advisor.
Electives (7 Hours)

May include credit-hours needed to meet minor requirements.

Additional courses such as Analytical Chemistry (CHEM-3233/CHEM-3234), Analytical Biochemistry (CHEM-6333 /CHEM-6334), Introduction to Computer Technology (CPSC-2005), or Computer Programming: Visual BASIC (CPSC-3120) are strongly recommended.

Total - 120 Hours

Biology, B.S. with a Concentration in Teacher Education

The curriculum for the undergraduate major in Biology with a teacher education concentration, offered through the College of Arts and Sciences, 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 Licensure

This program is approved by the Illinois State Board of Education and leads to the Initial Secondary License qualifying students to teach biology and general science. Students who major in biology with a concentration in secondary education may obtain an endorsement that prepares them for teaching in the middle school. Students wishing to pursue this endorsement must take three hours in the psychology of early adolescent development, three hours in curriculum instruction and three hours of methods related to the middle school. Students should contact their advisor for specific course requirements.

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

Students must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in the catalog.

Admission to Biology Teacher Education

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

1. have a cumulative G.P.A. of 2.75 or higher in all lower division courses applied to the degree program;
2. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher;
3. submit evidence of having passed the Test of Academic Proficiency (formerly Basic Skills)of the Illinois Licensure Testing System;
4. submit scores from the ETS Proficiency Profile;
5. complete EDUC-2310 (or equivalent) with a grade of "B" or better, and
6. Attend the Secondary Education Orientation.

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

Student Progress

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

Conditional Continuation

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

Admission to Student Teaching

Students must apply for admission to student teaching before enrolling in EDUC - 4999 Student Teaching: Senior Capstone (12). An application for admission to student teaching must be submitted to the director of Field Experiences in the Division of Education. The application must be submitted by November 30 for the fall term and January 31 for the spring term proceeding the academic year in which the student intends to teach. Student teaching is not offered in the summer term. This application for student teaching will certify that the student applying has or

will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher,
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC-4330 and EDUC-4340 with a grade of "B" or better;
3. must have completed methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Licensure;
6. submit evidence of having passed the Biology content area exam of the Illinois Licensure Testing System; and
7. receive a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Students must meet all university requirements for a bachelor's degree; and, in addition, students must complete the General Education Requirement for Teacher Licensure, Initial Secondary License listed below. Completion of this requirement meets the general education requirement. In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in biology and chemistry courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP-2101, EDUC-3440, and SPED-2100, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC-2310, EDUC-4330, and EDUC-4340;
7. earn a grade of "B" or better in EDUC-4999;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in nonwestern or third world cultures;
11. complete the following course work with a grade of "B" or better: eight hours of general biology with laboratory, three hours of botany with laboratory, three hours of zoology with laboratory, eight hours of general chemistry with laboratory, eight hours of organic

chemistry with laboratory;

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

General Education Requirements for Teacher Licensure, Initial Secondary License, Biology (48 Hours)

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

- General Biology with Lab (8)
- General Chemistry with Lab (8)

Additional Courses

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

- Written Communication (6)
- Oral Communication (3)
- American History (3)
- U.S. Government (3)
- Humanities (6)
- Fine Arts (3)
- Introduction to Psychology (3)
- Health (2)
- MATH - 2281 Applied Calculus (3)

Required Courses (84 Hours)

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

- Botany with Laboratory (3)
- Zoology with Laboratory (3)

- Organic Chemistry with Laboratory (8)
- [BIOL - 3360 Comparative Anatomy (3)](#)
- [BIOL - 3361 Comparative Anatomy Laboratory (1)](#)
- [BIOL - 4430 Microbiology (3)](#)
- [BIOL - 4431 Microbiology Laboratory (1)](#)
- [EDUC - 2310 Foundations of Education (3)](#)
- [PHYS - 2141 Intermediate Physics I (3)](#)
- [PHYS - 2142 Intermediate Physics Lab I (1)](#)
- [PHYS - 2143 Intermediate Physics II (3)](#)
- [PHYS - 2144 Intermediate Physics Lab II (1)](#)
- [SPED - 2100 Survey of Students with Exceptionalities (3)](#)

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

- [BIOL - 3099 Biology Junior Seminar (3)](#)
- [BIOL - 3322 Ecology (3)](#)
- [BIOL - 3323 Ecology Laboratory (1)](#)
- [BIOL - 3340 Genetics (3)](#)
- [BIOL - 3370 Cell Biology (3)](#)
- [BIOL - 3371 Cell Biology Laboratory (1)](#)
-

  Select one physiology course and its corresponding lab from the following two:

- [BIOL - 4450 Animal Physiology (3)](#)
- [BIOL - 4451 Animal Physiology Laboratory (1)](#)
- *Or*
- [BIOL - 4460 Plant Physiology (3)](#)
- [BIOL - 4461 Plant Physiology Laboratory (1)](#)
-
- [BIOL - 4990 Undergraduate Research I (1)](#)
- [BIOL - 4992 Undergraduate Research II (1)](#)
- [EDCP - 2101 Introduction to Educational Technology (3)](#)
- [EDUC - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)](#)
- [EDUC - 4330 Principles of Science Education (3)](#)
- [EDUC - 4340 Teaching Secondary School Science (3)](#)
- [EDUC - 4999 Student Teaching: Senior Capstone (12)](#)
- [PHYS - 1200 Earth and Space Science (3)](#)
- [STAT - 4219 Statistical Methods (3)](#)

Total - 134 Hours

Chemistry, B.S.

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

American Chemical Society Certification

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

Degree Requirements

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

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

General Education Requirement (37-41)

The following courses must be taken, at the lower-division level, to meet major and general education requirements:

- General Chemistry I with Laboratory (4)
- Calculus I (4)

Required Courses (61 Hours)

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

- General Chemistry II with Laboratory (4)
- Calculus II (4)

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

- Organic Chemistry with Laboratory (8)
- Physics with Laboratory (8)
- CHEM - 3233 Analytical Chemistry (3)
- CHEM - 3234 Analytical Chemistry Laboratory (1)
- MATH - 2271 Differential Equations (3)

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

- CHEM - 3099 Chemistry Junior Seminar (3)
- CHEM - 3641 Physical Chemistry I Lecture (3)
- CHEM - 3642 Physical Chemistry I Laboratory (1)
- CHEM - 3643 Physical Chemistry II Lecture (3)
- CHEM - 3644 Physical Chemistry II Laboratory (1)
- CHEM - 4743 Instrumental Analysis (3)
- CHEM - 4744 Instrumental Analysis Laboratory (1)
- CHEM - 4443 Advanced Inorganic Chemistry (3)
- CHEM - 4444 Advanced Inorganic Chemistry Laboratory (1)
- CHEM - 4552 Introduction to Chemistry Software and Molecular Modeling (1)
- CHEM - 4331 Biochemistry Lecture (3)
- CHEM - 4332 Biochemistry Laboratory (1)

- STAT - 4219 Statistical Methods (3)
- CHEM - 4965 Senior Capstone and Thesis in Chemistry (3)

Advanced Laboratory Selective (2 Hours)

- CHEM - 4952 Organic Synthesis and Structural Methods (2)
- CHEM - 4962 Undergraduate Research Experience (2)

Biology or Computer Science Selective (3 Hours)

Select one of the following Computer Science courses or one Biology course, any of which may be taken at either the lower-division or upper-division level:
- CPSC - 2005 Introduction to Computer Technology (3)
- CPSC - 3120 Computer Programming: Visual BASIC (3)

Advanced Selectives (6 Hours)

Select six hours from the following courses.
- CHEM - 4333 Analytical Biochemistry (2)
- CHEM - 4334 Analytical Biochemistry Laboratory (1)
- CHEM - 4990 Chemistry Research (1-3)
- CHEM - 5145 Environmental Chemistry Lecture (3)
- CHEM - 5146 Environmental Chemistry Laboratory (1)
- CHEM - 5157 Polymer Chemistry (3)

NOTE:

Other science courses as approved by academic advisor.

Electives (7-11 Hours)

Total - 120 Hours

NOTE:

* May be used to meet the general education requirements and will increase the number of electives required.

Chemistry, B.S. with a Concentration in Teacher Education

The curriculum for the undergraduate major in Chemistry with a teacher education concentration offered through the College of Arts and Sciences, 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 Licensure

This program is approved by the Illinois State Board of Education and leads to the Initial Secondary License 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, three hours in curriculum instruction and three hours of methods related to the middle school. Students should contact their advisor for

specific course requirements.

To be recommended for an Illinois State Board of Education teaching license, the student must present evidence of having passed the Basic Skills, Subject-Matter Knowledge, and Assessment of Professional Teaching examinations of the Illinois Licensure Testing System.
Students must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in the catalog.

Admission to Chemistry Teacher Education
In addition to meeting all university admission requirements for undergraduate students, applicants must meet the following requirements to continue in the program:
1. have a cumulative G.P.A. of 2.75 or higher in all lower division course work applied to the degree program;
2. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher;
3. submit evidence of having passed the Basic Skills Test of the Illinois Licensure Testing System;
4. submit scores from the ETS Proficiency Profile;
5. complete EDUC-2310 (or equivalent) with a grade of "B" or better; and
6. attend a Secondary Education Orientation.

All candidates for Illinois teacher licensure at Governors State University are required to submit a criminal background check by Accurate Biometrics prior to their initial field experience in the schools. For more information on this testing and available test sites, visit accuratebiometrics.com. Consult with your advisor for information concerning the related GSU policies and procedures.

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

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

Admission to Student Teaching
Students must apply for admission to student teaching before enrolling in EDUC - 4999 Student Teaching: Senior Capstone (12). An application for admission to student teaching must be submitted to the Director of Field Experiences in the College of Education. The application must

be submitted by November 30 for the fall term and January 31 for the spring term proceeding the academic year in which the student intends to teach. Student teaching is not offered in the summer term. This application for student teaching will certify that the student applying has or will have met the following requirements: [second sentence revised]

1. completed at least 59 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC-4330 and EDUC-4340 with a grade of "B" or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which he/she is enrolled with a G.P.A. of 3.0 or higher, completing all courses with a grade of "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which he/she will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Licensure;
6. submit evidence of having passed the Chemistry Content Area examination of the Illinois Licensure Testing System; and
7. receive a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Students must meet all university requirements for a bachelor's degree within five years of admission to the program. Students must complete the General Education Requirement for Teacher Licensure, Initial Secondary License listed below. Completion of this requirement meets the general education requirement.
In addition, students must:

1. have a cumulative G.P.A. of 2.75 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A of 3.0 or higher in chemistry, biology, physics and earth science courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP-2101, EDUC-3440, and SPED-2100 with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC-2310, EDUC-4330, and EDUC-4340;
7. have earned a grade of "B" or better in EDUC-4999;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-Western or Third World Cultures;
11. complete eight hours of general chemistry with laboratory with a grade of "B" or better;
12. show evidence of having passed the Assessment of Professional Teaching;
13. meet any additional requirements listed in the Teacher Licensure section of this catalog;

and
14. receive a positive recommendation from the Secondary Education Student Progress Committee.

General Education Requirement for Teacher Licensure, Initial Secondary License Chemistry (60 Hours)

[*number of hours revised*]
The following courses must be taken at the lower-division level:

- General Chemistry with Laboratory (8)
- Calculus (8)

Additional Courses

The following courses can be taken at either the lower-division or upper-division level and must include at least one three-hour course in non-Western or Third World cultures:
- Physics with Laboratory (8)
- Written Communication (6)
- Oral Communication (3)
- American History (3)
- Humanities (6)
- Fine Arts (3)
- U.S. Government (3)
- Introduction to Psychology (3)
- Health (2)
- Biological Foundations (7)

Required Courses (65 Hours)

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

- Organic Chemistry with Laboratory (8)
- CHEM - 3233 Analytical Chemistry (3)
- CHEM - 3234 Analytical Chemistry Laboratory (1)
- EDUC - 2310 Foundations of Education (3)
- SPED - 2100 Survey of Students with Exceptionalities (3)

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

- CHEM - 3135 Chemical Safety (1)
- CHEM - 3641 Physical Chemistry I Lecture (3)
- CHEM - 3642 Physical Chemistry I Laboratory (1)
- CHEM - 3643 Physical Chemistry II Lecture (3)
- CHEM - 3644 Physical Chemistry II Laboratory (1)
- CHEM - 5145 Environmental Chemistry Lecture (3)
- CHEM - 5146 Environmental Chemistry Laboratory (1)

- CHEM - 4331 Biochemistry Lecture (3)
- CHEM - 4332 Biochemistry Laboratory (1)
- EDCP - 2101 Introduction to Educational Technology (3)
- EDUC - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)
- EDUC - 4330 Principles of Science Education (3)
- EDUC - 4340 Teaching Secondary School Science (3)
- EDUC - 4999 Student Teaching: Senior Capstone (12)
- PHYS - 1200 Earth and Space Science (3)
- STAT - 4219 Statistical Methods (3)

Chemistry Selective (1 Hour)

Select one of the following which may be taken at the upper-division level:
- CHEM - 4962 Undergraduate Research Experience (2)
- CHEM - 4990 Chemistry Research (1-3)

Total - 126 Hours

Master of Science

Analytical Chemistry, M.S.

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

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

Required Preparation
Before admission, applicants should have completed the following course work with a grade of "B" or better in each course: at least four hours of analytical chemistry with lab (CHEM-3233, CHEM-3234); eight hours of physical chemistry with lab (CHEM-3641, CHEM-3642, CHEM-3643, CHEM-3644; eight hours of organic chemistry with lab (CHEM-3531, CHEM-3532, CHEM-3533, CHEM-3534); three hours of biochemistry (CHEM-4331); three hours of advanced inorganic chemistry (CHEM-4443); three hours of statistical methods (STAT-4219/STAT-6219); three hours of computer science; and one hour of chemical literature (equivalent to CHEM-4155). Students lacking one or more of these courses or having less than a

"C" in a course may be admitted to the program. However, they will have to complete or repeat the appropriate course(s) at Governors State University. All students are conditionally admitted until course review is completed and placement exam requirements are satisfied.

Placement Exams

All conditionally admitted students enrolled in the M.S. Analytical Chemistry program will be required to take placement exams in organic chemistry, physical chemistry, analytical chemistry, inorganic chemistry, and biochemistry. These multiple choice exams were developed by the American Chemical Society to assess entering graduate students and cover the course content in the various fields of chemistry at the undergraduate level. Students who show a deficiency in these areas will be required to take and earn a minimum grade of B in the respective undergraduate course(s): Organic Chemistry Lecture and Laboratory I and II (CHEM-3531, CHEM-3532, CHEM-3533, CHEM-3534); physical chemistry: Physical Chemistry Lecture and Laboratory I & II (CHEM-3641, CHEM-3642, CHEM-3643, CHEM-3644); analytical chemistry: Analytical Chemistry Lecture and Laboratory (CHEM 3233, CHEM 3234); and either inorganic chemistry: Advanced Inorganic Chemistry (CHEM-4443) or biochemistry: Biochemistry (CHEM-4331). The deficiency courses should be taken within the five terms of initial registration. Students who do not receive the grades of "B" in the deficiency courses within the prescribed time may be dropped from the program. The new students who have earned a bachelor's degree in chemistry and who have received the grades of "B" or better in organic chemistry, physical chemistry, analytical chemistry, inorganic chemistry, and biochemistry may opt to not participate in the respective exam(s).

Thesis/Project/Internship Option

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

In the thesis option, students develop a thesis proposal usually related to a faculty member's research, carry out a formal research study under the supervision of the faculty member and a degree committee, prepare a final manuscript, and make a presentation in CHEM - 8997 Research Presentation in Chemistry (1) . 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 CHEM - 8997 Research Presentation in Chemistry (1) .

In the chemistry literature project option, students identify a chemistry project related to the one or more courses of the master's degree study in analytical chemistry, do an in depth current literature inquiry, and prepare a final report with discussions including their own conclusions including future developments. The minimum time for the research project is one term. The chemistry literature project students make a presentation of the relevant literature in CHEM - 8997 Research Presentation in Chemistry (1) .

In the internship option, students identify an internship sponsor, complete an internship application and proposal, and, once accepted, complete the internship under the joint guidance of the site supervisor and GSU faculty sponsor. A final written report and presentation in CHEM -

8997 Research Presentation in Chemistry (1) is required.

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

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

Degree Requirements

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

Required Courses (13 Hours)

- CHEM - 6443 Inorganic Spectroscopy (2)
- CHEM - 6444 Inorganic Spectroscopy Laboratory (1)
- CHEM - 6544 Organic Spectroscopy Laboratory (1)
- CHEM - 6543 Organic Spectroscopy (2)
- CHEM - 6733 Chromatography (3)
- CHEM - 6734 Chromatography Laboratory (1)
- CHEM - 8157 Methods Development (3)

Chemistry Selectives (10 to 15 Hours)

- CHEM - 6333 Analytical Biochemistry (2)
- CHEM - 6334 Analytical Biochemistry Lab (1)
- CHEM - 6752 Practical Chemistry Instruction (1)
- CHEM - 8733 Mass Spectrometry (3)
- CHEM - 8734 Mass Spectrometry Laboratory (1)
- CHEM - 8753 Electrochemistry (3)
- CHEM - 8754 Electrochemistry Laboratory (1)
- CHEM - 8763 NMR Spectroscopy (3)
- CHEM - 8764 NMR Spectroscopy Laboratory (1)

Advanced Selectives (4 to 9 Hours)

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

NOTE:

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

Thesis/Project/Internship Option (4 -7 Hours)

Students in the thesis option take 7 hours from this section, and select a minimum of 16 hours from Chemistry Selectives and Advanced Selectives above.
All other students take 4 hours from this section and select a minimum of 19 hours from Chemistry Selectives and Advanced Selectives above.

- CHEM - 8930 Graduate Chemistry Literature Project (1-3)
- CHEM - 8950 Graduate Research Project (1-3)
-
- CHEM - 8959 Graduate Thesis Literature Search (1)
- *OR*
- CHEM - 8960 Graduate Thesis Project (1-5)
-
- CHEM - 8997 Research Presentation in Chemistry (1)
- *OR*
- CHEM - 8940 Internship (1-4)
-
- CHEM - 8997 Research Presentation in Chemistry (1)

Total - 36 Hours

Environmental Biology, Management and Policy, M.S.

The College of Arts and Sciences offers a graduate major in Environmental Biology, Management and Policy that prepares students as professional biologists with a strong environmental emphasis. All students share core courses that train them in the practice of graduate-level scholarship and in the design and analysis of field and laboratory studies; and shared selective courses emphasize applied principles and methods in fields such as toxicology, GIS, hydrology and environmental chemistry.

Students may choose either the Environmental Biology or Environmental Management and Policy concentration that comprises the remainder of their required and selective courses. The Environmental Biology concentration emphasizes applied ecological research, and is designed for students interested in designing and conducting work in ecological research and data acquisition, entering a doctoral degree program, or teaching at the college level. The capstone experience in this concentration is independent research culminating in a graduate thesis or project. The Environmental Management and Policy concentration emphasizes application of sound principles in natural resource management, environmental policy and planning to natural resource policy and management decisions. The capstone experience in this concentration is a professional internship with a public land management or regulatory agency, a private consulting firm or a non-profit organization with an environmental conservation mission.
Graduates may 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. Other employment opportunities include work in the public or private sector in environmental consulting, habitat assessment, environmental policy or as 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, forest and prairie ecology, ecological restoration, small mammal population dynamics, conservation genetics, environmental toxicology and comparative physiology, plant physiology, ecosystem ecology, environmental policy, and curriculum develpment in biology education.

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

Required Preparation
Applicants for the Environmental Biology concentration 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-4219/STAT-6219), and four hours each of organic chemistry with lab, ecology with lab, microbiology with lab, and either animal physiology with lab or plant physiology with lab. A second course in organic chemistry may be recommended in consultation with the graduate academic advisor. Applicants for the Environmental Management and Policy concentration must complete the following course work with a grade of "C" or better in each course: eight hours of general biology with lab and three hours of statistical methods (STAT-4219/STAT-6219).
A student may be provisionally admitted to the program in either concentration pending completion of required courses or the re-taking of courses for which the original grade was less than "C." Students are expected to be proficient in a Windows environment with file management, word processing, spreadsheet, graphing, and Internet skills. Otherwise CPSC-2005 or equivalent will be required with a grade of "C" or better.

Thesis/Project Option
As part of the Environmental Biology concentration, students must choose between a thesis or project option.

In the thesis option, students develop a thesis proposal usually related to a faculty member's research, carry out a formal research study under the supervision of the faculty member and a degree committee, prepare a final manuscript that includes a thorough literature review chapter followed by a traditional manuscript chapter suitable for publication consideration, and make a formal research presentation. The thesis option would be appropriate for students who have focused research interests or who intend to pursue doctoral study.

In the project option, students develop a master's project proposal, complete the project in conjunction with a faculty member, and prepare a final technical report, and make a formal research presentation.

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

1. Required Preparation: Complete the required preparation course work listed above with a grade of "C" or better in each course.
2. Degree Plan: Meet during the first term of enrollment with the program academic advisor and faculty to complete a degree plan for the student's course of study in Environmental Biology. The degree plan must be approved by at least three faculty members, 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 members. Approved research proposals must be filed with the program academic advisor at least one year before the student's expected date of graduation.
4. Grade Point Average: Maintain a G.P.A. of 3.0 or better to sustain candidacy.

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

Degree Requirements

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

Required Courses (10 Hours)

- BIOL - 7110 Graduate Seminar (1) *
- *Taken each term after completion of required coursework; required to take four times.
- BIOL - 7400 Introduction to Biological Research (2)
- STAT - 8820 Experimental Design for the Natural Sciences (4)

Concentration Required Courses (12-15 Hours)

Environmental Biology Concentration

- BIOL - 6657 Ecological Methods: Populations (2)
- BIOL - 6660 Ecological Methods: Communities (2)
- BIOL - 8860 Ecosystem Ecology (2)
- Must select *Thesis* or *Project o*ption; difference is in required hours for BIOL-8990
- BIOL - 8990 Graduate Thesis/Project (1 - 6) *
- Thesis Option: Six (6) hours required; Project Option: Two (2) hours required.
- BIOL - 8998 Research Presentation (1)

Environmental Management and Policy Concentration

- BIOL - 6210 Natural Resource Management (3)
- BIOL - 6211 Natural Resource Management Laboratory (1)
- BIOL - 6220 Contemporary Issues in Environmental Law and Policy (3)
- BIOL - 6230 Cultural Ecology and Environmental Policy (3)
- BIOL - 8970 Capstone Internship (1-4)
- BIOL - 8995 Internship Presentation (1)

Selectives (9-19 Hours)

Students in the Environmental Biology Concentration - Thesis Option - select a minimum of 3 courses (9 hours). Students in the Environmental Biology Concentration - Project Option - select a minimum of 19 hours. Students in the Environmental Management and Policy Concentration select a minimum of 13 hours.

- **Selectives Open to All Students**
- BIOL - 6615 Geographical Information Systems (3)
- BIOL - 6641 Toxicology (3)
- BIOL - 6560 Plant Systematics (2)
- BIOL - 6561 Plant Systematics Laboratory (1)
- BIOL - 6536 Environmental Hydrology (2)
- BIOL - 6537 Environmental Hydrology Laboratory (1)
- CHEM - 5145 Environmental Chemistry Lecture (3)
- CHEM - 5146 Environmental Chemistry Laboratory (1)
- Other graduate-level science courses as approved by the academic advisor.

Environmental Biology Selectives
- BIOL - 6522 Ornithology (2)
- BIOL - 6523 Ornithology Laboratory (1)
- BIOL - 6530 Biotechnology (2)
- BIOL - 6531 Biotechnology Laboratory (1-2)
- BIOL - 6555 Mammalogy (2)
- BIOL - 6556 Mammalogy Laboratory (1)
- BIOL - 6590 Aquatic Ecology (2)
- BIOL - 6591 Aquatic Ecology Laboratory (1)
- BIOL - 6700 Conservation Genetics (2)
- BIOL - 6701 Conservation Genetics Lab (1)
- BIOL - 8840 Microbial Ecology (2)
- BIOL - 8841 Microbial Ecology Laboratory (1)

Environmental Management and Policy Selectives
- BIOL - 6310 Sustainable Buildings (3)
- BIOL - 6320 Land Use Planning (3)
- BIOL - 6330 Native Landscaping (3)

Total for Environmental Biology Concentration Thesis Option: 32 Hours

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Total for Environmental Biology Concentration Project Option: 38 Hours

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Total for Environmental Management and Policy Concentration: 38 Hours

Minors

Biology Minor

The College of Arts and Sciences offers an undergraduate minor in Biology 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.

Requirements for the Minor

General Requirements

Students must meet all university requirements for a minor. In addition, students must:
1. complete at least one course at the upper-division level; and
2. submit transfer courses potentially applicable to the minor to the biology advisor during the first week of the semester of intended graduation.

Required Courses (14 Hours)

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

- General Biology I & II with Labs (8)

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

- BIOL - 3316 Plant Diversity Lecture (2)
- BIOL - 3317 Plant Diversity Laboratory (1) or lower-division Botany with Lab
- BIOL - 3320 Animal Diversity (2)
- BIOL - 3321 Animal Diversity Laboratory (1) or lower-division Zoology with Lab

Selective (6 Hours or more)

- BIOL - 3108 Human Evolution (3)
- BIOL - 3112 Human Genetics: Concepts and Technology (3)
- BIOL - 3322 Ecology (3)
- BIOL - 3323 Ecology Laboratory (1)
- BIOL - 3360 Comparative Anatomy (3)
- BIOL - 3361 Comparative Anatomy Laboratory (1)
- BIOL - 4580 Behavioral Ecology (3)

NOTE:

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

Total Credit-hours - 20 Hours

Chemistry Minor

The College of Arts and Sciences offers an undergraduate minor in Chemistry to students majoring in other fields who wish to supplement their preparation in a major discipline with a substantial amount of course work in chemistry. The minor in Chemistry is particularly appropriate for those students who would like to develop a theoretical understanding of

chemistry and fundamental laboratory skills. A minor in Chemistry will generally enhance the prospects of students for employment in industry and education and for admission to graduate or professional schools.

Requirements for the Minor

Students must meet all university requirements for a minor.
In addition, students must:
1. complete at least one course at the upper-division level; and
2. submit transfer courses to the advisor for the minor for approval by the first week of the term of intended graduation.

Required Courses (16 Hours)

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

- General Chemistry I and II with Labs (8)

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

- CHEM - 3531 Organic Chemistry I Lecture (3)
- CHEM - 3532 Organic Chemistry I Laboratory (1)
- CHEM - 3533 Organic Chemistry II Lecture (3)
- CHEM - 3534 Organic Chemistry II Laboratory (1)

Selective (4 or more Hours)

Select one course with its corresponding lab:
- CHEM - 3233 Analytical Chemistry (3) *and*
- CHEM - 3234 Analytical Chemistry Laboratory (1)
- *OR*
- CHEM - 4331 Biochemistry Lecture (3) *and*
- CHEM - 4332 Biochemistry Laboratory (1)

NOTE:

Other upper-division level chemistry courses may be accepted in this category at the discretion of the advisor for the minor.
Total - 20 Hours

Graduate Certificate

Biology Education Certificate

This is a post-baccalaureate certificate to prepare graduates of Biology programs for teacher licensure in Biology at the secondary education level which is offered through the College of Arts and Sciences .

Teacher Licensure

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary High School License in Biology. To be recommended for certification by Governors State University, students must earn a grade "B" or better in EDUC-4999 Student Teaching: Senior Capstone: Biology.

To be recommended for an Illinois State Board of Education teaching license, the student must present evidence of having passed the Test of Academic Proficiency (formerly Basic Skills), Subject-Matter Knowledge, and Assessment of Professional Teaching examinations of the Illinois Licensure Testing System.

Students must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in this catalog. This requirement is likely to include additional general education, education, and content courses.

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

Admission to Biology Education

In addition to meeting all university admissions requirements for certificate students, applicants must meet the following requirements to be admitted to the Biology Education certificate:
1. have a bachelor's or higher in Biology from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the Certificate

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:
1. complete EDUC-2310 (or equivalent) with a grade of "B" or better;
2. submit evidence of having passed the Test of Academic Proficiency (formerly Basic Skills) of the Illinois Licensure Testing System; and
3. submit scores from the ETS Proficiency Profile.

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

Student Progress

The faculty monitors and evaluates student progress continually. The section, Licensure of Teachers and Other School Professionals, in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the secondary education faculty is available in the Secondary Education Undergraduate Student Handbook available via the student portal on the GSU website.

Conditional Continuation

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

Student Handbook

The Student Handbook Undergraduate Degrees in Secondary Education referred to in this catalog is available online at http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Arts_and_Sciences/Seco ndary_Education_Programs_in_Biology,_Chemistry,_English_and_Mathematics/

Admission to Student Teaching

Before enrolling in EDUC - 4999 Student Teaching: Senior Capstone (12), an application for admission to student teaching must be submitted to the director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC-6330 and EDUC-6340 with a grade of "B" or better;
3. must have completed methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Licensure;
6. submitted evidence of having passed the Biology content area exam of the Illinois Licensure Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

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

In addition, students must:

1. have a cumulative G.P.A. of 2.75 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in all biology, chemistry, and physics courses;
5. have a G.P.A. of 3.0 or higher for EDCP-6101, EDUC-3440, and SPED-6101, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC-2310, EDUC-6330, and EDUC-6340;
7. earn a grade of "B" or better in EDUC-4999;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in nonwestern or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Licensure section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

Professional Education (minimum of 24 Hours at GSU)
The following courses can be taken at either the lower-division or upper-division level:

- EDUC - 2310 Foundations of Education (3)

- SPED - 2100 Survey of Students with Exceptionalities (3) /
- SPED - 6101 Survey of Students with Exceptionalities (3)

- EDCP - 2101 Introduction to Educational Technology (3) /
- EDCP - 6101 Introduction to Educational Technology (3)

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

- EDUC - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)
- EDUC - 4999 Student Teaching: Senior Capstone (12)
- EDUC - 6330 Principles of Science Education (3)
- EDUC - 6340 Teaching Secondary School Science (3)

Additional Requirements
Students may need to complete additional general education or Biology courses if their bachelor degree requirements do not meet the requirements of the approved Governors State University program for the endorsement in Biology Education.

Minimum Total - 24 Hours

Chemistry Education Certificate

This is a post-baccalaureate certificate to prepare graduates of Chemistry programs for teacher licensure in Chemistry at the secondary education level offered through the College of Arts and Sciences.

Teacher Licensure

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary License in Chemistry. To be recommended for licensure by Governors State University, students must earn a grade of "B" or better in EDUC-4999 Student Teaching: Chemistry.

To be recommended for an Illinois State Board of Education teaching license, the student must present evidence of having passed the Test of Academic Proficiency (formerly Basic Skills), Subject-Matter Knowledge, and Assessment of Professional Teaching examinations of the Illinois Licensure Testing System.

Students must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in this catalog. This requirement is likely to include additional general education, education, and content courses.

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

Admission to Chemistry Education

In addition to meeting all university admissions requirements, applicants for the Chemistry Education license must meet the following requirements:
1. have a bachelor's or higher in Chemistry from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.75 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the Certificate

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:
1. complete EDUC - 2310 Foundations of Education (3), (or equivalent) with a grade of "B" or better;
2. submit evidence of having passed the Test of Academic Proficiency (formerly Basic Skills) of the Illinois Licensure Testing System; and
3. submit scores from the ETS Proficiency Profile.

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

Student Progress

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

Conditional Continuation

The faculty may permit a student to continue conditionally. In such cases, faculty reviews of the student's records identify evidence that the student will likely be successful in the program. The status of all students allowed to continue under conditions is reviewed by the faculty each semester, and the students are informed in writing of the conditions necessary for them to be

transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

Student Handbook

The Student Handbook Undergraduate Degrees in Secondary Education referred to in this catalog is available online at http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Arts_and_Sciences/Secondary_Education_Programs_in_ Biology,_Chemistry,_English_and_Mathematics/

Admission to Student Teaching

Before enrolling in EDUC-4999 Student Teaching, an application for admission to student teaching must be submitted to the Director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC-6330 and EDUC-6340 with a grade of "B" or better;
3. must have completed a methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Licensure;
6. submitted evidence of having passed the Chemistry content area exam of the Illinois Licensure Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Students must meet all university requirements for a license, and in addition, students must complete the general education requirement for teacher licensure Initial High School License listed in the Teacher Education section of this catalog.
In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in chemistry and physics courses;
5. have a G.P.A. of 3.0 or higher for EDCP-6101, EDUC-3440, and SPED-6101, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC-2310, EDUC-6330, and EDUC-6340;
7. earn a grade of "B" or better in EDUC-4999;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Licensure section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

Professional Education (minimum of 30 Hours)

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

- EDUC - 2310 Foundations of Education (3)

- SPED - 2100 Survey of Students with Exceptionalities (3) /
- SPED - 6101 Survey of Students with Exceptionalities (3)

- EDCP - 2101 Introduction to Educational Technology (3) /
- EDCP - 6101 Introduction to Educational Technology (3)

The following courses must be taken at the upper-division level:
- EDUC - 3440 Educational Psychology in Action (3)
- EDUC - 4999 Student Teaching (12)
- EDUC - 6330 Principles of Science Education (3)
- EDUC - 6340 Teaching Secondary School Science (3)

Additional Requirements
Students may need to complete additional general education or Chemistry courses if their bachelor degree requirements do not meet the requirements of the approved Governors State University program for the endorsement in Chemistry Education.

Minimum Total of 30 Hours (Minimum of 24 hours at GSU)

Division of Communication, Visual and Performing Arts

Bachelor of Arts

Communication, B.A.
Students in the undergraduate major in Communication, offered through the College of Arts and Sciences, develop a practical and theoretical understanding of the processes and impact of human and media communication. The curriculum is designed to assist students in developing their abilities to communicate effectively and ethically in written, verbal, and visual forms within shifting technological, socio-cultural, political, leadership, and economic environments. Students are prepared to exemplify professional communication practices that promote human relations as informed and engaged global citizens.
In addition to a core of communication courses, students majoring in Communication choose a sequence of courses in advertising and public relations; journalism; filmmaking and multimedia, or human communication. Each sequence includes practical skills as well as the applied understanding necessary for career development. To gain real world experience, students may apply for internships in commercial and not-for-profit organizations, as well as Chicago media, or in the university's division of Digital Learning and Media Design that creates media and learning tools, university publications, and multimedia courseware.

A concentration in advertising and public relations offers students a broad foundation in the theory and skills necessary for a career in these forms of strategic communication. Students interested in the field of journalism will explore the practices and theories of both traditional and contemporary forms of reporting in applied contexts throughout the journalism concentration. The undergraduate concentration in filmmaking and multimedia is designed for the student who wishes to pursue creative development and applied experience in media conception, writing, production, editing, and cinema studies. The human communication concentration explores multiple aspects of human interaction providing a foundation for students to communicate effectively and with integrity as informed and engaged global citizens. Students in any concentration are also encouraged to choose a minor, such as American Studies, Gender and Sexuality Studies, or Latino Studies. Graduates of the program have careers in professions such as advertising, public relations, consulting, mentoring, customer service, sales, human resources and training, media management, media writing, public affairs, and TV production/directing in network and cable systems. The Communication program offers instruction with computer and multimedia technology that is annually augmented and always contemporary, if not ahead of the curve.

Degree Requirements
Students must meet all university requirements for a bachelor's degree. In addition, students must earn a grade of "C" or better in all required Communication courses. Students not receiving a "C" or higher are only allowed to repeat the course once.

Some required and selective courses are offered only once per academic year. Students are strongly advised to register well in advance of the start of courses, and to consult closely with their assigned advisors upon entering and while in the program to ensure individual study plans are aligned with the university schedule. No more than three credit hours of COMS-4050 may be applied to the degree. Transfer students should take COMS-3100 in their first term.

General Education Requirement (37-41 Hours)
See Bachelor's Degree Requirements for general education requirements.

Foundation Courses (9 Hours)
Select three courses from the following:

- COMS - 2100 Foundations of Communication (3)
- COMS - 2425 Small Group Communication (3)
- COMS - 2710 Survey of Intercultural Communication (3)
- MCOM - 2220 Broadcasting in America (3)
- MCOM - 2230 Introduction to News Writing (3)
- MCOM - 2361 Introduction to Advertising (3)
- MCOM - 2451 Introduction to Public Relations (3)
- MCOM - 2520 Introduction to Media and Society (3)
- MCOM - 2700 On-air Performance (3)
- MST - 2100 Introduction to Media Production (3)
- MST - 2102 Digital Video Writing (3)

Core Courses (18 Hours)
The following courses must be taken at the upper-division level:

- COMS - 3099 Junior Seminar (3)
- COMS - 3160 Advanced Public Speaking (3)
- COMS - 4110 Communication Research (3)
- COMS - 4850 Communication Ethics (3)
- COMS - 4900 Senior Seminar (3)

Select one of the following:

- COMS - 4350 Gender Communication (3)
- COMS - 4710 Culture and Communication (3)
- COMS - 4720 Communication and Identity (3)
- COMS - 4750 Critical Gender and Sexualities (3)

Concentrations (15-25 Hours)
Select one of the following four concentrations:
Advertising and Public Relations

Required Courses (23-25 Hours)

- MCOM - 3725 Layout, Design and Production (3)
- MCOM - 4361 Advertising and Society (3)
- MCOM - 4379 Creative Strategies in Advertising and Public Relations (3)
- MCOM - 4451 Public Relations in Society (3)
- MCOM - 4800 Internship (1-4)

Select one of the following:

- MCOM - 4230 Reporting, Writing and Editing (3)
- MST - 4130 Writing for Multimedia (3)

Select one of the following:

- MCOM - 4275 Media Planning and Management (3)
- MCOM - 4452 Public Relations Case Studies (3)
- MCOM - 4512 Media Communication Law (3)

Select one of the following:

- MCOM - 4070 Media Workshop (3)
- MCOM - 4365 Advertising as Communication (3)
- COMS - 4452 Communicating with Clients and Customers (3)
- MST - 3212 Social Media (3)

Journalism

Required Courses (21 Hours)

- MCOM - 3220 Online Journalism (3)
- MCOM - 4230 Reporting, Writing and Editing (3)
- MCOM - 4255 Broadcast Journalism (3)
- MCOM - 4800 Internship (1-4)

Select one of the following:

- MCOM - 3725 Layout, Design and Production (3)
- MCOM - 3740 Media Production Techniques (4)
- MST - 3750 Media Storytelling (3)

Select one of the following:

- MCOM - 4210 Theory and History of a Free Press (3)
- MCOM - 4512 Media Communication Law (3)

Select one of the following:

- MCOM - 4070 Media Workshop (3)
- MCOM - 4270 The Newsroom (3)
- MCOM - 4560 Women in the Media (3)
- MCOM - 4725 Advanced Design and Production (3)
- MST - 3212 Social Media (3)
- MST - 4130 Writing for Multimedia (3)

Filmmaking and Multimedia

Required Courses (18 Hours)

Select one of the following:

- MCOM - 4731 Screenwriting (3)
- MST - 4130 Writing for Multimedia (3)

Select five classes (15 credit hours or more) from among the following selections:

- ART - 4544 Digital Photographic Imaging (3)
- MCOM - 3740 Media Production Techniques (4)
- MCOM - 4040 Film Seminar (3)

- MCOM - 4070 Media Workshop (3)
- MCOM - 4702 Digital Film Production (3)
- MCOM - 4734 Video Production Editing (3)
- MCOM - 4735 Documentary Filmmaking (3)
- MCOM - 4746 Advanced Video Editing (3)
- MCOM - 4777 Cinematography (3)
- MCOM - 4800 Internship (1-4)

Human Communication

Required Courses (18 Hours)

- COMS - 4100 Communication Theory (3)

Select one of the following:

- ENGL - 4100 Advanced Composition (3)
- TAPS - 4200 Writing as Performance (3)

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

Interpersonal Communication

- COMS - 4130 Interpersonal Communication (3)
- COMS - 4125 Listening (3)
- COMS - 4330 Intrapersonal Communication (3)

Business and Organizational Communication

- COMS - 4400 Corporate and Community Communication (3)
- COMS - 4425 Group Communication and Leadership (3)
- COMS - 4435 Conflict Management (3)

Public Communication

- COMS - 4160 Persuasion Theory Practice (3)
- COMS - 4500 Political Communication Seminar (3)
- COMS - 4780 Critical Analysis of Pop Culture (3)

Communication Electives (6-9 Hours)

Select six to nine hours of upper division communication courses with advisor approval.

Media Studies, B.A.

The College of Arts and Sciences B.A. in Media Studies is designed to prepare students to plan, manage, and produce media in a global, multicultural environment and will include instruction in television and trans-media production, studio and independent field production, social media and emerging media cultures, regional media industry including public media, global and non-western media systems, all informed by substantive study in the liberal arts. The Media Studies curriculum is complemented by related course offerings in media communication and communication, and complemented by course options in art, independent film and digital imaging, history, anthropology, political science, and intercultural studies.

Media Studies is an interdisciplinary field rooted in the study of the mass media and communication, drawing on the traditions, theories, and methods of the humanities and social sciences. Media Studies at GSU presents students with an integrated approach to the study of media histories, forms, technologies, and production to understand the contemporary state of media practices. This is achieved through the critical study of the media; a rigorous examination of media histories, forms, theories and technologies; and an analysis of the influence of creative producers, production practices, local to international systems, information flow, and networked users in a global context.

Degree Requirements
Special Admissions Requirements

In addition to the university admissions requirements, students will complete a written essay outlining their media studies production experience and knowledge.

The written essay should do the following:
1. Describe your experience with media production and tell us why you want to study media. This can include a range of media, from blogs to podcasts, short films, digital art projects and even mashups posted to YouTube.
2. Answer these questions:
- How do you currently use social media?
- If you had a story to tell, or you wanted to promote a cause, how would you use media to tell this story for: TV, Internet and social media?
- If available, include links to any media you have produced.

General Education Requirements (37 Hours)

See Bachelor's Degree Requirements for general education requirements.

Foundation (9 Hours)

- MST - 2100 Introduction to Media Production (3)
- MST - 2101 Introduction to Media Studies (3)
- MST - 3099 Global Media Literacy (3)

Core Courses (24 Hours)

- COMS - 3160 Advanced Public Speaking (3)
- COMS - 4110 Communication Research (3)
- COMS - 4850 Communication Ethics (3)
- MST - 2102 Digital Video Writing (3)
- MST - 4991 Senior Seminar (3)

And Choose One (Discipline Focused Comparative Studies)

- MST - 2110 Media Forms (3)
- MST - 2120 Media Theory (3)
- MST - 2130 Media Culture and Innovation (3)
- MST - 3750 Media Storytelling (3)

And Choose One (Interdisciplinary Method/Approach)

- ANTH - 3800 Visual Anthropology (3)
- ART - 4565 3D Modeling (3)
- MCOM - 3740 Media Production Techniques (4)
- MST - 3104 Playing Games (3)
- MST - 3214 Chicagoland Media (3)

And Choose One (Advanced Writing)

- ENGL - 4100 Advanced Composition (3)
- ENGL - 4626 Technical Writing I (3)
- MST - 4130 Writing for Multimedia (3)

Concentrations (15-25 Hours)

a. Media Industry and Production

CHOOSE FIVE Courses
- MST - 3213 Future TV (3)
- MST - 3223 Virtual People, Gaming Practices (3)
- MST - 4100 Producing Across Platforms (3)
- MST - 4574 Directing for Screen and Stage (3)
- MST - 4990 Social Laboratory (3)
- MCOM - 4560 Women in the Media (3)
- MCOM - 3740 Media Production Techniques (4)
- MCOM - 4720 Audio Production (4)
- MCOM - 4725 Advanced Design and Production (3)
- MCOM - 4734 Video Production Editing (3)
- MCOM - 4746 Advanced Video Editing (3)
- MCOM - 4750 Advanced Media Production, Post (4)
- MCOM - 4800 Internship (1-4)
- ART - 4566 3D Animation (3)
- ART - 4667 3D Rendering (3)
- ANTH - 4600 Anthropology In Film (3)

b. Social Networking and Participatory Culture

CHOOSE FIVE Courses
- ANTH - 4600 Anthropology In Film (3)
- ART - 4566 3D Animation (3)
- ART - 4667 3D Rendering (3)
- MST - 3104 Playing Games (3)
- MST - 3212 Social Media (3)
- MST - 3213 Future TV (3)
- MST - 3221 Social Design and Crowd Sourcing (3)

- MST - 3223 Virtual People, Gaming Practices (3)
- MST - 4745 Public Media (3)
- MST - 4220 Global Social Media and Change (3)
- MST - 4990 Social Laboratory (3)
- MCOM - 4800 Internship (1-4)

c. Global Media and Information Flow

- SPAN - 3250 Spanish Language and Culture I (3)
- *OR*
- JAPN - 3350 Japanese Language and Culture I (3)
-
- MST - 3412 International Media Flow (3)
- MST - 4420 Western Media Systems (3)
- MST - 4440 Media Globalization (3)
- MCOM - 4800 Internship (1-4)

And choose one non-western media system:

- MST - 4434 Asian Media Systems (3)
- MST - 4431 Latin America Media Systems (3)
- MST - 4433 Bollywood Media (3)

And choose two:

- HIST - 4340 Modern Chinese History (3)
- HIST - 4650 Modern European History (3)
- MST - 4745 Public Media (3)
- MST - 4220 Global Social Media and Change (3)
- MST - 3213 Future TV (3)
- MST - 4100 Producing Across Platforms (3)

Media Studies Electives (6 hours)

Select six hours of media studies courses with advisor approval.

Electives (19 - 29 Hours)

Total Minimum of 120 Hours

Theatre and Performance Studies, B.A.

The College of Arts and Sciences undergraduate program in Theatre and Performance Studies (TAPS) provides students with an innovative and engaged approach to performance. Bridging theory with practice, the verbal with the visual, the major situates performance-from theatrical presentations proper to acts of everyday life-as a transformative agent of social, cultural, political, and personal change. Committed to the art of storytelling, TAPS considers performing the stories of others as well as of the self-imperative for initiating and sustaining a dialogue of shared human experience across identities, diversities, and desires. Through courses that target performance technique, application, design, history, analysis, theory, and criticism, the program seeks to create well-rounded students, cultivating creative, critical, collaborative, and compassionate voices that move toward fulfilling careers and meaningful lives.

Integrating the interdisciplinary traditions of Theatre and Performance Studies, a TAPS degree prepares students to make connections between performance and the human condition. Beyond classroom performance experience, students are asked to participate in main stage productions throughout their program of study, providing continued opportunities to enhance their skills in artistic creation and process, critical thinking, problem solving, leadership, self-discipline, teamwork, and public presentation. Furthermore, students are encouraged to gain professional experience by participating in internship opportunities throughout the Chicagoland area. Ultimately, TAPS prepares students-as artists, citizens, and scholars-for work in all aspects of theatre, whether onstage, backstage, or in arts administration; for employment in civic engagement, activism, nonprofit organizations, public relations, among others; as well as for graduate study.

Degree Requirements

Students must meet all university requirements for a bachelor's degree. In addition, students must earn a grade of "C" or better in all required Theatre and Performance Studies courses. Students not receiving a "C" or higher are only allowed to repeat the course once. In addition, students must submit transfer courses to the advisor for approval by the first week of the semester of intended graduation.

Some required and selective courses are offered only once per academic year. Students are strongly advised to register well in advance of the start of courses, and to consult closely with their assigned advisors upon entering and while in the program to ensure individual study plans are aligned with the university schedule.

General Education Requirement (37 Credit Hours)
See Bachelor's Degree Requirements for general education requirements.

Core Courses (28 Credit Hours)

- TAPS - 1100 Theatre Appreciation (3) *
- TAPS - 2100 The Storytelling Tradition (3)
- TAPS - 2210 Introduction to Acting (3) *
- TAPS - 2400 Stagecraft (3) *
- TAPS - 3099 Critical Perspectives in Theatre and Performance Studies (3)
- TAPS - 3800 Practicum (1)
- TAPS - 4900 Capstone in Theatre and Performance Studies (3)

Select one of the following:

- TAPS - 3250 Performing Culture and Identity (3)
- TAPS - 4250 Performance and Social Change (3)

Select one of the following:

- TAPS - 3600 Classical History of Theatre (3)
- TAPS - 3650 Contemporary History of Theatre (3)

Specializations (12 Credit Hours)

Select one of the following three specializations:

Theory and Practice

Select four of the following courses (at least one 4000 level):
- TAPS - 2200 Voice and Movement (3)
- TAPS - 2252 Performance of Literature (3) *
- TAPS - 3210 Advanced Acting (3)
- TAPS - 3220 Directing (3)
- TAPS - 4200 Writing as Performance (3)
- TAPS - 4260 Performance Art (3)
- TAPS - 4390 Seminar in Theory and Practice (3)

Technical Production

Select four of the following courses (at least one 4000 level):
- TAPS - 2520 Makeup Design (3)
- TAPS - 2550 Sound Design (3)
- TAPS - 3410 Scene Design (3)
- TAPS - 3510 Costume Design (3)
- TAPS - 3540 Lighting Design (3)
- TAPS - 4320 Stage Management (3)
- TAPS - 4590 Seminar in Technical Production (3)

History and Criticism

- Required:
- TAPS - 3600 Classical History of Theatre (3)
- TAPS - 3650 Contemporary History of Theatre (3)
- Select three of the following courses (at least one 4000-level):
- TAPS - 2700 Performance Text Analysis (3) *
- TAPS - 2780 History of the American Musical Theatre (3)
- TAPS - 3700 Dramaturgy (6)
- TAPS - 4750 Chicagoland Theatre (3)
- TAPS - 4790 Seminar in History and Dramaturgy (3)

Advanced Selectives (9 Credit Hours)

Select three courses at or above the 3000-level.

Electives (34 Credit Hours)

In addition to the core and specialization credits required, students must take an additional 34 hours of elective credits, which may be used toward a second major or a minor. Students in this major are encouraged to complete a minor that complements their degree and career objectives.

Total Credit Hours - 120

* An asterisk denotes courses that can be completed through the Illinois Articulation Initiative (IAI) or transfer credit.

Bachelor of Fine Arts

Art, B.F.A.

The College of Arts and Sciences offers an undergraduate major in Art with a wide range of courses. Studio courses in ceramics, design, digital imaging, drawing, painting, photography, printmaking, and sculpture enable students to become mature artists in command of diverse materials and capable of expressing an individual view. Capacity for heightened perception and imagination is combined with an awareness of visual elements, principles of design, artistic statement, and criticism.

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

Individualized instruction and advisement are offered by dedicated faculty who view themselves not only as teachers, but as producing and exhibiting artists and publishing scholars. This undergraduate major enables students to become practicing artists and gives them the broad intellectual background sought by professional schools, cultural institutions, and the business community. With the expanding use of the arts in contemporary life and the heightened visual awareness of our society, the employment outlook for Art majors continues to be promising.

Special Admissions Requirements

All students are admitted conditionally. The art faculty members monitor and evaluate student progress continuously. All art students will have a mandatory portfolio evaluation after 1 year of enrollment. The portfolio evaluation will include a review of the student's art work by the faculty of the program. The portfolio should include work that best demonstrates artistic development and potential to succeed in the art program. The format for the portfolio can be found on the College of Arts and Sciences website at
http://http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Arts_and_Sciences/Division_of_Communication_Visual_and_Performing_Arts/Art/Art,_Bachelor_of_Fine_Art/.

Degree Requirements

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

General Education Requirements (39 Hours)

Art Foundation (15 Hours)

- ART - 1110 Survey of Art History I (3)
- ART - 1111 Survey of Art History II (3)
- ART - 1210 Two-Dimensional Design (3)
- ART - 1211 Three-Dimensional Design (3)
- ART - 1300 Introduction to Drawing (3)

Core Art Requirements: (36 Hours)

Required (9 Hours)

- ART - 2304 Intermediate Drawing (3)
- ART - 3099 Art Seminar: Concepts and Practice (3)
- ART - 3104 Modern to Contemporary Art History (3)

Studio Arts (18 Hours)

Select six of the following courses:
- ART - 2200 Introduction to Painting (3)
- ART - 2400 Introduction to Digital Photography (3)
- ART - 2401 Introduction to Traditional Photography (3)
- ART - 2450 Introduction to Graphic Design (3)
- ART - 2500 Introduction to Sculpture (3)
- ART - 2600 Introduction to Glass: Stained Glass (3)
- ART - 2700 Introduction to Ceramics: Handbuilding (3)
- ART - 2701 Introduction to Ceramics: Wheel Throwing (3)
- ART - 2800 Introduction to Printmaking (3)
- ART - 2811 Introduction to Screen Printing (3)

Art History (9 Hours)

Select three of the following courses (may substitute a 4XXX level course for one of the following):
- ART - 3101 Survey of Non-Western Art (3)
- ART - 3102 Worlds of Art (3)
- ART - 3103 Women in Art (3)
- ART - 3104 Modern to Contemporary Art History (3)
- ART - 3105 Gender and Sexuality in Art (3)
- ART - 3106 Sculpture Parks and Public Art (3)
- ART - 3107 Survey of Asian Art (3)
- ART - 3307 Art Images of Social Justice Movements (3)
- ART - 3314 American Art: Diverse Views (3)

Junior Requirements (18 Hours)

Studio Art Selectives must be taken at the 3XXX level or above.

Senior Requirements: (12 Hours)

Select 9 hours of Studio Art Selectives at the 4XXX level; and
ART - 4980 Senior Project (3)
- Independent Studies must be selected through consultation with the program advisor and they must be a different topic if used multiple times to meet degree requirements;
- Students wishing to emphasize in a Studio/Art History hybrid may substitute 3XXX and 4XXX Studio Requirements with 3XXX and 4XXX Art History courses, with advisor approval;

- Art courses up to 75 hours may be transferred based on portfolio review only;
- A second portfolio review must be performed successfully before enrollment in the Art Program capstone course ART - 4980 Senior Project (3).

Total - 120 Hours

Master of Arts

Art, M.A.

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

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

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

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

Special Admission Requirements

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

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

Thesis Requirement

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

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

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

Admission to Candidacy
Application for candidacy should be made after nine hours of graduate studio or graduate art history courses have been completed. To qualify for degree candidacy, a student must:
1. complete nine hours of graduate studio or graduate art history courses with a G.P.A. of 3.0 or higher; and
2. complete an approved thesis proposal.

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

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

Required Courses (15 Hours)
- ART - 8810 Studies in Art (3)
- ART - 8820 Art Seminar (3)
- ART - 8990 Graduate Thesis/Project (1-3)
- Art History Courses (6)

Art Selectives (18 Hours)
Select 12 hours from courses within emphasis and 6 hours outside of media emphasis
- Art History
- Ceramics
- Digital Imaging
- Painting/Drawing
- Photography
- Printmaking
- Sculpture

Total - 33 Hours
Immediately upon admission, the graduate student must contact the Graduate Coordinator and the assigned advisor in the studio area in which the student will work for initial advising.

By the end of the student's first semester in the program (or completion of nine graduate credits), the student must make arrangements for a member of the faculty to serve as major advisor and chair of the Graduate Review Committee and notify the
Graduate Coordinator that the professor is willing to serve in this capacity.

Each year the student must participate in a graduate review. The review committee consists of three faculty members including the student's advisor and is selected randomly from faculty of the art department. The review committee surveys the student's research progress and recommends approval or probation for the continuation within the program.

By the beginning of the student's third semester in the program (or after completion of 15 credits) the student, in consultation with the advisor and upon successful graduate review, shall organize a Graduate Thesis Committee (GTC). Meet with GTC one semester prior to graduation they must be reviewed by GTC.

This committee consists of three or more members; at least one member must be from the student's area or areas of concentration. The committee is composed of the major professor, who acts as chair, and two additional members of the Art Program. A fourth member may be chosen from the faculty of other departments within the University or an expert in the community, approved by the advisor.

A student who wishes to change their designated area of study must first apply and be accepted into the new area of concentration. The student should then contact the head of the newly selected area for advice in possibly selecting a new major professor.

If the student's major professor takes a leave of absence or leaves the university, the student should contact the head of the area for advice in selecting a new major professor. The student must notify the graduate coordinator of the change immediately.

Graduate Review Process
The advisor and faculty create a review committee that will review the student's research progress. A date and time are selected within which the student and review committee meet. The student presents the research and/or artworks created both finished and in progress since either entry into the graduate program or since the last review. The review committee recommends forward progress within the graduate program or probation. If the committee recommends probation the student must resubmit a review of progress to the committee within one semester or be asked to leave the program. The student may reapply to the program after one academic year has passed.

Thesis Exhibition
Upon recommendation of the Graduate Thesis Committee, the student presents a one-person thesis exhibition or presentation of work centering on the student's area of concentration and executed during graduate studies. The exhibition does not have to be located on campus but it is desired. The exhibition is not a retrospective of every artwork created while a candidate but rather a consistent body of work revolving around an artist statement, research, and singular theme.

Time Limit
The Art Program requires that students complete all degree requirements within seven years of initial enrollment in the graduate program.

Communication and Training, M.A.
The graduate major in Communication and Training, offered through the College of Arts and Sciences, provides an in-depth study leading to specialized knowledge and skills. Students have the opportunity to receive a broad theoretical framework in their field as well as the specific skills needed in the professional world.

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

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

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

Recommended Preparation

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

Special Admissions Requirements

In addition to meeting the university admissions requirements, applicants must:
1. have completed the following prerequisites (or equivalent) with a grade of "C" or better:
    a. Students pursuing the Communication Studies sequence - COMS 4100 .
    b. Students pursuing the Media Communication sequence - MCOM-2520, MCOM-4740, or MCOM-4702; and MCOM-4230 or MCOM-4731.
2. have earned a GPA of 3.0 or higher in the last 60 hours of undergraduate course work. Applicants who do not meet the GPA requirements or who have graduated from non-grade baccalaureate programs may be conditionally admitted. A GPA of 3.0 must be maintained for the first nine credit hours of work completed. If a 3.0 GPA is not maintained, the student must petition the Communication and Training program for continued enrollment;
3. submit a Personal Statement. In this two-page essay, students should consider which of the three tracks (COMS; MCOM; HPT) they will be focusing on in their studies in the graduate Communication and Training program, and discuss their reasons for enrolling in the program and how they see completing the degree as beneficial to their life.

Applications for the program should be completed by July 15 for the fall term, November 15 for the spring term, and March 15 for the summer term.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. To qualify for degree candidacy, a student must:
1. complete the prerequisite course work listed above (see Special Admissions Requirement #1) with a grade of "C" or better in each course;
2. complete 15 hours of course work in the major with a GPA of 3.0 or higher.

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

Capstone Requirement: Internship, Thesis, or Project Options

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

In the Communication Studies and Media Communication internship option, students select an internship and develop an internship agreement (similar to a thesis or project proposal). The internship agreement must be approved by the student's committee (composed of the student's internship director, site supervisor, and a faculty member). Upon committee approval of the internship agreement, the student may register for COMS-8970. After successful completion of the internship hours, students must complete the internship report and portfolio.

In the thesis option, students develop a thesis proposal, carry out a formal research study under the supervision of the faculty member and a degree committee, and prepare a final manuscript. The thesis option is strongly encouraged for students who have focused research interests or who intend to pursue doctoral studies. Student may register for COMS-8990 once the proposal has been approved by the student's thesis committee.

In the project option, students develop a master's project proposal, design and complete the project under the direction of a faculty member and a degree committee, and prepare a final report. Students may register for COMS-8980 or HPT-8981/8982 once the proposal has been approved by the student's project committee.

Degree Requirements

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

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

Some required and selective courses are offered only once per academic year. Students are strongly advised to register well in advance of the commencement of courses, and to consult closely with their assigned advisors upon entering the program to ensure individual study plans are aligned with the university schedule.

Introduction courses should be taken in the student's first term (HPT-6100 for HPT students; COMS-6100 for COMS and MCOM students). No more than three credit hours of COMS-5050 may be applied to the degree.

Required Courses (10-12 Hours)

- HPT - 6100 Introduction to Human Performance and Training (3)
  OR
- COMS - 6100 Introduction to Graduate Communication (3)

- COMS - 7110 Research Methods I (3)
- COMS, MCOM, or HPT Capstone (4-6)

Sequence Courses (15-18 Hours)

Select one of the following sequences:

Communication Studies Sequence

In consultation with an advisor, student select at least 15 hours from the areas below. Of those 15 hours:
1. at least nine hours must be COMS Courses;
2. six hours must be at the 8000 level; and
3. no more than six hours may be taken at the 5000 level.

The following courses are suggestive of those that will fulfill this requirement.

A. Humanistic Communication

- COMS - 6090 Topics in Communication (3)
- COMS - 6125 Listening (3)
- COMS - 6135 Nonverbal Communication (3)
- COMS - 6140 Family Communication (3)
- COMS - 6330 Intrapersonal Communication (3)
- COMS - 6350 Gender Communication (3)
- COMS - 6425 Group Communication and Leadership (3)
- COMS - 6435 Conflict Management (3)
- COMS - 6452 Communicating with Clients and Customers (3)
- COMS - 8130 Interpersonal Communication (3)
- COMS - 8320 Communication and Consciousness (3)
- COMS - 8330 Adv. Communication & Consciousness (3)
- COMS - 8400 Organizational Communication (3)
- COMS - 8440 Interdisciplinary Team Process (3)
- COMS - 8460 Communication Training (3)

B. Political Communication

- COMS - 6090 Topics in Communication (3)
- COMS - 6500 Graduate Political Communication (3)
- COMS - 8060 Seminar in Political Communication (3)
- COMS - 8110 Research Methods II (3)

C. Critical/Cultural Communication
- COMS - 6090 Topics in Communication (3)
- COMS - 6705 Intercultural Communication (3)
- COMS - 6710 Culture and Communication (3)
- COMS - 6720 Communication and Identity (3)
- COMS - 6750 Critical Gender and Sexuality (3)
- COMS - 6780 Rhetoric and Popular Culture (3)
- COMS - 8070 Seminar in Critical Cultural Communication (3)
- COMS - 8110 Research Methods II (3)
- COMS - 8190 Philosophy of Communication (3)
- COMS - 8790 Teaching Communication and Critical Pedagogy (3)
- IFDI - 8400 Film Seminar (3)
- MCOM - 6040 Film Seminar (3)
- MCOM - 6560 Women in the Media (3)
- MCOM - 6735 Documentary Filmmaking (3)

Media Communication Sequence
In consultation with an advisor, students select at least 18 hours from the following:
- COMS - 8480 International Communications (3)
- MCOM - 6040 Film Seminar (3)
- MCOM - 6070 Media Workshop (3)
- MCOM - 6355 Seminar in Advertising and Public Relations (3)
- MCOM - 6361 Advertising and Society (3)
- MCOM - 6730 Directing Drama for TV and Film (3)
- MCOM - 6743 History of Film (3)
- MCOM - 6746 Advanced Video Editing (3)
- MCOM - 6760 Corporate and Nontraditional Broadcasting/Non-Broadcast Television Operations (3)
- MCOM - 7455 Media Management (3)
- MCOM - 7540 Trends in Communications Technologies (3)
- MCOM - 7725 Advanced Producing for Film and TV (3)
- MCOM - 8003 Contemporary Issues (3)
- MCOM - 8030 Graduate Seminar in Media Communications (3)
- MCOM - 8800 Internship (1-4)

Human Performance and Training Sequence: ***
- HPT - 6150 Introduction to Human Performance and Training Technologies (3) *
- HPT - 6200 Training Product Design (3) *
- HPT - 7200 Needs/Task Analysis in Human Performance and Training (3)
- HPT - 7300 Evaluation/Cost Benefit Analysis in Human Performance and Training (3)
- HPT - 8200 Consulting Teamwork in Human Performance and Training (3)

Select one credit hour from the following:
- HPT - 8600 Advanced Field Project (2)
- HPT - 8800 Internship (1-4)

NOTE:
*** Students in the HP&T sequence need to fulfill IBSTPI (International Board of Standards for Training, Performance, and Instruction) suggested standards by selecting 14 credit-hours of selectives from among the following:
- COMS - 8400 Organizational Communication (3)
- HPT - 5100 Training Topics (1-3) *
- HPT - 7100 Principles of Message Design (3)
- HPT - 7150 Project Management in Human Performance and Training (3) *
- HPT - 7190 Training Techniques (3)
- HPT - 7260 Scriptwriting for Instruction and Training (3)
- HPT - 7300 Evaluation/Cost Benefit Analysis in Human Performance and Training (3)

- HPT - 7400 Solving Performance Problems (3)
- HPT - 7450 Performance in Organizations (3)
- HPT - 8250 Research in Human Performance and Training (3)
- HPT - 8800 Internship (1-4)

Electives (9-12 Hours)

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

In consultation with the advisor, select 9 to 12 hours of graduate credit appropriate to the student's career interest(s).
At least six hours must be taken within the Communications and Training program. Students must complete at least one 8000-level course as an elective.
* Indicated courses may be taken by graduate student in the Communication Studies or Media Communication sequences as an elective.

Total - 36 Hours

Master of Fine Arts

Independent Film and Digital Imaging, M.F.A.

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

Coursework for the Master of Fine Arts in Independent Film and Digital Imaging leads to specialized knowledge, creative development, and advanced technological skills in the applied digital arts of image making and media production.

Beyond taking the required courses, students plan their specific programs in consultation with their advisors, adapting the degree path's selective sequences to their individual needs and interests. Graduates of the program will work in career areas such as higher education, filmmaking, graphic design, photography, 2D and 3D animation, motion graphics, web design, consulting, producing, media writing, TV production/direction, and training.

Special Admissions Requirements

Applications for admission are due six weeks prior to the beginning of each semester. Applications for admission are available from the GSU Office of Admission and Student Recruitment and the Division of Communication, Visual and Performing Arts office. Due to limited space availability, this program can only accept fifteen students each year. Applicants will be ranked for admission on the basis of their academic potential and admission criteria.

In addition to meeting university admission criteria, applicants must:

A. **Submit to the Office of Admission**
   1. Provide evidence of an undergraduate major in media, multimedia, communications, English, speech, or liberal arts;
   2. have a minimum cumulative undergraduate G.P.A. of on a 4.0 scale. Graduate courses can be substituted but the cumulative G.P.A. must be a 3.5 or better;
   3. have appropriate prerequisite course work with a minimum prerequisite G.P.A. of 3.0 on a 4.0 scale. The GSU equivalent course is given in parenthesis. The following courses (in credit-hours) or their equivalents are minimum prerequisites for entry into the M.F.A. program;
      a. English composition (3)
      b. Speech course or oral communication (3)
      c. Applied digital technology (3)
   4. submit a supplementary application packet which includes:
      a. supplemental information form;
      b. a current resume;
      c. three letters of recommendation;
   5. provide official TOEFL scores (if applicable); and
   6. submit application fee.
B. **Submit to the IFDI Program Coordinator**
   1. A portfolio:
      a. for students in digital imaging, this entails a CD-ROM of stills;
      b. for students in digital filmmaking, this entails a sample of a prior production on DVD, tape, or URL for streaming video;

2. A personal essay or statement of intent with respect to goals for the degree, and artistic philosophy.
   Note: Applicants may, at the discretion of the M.F.A. Admissions Committee, also be requested to participate in personal interviews.

Recommended Preparation

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

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

Admission to Candidacy

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

1. completion of the following core courses IFDI-6544 IFDI-8100, and IFDI-6702 with a grade of "B" or better;
2. completion of 12 hours from the selective sequences with a grade point average of 3.5 or better; and
3. completion of an approved proposal for both a thesis project and internship.

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

Internship and Thesis/Project

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

The student independently pursues a field-related internship and develops an agreement with the assistance of the internship site coordinator. Upon approval of the coordinator, the student may register for IFDI - 8800 Internship with a GSU coordinator. The GSU coordinator must be a full-time faculty in ART, MCOM, or IFDI.

In the thesis/project, the student selects a committee consisting of a thesis/project advisor and two additional faculty members, and then develops a proposal acceptable to the committee. Faculty advisors and readers must be drawn from full-time faculty in IFDI, ART, or MCOM. Students may register for IFDI-8990 once the committee has approved the student's proposal. The student then completes a project/production with the guidance of the thesis/project advisor. A paper must accompany all projects submitted for evaluation. Once the project is completed and approved by the committee, a grade is assigned.

Minimum Degree Requirements

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

Prerequisite courses:

- ART - 3325 Advanced Problems in Design (3) or equivalent determined by advisor
- MCOM - 4740 Television Production (3-4) or equivalent determined by advisor

Common Core - Required Courses: (21-27 hours)

- IFDI - 6702 Digital Film Production (3)
- IFDI - 6544 Digital Photographic Imaging (3)
- IFDI - 8100 Survey of Independent Film and Digital Imaging (3)
- IFDI - 8800 Internship (1-9)
- IFDI - 8990 Masters Thesis Project (3-9)

NOTE:

Not all courses are offered in all years or all terms.

Many courses are offered just once per calendar year. Students are strongly advised to arrange appointments to consult with their advisors prior to beginning the program.

Theory and Aesthetics Selectives (9-15 hours)

Select Two to Four of the Following:

- IFDI - 5410 History of Photography (3)
- IFDI - 6742 History of Film (3)
- IFDI - 8400 Film Seminar (3)
- IFDI - 8420 Critical Practices in Contemporary Photography (3)
- IFDI - 8701 Independent Study (6)
- IFDI - 8850 Digital Imaging Thesis Development (3)
- ART - 6520 Art in Context: (3)
- ART - 8810 Studies in Art (3)
- MCOM - 6040 Film Seminar (3)

Applied Courses Selectives (21-31 hours)
Select Five to Eight of the following:

- IFDI - 5000 Topics in Independent Film and Digital Imaging (3)
- IFDI - 5070 Media Workshop (3)
- IFDI - 5460 Advanced Video Editing (3)
- IFDI - 5490 Photography: Combined Color Processing (3)
- IFDI - 5540 Documentary Photography (3)
- IFDI - 5709 Electronic Drawing and Design (3)
- IFDI - 5720 Audio Production (4)
- IFDI - 5731 Screenwriting (3)
- IFDI - 5734 Video Production Editing (3)
- IFDI - 5735 Documentary Filmmaking (3)
- IFDI - 5777 Cinematography (3)
- IFDI - 6565 3D Modeling (3)
- IFDI - 6566 3D Animation (3)
- IFDI - 6567 3D Rendering (3)
- IFDI - 6700 Graduate Media Workshop (3)
- IFDI - 6709 Advanced Electronic Drawing and Imaging (3)
- IFDI - 6730 Directing Drama for TV and Film (3)
- IFDI - 6744 Advanced Photographic Digital Imaging (3)
- IFDI - 6769 Acting for Independent Film (3)
- IFDI - 7725 Advanced Producing for Film and TV (3)
- IFDI - 7730 The Screenplay Project (3)
- ART - 6528 Digital Motion Graphics (3)
- ART - 6605 Digital Mixed Media Techniques (3)
- ART - 8830 Graduate Photography and Digital Imaging (3)
- MCOM - 5005 Media Symposium (1)
- MCOM - 6760 Corporate and Nontraditional Broadcasting/Non-Broadcast Television Operations (3)

Electives (0-9 hours)
Up to 9 (nine) credit hours taken at Governors State University, drawn from the Liberal Arts and at the 5000 level and higher, may be counted toward total credit hours allowable for graduation.

Total - 60 Hours

Minor

3-D Animation and Modeling Minor
The 3-D Animation and Modeling minor in the College of Arts and Sciences is designed for students with an interest in 3D animation. This minor provides an overview of the 3D animation production process. Students utilize 3D computer animation techniques to create animated shorts, digital sculptures, or 3D prints.

Requirements for the Minor
General Requirements
Students must meet all requirements for a minor.
Required Courses (15 Hours)
- ART - 4565 3D Modeling (3)
  OR
- CPSC - 4565 3D Modeling (3)

- ART - 4566 3D Animation (3)
  OR
- CPSC - 4566 3D Animation (3)

- ART - 4667 3D Rendering (3)
  OR
- CPSC - 4567 3D Rendering (3)

- ART - 4569 Introduction to 3D Visual Effects (3)
  OR
- CPSC - 4569 Intro to 3D Visual Effects (3)

- CPSC - 4632 Digital Sculpting (3)

Electives (3 Hours)
- IFDI - 5444 Digital Photographic Imaging (3)
  OR
- ART - 4544 Digital Photographic Imaging (3)

- ART - 3305 Drawing: Life Study (3)
- ART - 4445 Figure Sculpture I (3)
- ART - 4528 Digital Motion Graphics (3)
- ART - 4570 Introduction to Non-toxic Printmaking (3)

Total - 18 Hours

Art Minor

The minor in Art offered through the College of Arts and Sciences , 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 electives (12 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.

Requirements for the Minor

Drawing (3 Hours)
Take any drawing course from the 1000-4000 level.

Art History (3 Hours)
Take any Art History course from the 1000-4000 level.

Selectives (12 Hours)
Take any Studio and/or Art History courses from the 1000-4000 level.

Total - 18 Hours
50% of coursework must be 3000 level or above. Open to all undergraduates who meet the portfolio review stipulation.

Human Communication Minor

An undergraduate minor in Human Communication is offered for students majoring in other fields through the College of Arts and Sciences. 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 - 2100 Foundations of Communication (3)
- COMS - 3160 Advanced Public Speaking (3)
- COMS - 4130 Interpersonal Communication (3)
- Nine hours from communication courses 4999-level or below (9)

Total -18 Hours

Theatre and Performance Studies Minor

The College of Arts and Sciences undergraduate minor in Theatre and Performance Studies is offered for students who wish to supplement a major in another discipline with study in performance. The minor is especially appropriate for students who would like to develop an understanding of the role of storytelling on stage and in everyday life, awareness of cultural diversity and civic engagement, as well as heightened communication and critical thinking skills. Depending on the student's major, a minor in Theatre and Performance Studies can enhance prospects for a variety of employment endeavors and for admission to graduate or professional study.

General Requirements

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

1. complete all courses with a grade of "C" or better; and
2. submit transfer courses to the advisor for approval by the first week of the semester of intended graduation.

Required Courses (15 credit hours)

- TAPS - 1100 Theatre Appreciation (3)
- TAPS - 2100 The Storytelling Tradition (3)
- TAPS - 2210 Introduction to Acting (3)
- TAPS - 3250 Performing Culture and Identity (3)
- TAPS - 4250 Performance and Social Change (3)

Selectives (3 credit hours)

- TAPS - 2000 Topics in TAPS (3)
- TAPS - 2200 Voice and Movement for Actors (3)
- TAPS - 3210 Advanced Acting (3)
- TAPS - 3220 Introduction to Directing (3)
- TAPS - 3252 Performance of Literature (3)
- TAPS - 4200 Writing as Performance (3)
- TAPS - 4252 Solo Performance (3)
- TAPS - 4260 Performance Art (3)

Total - 18 Hours

Division of Computing, Mathematics and Technology

Bachelor of Arts

Mathematics, B.A.

The College of Arts and Sciences undergraduate major in Mathematics provides a balance between theoretical and applied study, with the general objective of providing students with a substantial and broad background in mathematics that affords opportunities to develop skills in logical thinking, problem analysis, problem solving, and computer usage that will enable students to be admitted to graduate school and to work successfully in business, industry, and government where mathematical skills are needed.

Degree Requirements

Students must meet all university requirements for a bachelor's degree.
In addition, only grades of "C" or better will be accepted for transfer for the following courses normally taken at the lower-division level: three hours of college algebra and trigonometry (as prerequisites), Calculus I, Calculus II, Calculus III, discrete mathematics, geometry, linear algebra, and modern algebra.

General Education (37 - 41 Hours)

The following courses must be taken to meet major and general education requirements:

- General Biology I with Laboratory (4)
- Physics I with Laboratory (4)
- MATH - 2290 Calculus I (4)

Required Courses: (44 hours)

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

- MATH - 2150 Discrete Mathematics (3)
- MATH - 2271 Differential Equations (3)
- MATH - 2292 Calculus II (4)
- MATH - 2294 Calculus III (4)
- MATH - 2449 Linear Algebra (3)
- MATH - 4337 Modern Geometry (3)
- MATH - 4451 Modern Algebra (3)
- PHYS - 2143 Intermediate Physics II (3)
- PHYS - 2144 Intermediate Physics Lab II (1)

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

- MATH - 4133 Number Theory (3)
- MATH - 4171 History of Mathematics (3)
- MATH - 4241 Analysis I: Real Variables (3)
- MATH - 4243 Analysis II: Complex Variable (3)
- MATH - 4557 Probability (3)
- MATH - 4637 Mathematics Laboratory (3)

Computer Science Selective (3-4 Hours)

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

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

Selective Hours (6)

Select 6 hours (2 courses) from the following upper-division mathematics and statistics courses:

- MATH - 4229 Advanced Calculus (3)
- MATH - 4373 Topology (3)
- STAT - 4219 Statistical Methods (3)
  OR

- Other courses approved by the academic advisor.

Elective (25-30 Hours)

May include credit-hours needed to meet minor requirements.

Total - 120 Hours

Mathematics, B.A. with a Concentration in Actuarial Science

The College of Arts and Sciences undergraduate major in Mathematics with an Actuarial Science concentration prepares students for actuarial positions in business, government and industry. Coursework in the sequence provides a foundation for the preparation needed to sit for a series of examinations developed by the professional actuarial societies. In addition to a strong knowledge base in mathematics that includes calculus, linear algebra, probability and statistics, coursework includes risk management, finance, economics, and investments.

Degree Requirements

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

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

General Education Requirements (39 hours)

- Calculus I
- Principles of Microeconomics
- Principles of Macroeconomics
- Life Science
- University Physics I with Lab

Program Requirements (48 hours)

- MATH - 2150 Discrete Mathematics (3)
- MATH - 2292 Calculus II (4)
- MATH - 2294 Calculus III (4)
- MATH - 2271 Differential Equations (3)
- MATH - 2449 Linear Algebra (3)
- MATH - 4451 Modern Algebra (3)
- PHYS - 2181 University Physics II (3)
- PHYS - 2182 University Physics II Lab (1)
- STAT - 4219 Statistical Methods (3)

The following courses must be taken at the upper division:

- MATH - 4229 Advanced Calculus (3)
- MATH - 4133 Number Theory (3)
- MATH - 4241 Analysis I: Real Variables (3)
- MATH - 4557 Probability (3)
- MATH - 4250 Mathematical Statistics (3)
- MATH - 4637 Mathematics Laboratory (3)
  MATH-4970 Capstone Internship

Concentration (18 Hours)

- ACCT - 2110 Financial Accounting (3)
- ECON - 4101 Econometrics I (3)
- FIN - 3110 Principles of Financial Management (3)
- FIN - 3501 Investments (3)
- FIN - 4501 Financial Options and Futures (3)
- FIN - 4502 Advanced Investments (3)

Computer Science Selective (3 hours)

Electives (12 hours)

Total 120 hours

Mathematics, B.A. with a Concentration in Teacher Education

The curriculum for the College of Arts and Sciences undergraduate major in Mathematics with a teacher education concentration provides a balance between theoretical and applied study, with the general objective of providing students with a substantial and broad background in mathematics that affords opportunities to develop skills in logical thinking, problem analysis, problem-solving, and computer usage for students interested in a career in teaching Mathematics at the secondary level.

Teacher Licensure

This program is approved by the Illinois State Board of Education and is intended to lead to the Initial Secondary License qualifying students to teach mathematics. Students who major in Mathematics with a concentration in Secondary Education may obtain an endorsement that prepares them for teaching in the middle school. Students wishing to pursue this endorsement must take three hours in the psychology of early adolescent development, three hours in curriculum instruction and three hours of methods related to the middle school. Students should contact their advisor for specific course requirements.

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

Students must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in the catalog.

Admission to Mathematics Teacher Education

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

1. have a cumulative G.P.A. of 2.75 or higher in all lower division courses applied to the degree program;
2. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher;
3. submit evidence of having passed the Test of Academic Proficiency of the Illinois Licensure Testing System;
4. submit scores from the ETS Proficiency Profile;
5. complete EDUC-2310 (or equivalent) with a grade of "B" or better; and
6. Attend Secondary Education Orientation.

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

Student Progress

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

Conditional Continuation

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

Admission to Student Teaching

Candidates must apply for admission to student teaching before enrolling in EDUC - 4999 Student Teaching (12). An application for admission to student teaching must be submitted to the director of Field Experiences in the Division of Education. The application must be submitted by November 30 for the following fall term and January 31 for the following spring term. Student teaching is not offered in the summer term. This application for student teaching will certify that the candidate applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC-4360 and EDUC 4370 with a grade of "B" or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Licensure;
6. submit evidence of having passed the Mathematics content area exam of the Illinois Licensure Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Candidates must meet all university requirements for a bachelor's degree; and, in addition, must complete the General Education Requirement for Teacher Licensure, Initial Secondary License listed below. Completion of this requirement meets the general education requirement.

In addition, candidates must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in math and statistics courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP-2101, EDUC-3440, and SPED-2100, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC-3320, EDUC-4360 and EDUC 4370 ;
7. earn a grade of "B" or better in EDEC-4999;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-Western or Third World cultures;
11. complete the following course work with a grade of "C" or better: 12 hours of calculus, eight hours of university physics with laboratory;
12. show evidence of having passed the Assessment of Professional Teaching;
13. meet any additional requirements listed in the Teacher Licensure section of this catalog; and
14. receive a positive recommendation from the Secondary Education Student Progress Committee.

General Education Requirements for Teacher Licensure, Initial Secondary License, Mathematics (41 Hours)

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

- Written Communication (6)
- Oral Communication (3)
- American History (3)
- U.S. Government (3)
- Humanities (6)
- Fine Arts (3)
- Introduction to Psychology (3)
- Health (2)
- MATH - 2290 Calculus I (4)
- General Biology with Lab (4)
- University Physics with Lab (4)

Required Courses (78 Hours)

The following courses can be taken at either the lower-division or upper-division level: (36 Hours)

- MATH - 2150 Discrete Mathematics (3)
- EDUC - 2310 Foundations of Education (3)
- MATH - 2271 Differential Equations (3)
- MATH - 2292 Calculus II (4)
- MATH - 2294 Calculus III (4)
- MATH - 2449 Linear Algebra (3)
- MATH - 4337 Modern Geometry (3)
- MATH - 4451 Modern Algebra (3)
- PHYS - 2143 Intermediate Physics II (3)
- PHYS - 2144 Intermediate Physics Lab II (1)
- SPED - 2100 Survey of Students with Exceptionalities (3)
- STAT - 4219 Statistical Methods (3)

The following courses must be taken at the upper-division level: (42 Hours)

- EDCP - 2101 Introduction to Educational Technology (3)
- EDUC - 4360 Principles of Secondary Mathematics Education (3)
- EDUC - 4370 Teaching Secondary School Mathematics (3)

- EDUC - 4440 Educational Psychology in Action (3)
- EDUC - 4999 Student Teaching (12)
- MATH - 4133 Number Theory (3)
- MATH - 4171 History of Mathematics (3)
- MATH - 4241 Analysis I: Real Variables (3)
- MATH - 4243 Analysis II: Complex Variable (3)
- MATH - 4557 Probability (3)
- MATH - 4637 Mathematics Laboratory (3)

Electives (1 Hour)
Total - 120 Hours

Bachelor of Science

Computer Science, B.S.

The undergraduate major in Computer Science, offered through the College of Arts and Sciences, provides a balance between theoretical and applied study and is intended for students who are primarily interested in the application of computers and information technology to problem-solving. The curriculum is designed to prepare students for positions in business and industry, in local, state, and federal government agencies, and in research and technical organizations as programmers, network professionals, database professionals, systems analysts, systems designers, information security professionals, and software engineers. The curriculum also prepares students for graduate work in computer science and other relevant fields.

Degree Requirements
Students must meet all university requirements for a bachelor's degree.
In addition, students must complete the following course work with a grade of "C" or better: CPSC-2100, CPSC-3310, CPSC-3148, CPSC-4190, and CPSC-4205.

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

Foundation Courses (3-6 Hours)
- CPSC - 2100 Introduction to Computing (3)
- CPSC - 3148 Computer Programming: Java (3)

Required Courses (30 Hours)
- CPSC - 3099 Junior Seminar (3)
- CPSC - 3310 Intro To Object-oriented Programming (3)
- CPSC - 4190 Introduction to Software Engineering (3)
- CPSC - 4205 Computer Organization (3)
- CPSC - 4335 Operating Systems (3)
- CPSC - 4338 Discrete Structures (3)
- CPSC - 4342 Introduction to Computer Networks (3)
- CPSC - 4345 Database Systems (3)
- CPSC - 4355 Data Structures and Algorithms (3)
- CPSC - 4900 Senior Project and Seminar (3)

Advanced Selective Courses (27 Hours)
Computer Animation/Graphics:
- CPSC - 4565 3D Modeling (3)
- CPSC - 4566 3D Animation (3)
- CPSC - 4567 3D Rendering (3)
- CPSC - 4569 Intro to 3D Visual Effects (3)

Computer Programming:
- CPSC - 3145 Computer Programming: Introduction to C++ (3)
- CPSC - 4148 Advanced Programming Using Java (3)

- CPSC - 4520 Windows Programming: Visual Basic.NET II (3)
- CPSC - 4435 Secure Programming (3)

Computer Systems:
- CPSC - 4535 Introduction to the UNIX System (3)
- CPSC - 4570 Windows Systems (3)
- CPSC - 4572 Advanced Windows Administration (3)
- IT - 4455 Securing Operating Systems (3)

Database Systems:
- CPSC - 4358 Database Programming (3)
- CPSC - 4576 Database Design and Administration on SQL Servers (3)
- CPSC - 4790 Data Mining and BI (3)

Game Design:
- CPSC - 4566 3D Animation (3)
- CPSC - 4630 Game Modeling and Animation (3)
- CPSC - 4631 Game Design (3)

Web/Mobile Applications:
- CPSC - 4137 Web Applications (3)
- CPSC - 4437 Web Application Development II (3)
- CPSC - 4530 Mobile App Developments (3)

Electives (16-23 Hours)

Total - 120 Hours

Information Technology, B.S.

The Information Technology (ITECH) degree from the College of Arts and Sciences takes students into the worlds of information security, digital forensics, virtualization, and cloud computing. This program provides students with cutting edge coursework and advanced, real-world projects. The program collaborates closely with related programs in Computer Science, Criminal Justice, and Management Information Systems so students can tailor their degree to their career goals. Information Technology undergraduates receive a balance of theory and application as they learn to use a broad range of software and hardware to design and deploy various computer and network systems; and to work independently and collaboratively to solve problems.

Degree Requirements

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

General Education Requirements (37-41 Hours)

See Bachelor's Degree Requirements for general education requirements.

Foundation Courses (3 Hours)

The following course must be taken at the lower-division level (Substitutions are allowed with the permission of the program advisor):

- CPSC - 2005 Introduction to Computer Technology (3)

Program Core Courses (12 Hours)

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

(Substitutions are allowed with the permission of the program advisor)

- IT - 3310 Information Technology Project Management (3)
- CPSC - 4342 Introduction to Computer Networks (3)

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

(Substitutions are allowed with the permission of the program advisor)

- IT - 3099 Junior Seminar Information Technology (3)
- IT - 4810 Information Technology Senior Seminar/Project (3)

Program General Selective Courses (15 Hours)

The following courses must be taken at upper-division level.
Students must take 15 credit hours of general selective courses from the following:

- CPSC - 4205 Computer Organization (3)
- CPSC - 4335 Operating Systems (3)

- CPSC - 4570 Windows Systems (3)
- CPSC - 4580 Information Security (3)
- IT - 3110 Fundamentals of Information Technology (3)
- IT - 3210 Introduction to Scripting Languages (3)
- IT - 3520 Cisco CCNA I (3)
- IT - 3521 Cisco CCNA II (3)
- IT - 4210 Wireless Networks and Security (3)

Program Concentration Selective Courses (27 Hours)

The following courses must be taken at upper-division level.

Students must take 27 credit hours of concentration selective courses from the following. Students may also take courses in different concentrations.

A. Operating Systems
- CPSC - 4526 Introduction to Microsoft SharePoint Server (3)
- CPSC - 4535 Introduction to the UNIX System (3)
- CPSC - 4572 Advanced Windows Administration (3)
- IT - 4455 Securing Operating Systems (3)

B. Information Security
- CPSC - 4581 Information Security Policy and Management (3)
- CPSC - 4582 Cryptography and Network Security (3)
- CPSC - 4583 Laboratory in Information Security (3)
- CPSC - 4584 Special Topics in Information Security (3)

C. Network Infrastructure
- IT - 4520 IP Routing (3)
- IT - 4521 IP Switched Networks (3)
- IT - 4522 Troubleshooting IP Networks (3)

D. Ethical Hacking
- IT - 4540 Information Security and Assurance I (3)
- IT - 4541 Information Security and Assurance II (3)

E. Digital Forensics
- CPSC - 4540 Digital Forensics (3)
- CPSC - 4542 Contemporary Issues-Digital Forensics (3)
- CPSC - 4622 Special Topics in Digital Forensics (3)

F. Virtualization and Cloud Computing
- IT - 4560 Introduction to Virtualization (3)
- IT - 4561 Introduction to Cloud Computing (3)
- IT - 4562 Special Topics in Virtualization and Cloud Computing (3)

Electives (22-26 Hours)

Total - 120 Hours

Master of Science

Computer Science, M.S.

The College of Arts and Sciences offers a graduate major in Computer Science is an applications-focused program with a software engineering orientation. It is designed to prepare students for employment as software engineering professionals in a wide range of business, industrial, and government settings.

It includes the theoretical base necessary to provide flexibility for meeting future professional needs, as well as enabling students to pursue doctoral studies at another institution should they wish to do so.

The program is designed for the practicing professional in the field. The principal themes are the design and development of software, systems programming, applications programming, and the effective use of software resources. As new kinds of computers emerge, software based on the most modern theories and procedures will be needed. Economic pressures will require

effective and efficient linking of hardware and software systems. Those who best understand the development and management of software resources will be in the strongest position to derive benefits from these changes.

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

Special Admissions Requirements

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

Program Prerequisites

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

- CPSC - 3148 Computer Programming: Java (3)
- CPSC - 3310 Intro To Object-oriented Programming (3)
- CPSC - 4190 Introduction to Software Engineering (3)
- CPSC - 4205 Computer Organization (3)
- CPSC - 4335 Operating Systems (3)
- CPSC - 4338 Discrete Structures (3)
- CPSC - 4342 Introduction to Computer Networks (3)
- CPSC - 4345 Database Systems (3)
- CPSC - 4355 Data Structures and Algorithms (3)

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

Master's Final Project Option

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

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

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

Admission to Candidacy

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

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

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

Degree Requirements

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

Required Courses (15 Hours)

- CPSC - 8720 Internet Programming (3)
- CPSC - 8735 Advanced Operating Systems (3)
- CPSC - 8810 Formal Languages and Automata (3)
- CPSC - 8820 Planning and Management of Software Projects (3)
- CPSC - 8845 Advanced Database Concepts (3)

Graduate Seminar/Thesis Option (3 or 6 Hours)

Select one of the following options:

Thesis Option (6 Hours):

- CPSC - 8900 Graduate Thesis/Project (6)
- CPSC - 8990 Thesis Presentation in Computer Science (1)

Graduate Seminar Option (3 Hours):

- CPSC - 8985 Grad Seminar in Computer Science (3)

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.

Total - 33 Hours

Mathematics, M.S.

The College of Arts and Sciences graduate major in Mathematics prepares students as professional mathematicians with an emphasis on problem solving and mathematical inquiry. Coursework will cover a wide range of mathematics including abstract algebra, probability and statistics, combinatorics, advanced calculus, the history of mathematics, financial mathematics, and mathematical modeling, while emphasizing both the applied and theoretical aspects of these disciplines. The use of the most current mathematics technology will help students analyze and solve problems like experienced mathematicians.

Several processes central to the preparation of outstanding mathematicians will be incorporated into the curriculum and monitored throughout the program. These include the ability to use a broad range of strategies and representations when solving problems and creating models, to use logic and reasoning for the analysis and development of mathematical proof, to identify connections within mathematics and to other disciplines, and to correctly communicate mathematical ideas precisely using the language of mathematics.

Special Admissions Requirement

In addition to the university admissions requirements, students must have:
1. a cumulative undergraduate grade point average of 2.75 (out of a possible 4.0). Students seeking admission to the GSU Master of Science in Mathematics program with a GPA lower than 2.75 may petition to the graduate program coordinator for admission.
2. submit a letter of application including a statement of personal interest in pursuing a master's degree in mathematics,
3. submit three professional or academic letters of reference

Students may apply for the Master of Science in Mathematics program at Governors State University with a baccalaureate degree in any field from an accredited university. An undergraduate major in mathematics, actuarial science, engineering, business, science, or computer science is recommended. Students must have completed, with a grade of "C" or higher, a three-semester sequence in calculus, a course in modern algebra, a course in linear algebra, and a course in analysis. Students may be conditionally admitted if they do not meet the undergraduate prerequisites for the graduate core courses.

Admission to Candidacy

As a benchmark toward graduation, students must apply for and be accepted to candidacy for the Master of Science degree in Mathematics. Mathematics students must apply for candidacy upon completion of 18 credit hours (6 of these credit hours must be in the Required Core Courses). Students applying for candidacy to graduate with the Master of Science degree in Mathematics must meet the following requirements:
1. Completion of a minimum of 6 hours in the required core, with a grade of "B" or better in each course;
2. Completion of a minimum of 12 additional hours of core or electives course work with a grade average of "B" or better, and no more than one course with a grade of "C" will be accepted; and
3. Establish a Graduate Committee. The Graduate Committee must include a project advisor (must be a tenured/tenure track Mathematics Faculty) and two other graduate faculty (one of which must be a faculty member from a graduate program in a related discipline or graduate program at Governors State University). A Graduate Committee may contain one outside member, who must be a tenured or tenure-track professor from a graduate program at an accredited university. Students apply for candidacy by completing a "Master of Science in Mathematics Program Application for Candidacy" form, including the student's courses and grades to date, date of intended graduate thesis/project/seminar, and a statement from the student's advisor regarding the student's prospects for completion within four years. The Master of Science in Mathematics Program faculty will review the application and vote on whether the student is admitted to candidacy, if additional coursework is required, or if the student will not be admitted to candidacy. Students who are denied admission to candidacy may appeal this decision to the College of Arts and Sciences Dean's Office.

Minimum Degree Requirements

In addition to the requirements for candidacy outlined above, Master of Science in Mathematics students must complete the following requirement in order to attain the Master's degree:
1. the remaining elective courses such that the grade average for all elective courses is a "B" (3.00 of 4.00) or better, no more than one course with a grade of "C" will be accepted, and no grades below a "C" will be accepted; and
2. the graduate thesis/project (MATH-8900) or graduate seminar (MATH-8950) and presentation (MATH-8990) with a Pass ("P") grade, which is determined by a vote of the three-member graduate project committee.

Required core courses (15)

Students must complete the following
- MATH - 6449 Linear Algebra II (3)

- MATH - 6451 Modern Algebra (3)
- MATH - 8117 History of Mathematical Ideas (3)
- MATH - 8505 Advanced Probability (3)
- MATH - 8623 Mathematical Modeling (3)

Electives (15)

Students must also complete 15 hours of electives selected from any of the following courses. Students may also take courses in different areas with the program coordinator's approval.

- MATH - 6229 Advanced Calculus (3)
- MATH - 6337 Modern Geometry (3)
- MATH - 6373 Topology (3)
- MATH - 6637 Mathematics Laboratory (3)
- MATH - 7121 Combinatoric and Graph Theory (3)
- MATH - 7211 Advanced Calculus for Educators (3)
- MATH - 7369 Differential Geometry (3)
- MATH - 8219 Topics in Analysis (3)
- MATH - 8243 Partial Differential Equations (3)
- MATH - 8523 Financial Mathematics (3)

Additional Electives

Up to 6 hours of courses from related disciplines may be substituted for the elective courses with approval of the program coordinator including the courses below:

- CPSC - 6562 Numerical Algorithms (3)
- CPSC - 6660 Artificial Intelligence (3)
- CPSC - 8810 Formal Languages and Automata (3)
- CPSC - 8815 Natural Language Processing (3)
- Finance
- Economics

Required graduate thesis/project/seminar (4)

Students must complete a graduate thesis, project or seminar as part of a capstone course and present their work to the mathematics community at Governors State University. Students can select one of the following options:

Master's Thesis/Project Option

A paper describing and synthesizing material from several papers on a selected topic of interest from mathematics, including, but not limited to, pure or applied mathematics, mathematics education, statistics, history of mathematics, mathematical computing, or financial mathematics. The thesis/project must be approved by three faculty members, one of which is the project director. A tenured/tenure track mathematics faculty member must serve as the director of each thesis/project, and each thesis/project must be reviewed and graded by a committee of three faculty members (one may be from a program other than mathematics). In addition, students will be required to present their work to the mathematics community at GSU.

Master's Graduate Seminar Option

Students participate in a seminar class, deeply investigating a topic in mathematics, mathematics education, statistics, history of mathematics, mathematical computing, or history of mathematics. The seminar topic will provide evidence of the ability to understand and synthesize the chosen topic. A Student Study Plan must be submitted to a tenured/tenure track faculty member who will serve as the supervisor of the seminar. This Student Study Plan must be reviewed and approved by a committee of three faculty members (one may be from a program other than mathematics). The seminar must be open to the mathematical community at GSU, and seminar documentation must be submitted to the supervisor.

- MATH - 8900 Graduate Thesis Project (3)
  OR
- MATH - 8950 Graduate Seminar (3)
  AND
- MATH - 8990 Research Presentation (1)

Total graduate coursework with thesis/project/seminar - 34 credits

Master of Science in Mathematics with an Actuarial Science Sequence

The graduate major in Mathematics with an Actuarial Science sequence prepares students for actuarial positions in business, government and industry. Coursework in the sequence provides a foundation for the preparation needed to sit for a series of examinations developed by the professional actuarial societies. In addition to a strong knowledge base in mathematics that includes probability and statistics, coursework includes risk management, finance, economics, and investments. Special admissions requirement includes a 3.00/4.00 overall grade point average.

Degree Requirements

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

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

Required Core Mathematics Courses (9 hours)

- MATH - 8250 Mathematical Statistics (3)
- MATH - 8505 Advanced Probability (3)
- MATH - 8523 Financial Mathematics (3)

Selective Mathematics Courses - choose Two (6 hours)

- MATH - 6229 Advanced Calculus (3)
- MATH - 6449 Linear Algebra II (3)
- MATH - 6557 Probability (3) *
- MATH - 6637 Mathematics Laboratory (3)
- MATH - 8219 Topics in Analysis (3)
- MATH - 8623 Mathematical Modeling (3)
- STAT - 6219 Statistical Methods (3) *

NOTE:

* Recommended if not taken at the undergraduate level

Required Sequence Requirements (15 hours)

- ACCT - 6100 Foundations of Accounting and Finance (3)
- ECON - 6100 Foundations of Economics (3)
- FIN - 7101 Problems in Financial Management (3)
- FIN - 7501 Investments (3)
- FIN - 8501 Derivatives (3)

Required Graduate Capstone (4 hours)

- MATH - 8800 Mathematics Internship (1-4)
  OR
- MATH - 8900 Graduate Thesis Project (3)
  AND
- MATH - 8990 Research Presentation (1)

Total Required - 34 Hours

Master of Science in Mathematics with a Concentration in Teacher Education

The curriculum for the graduate major in Mathematics with a concentration in Teacher Education provides a balance between theoretical and applied study, with the general objective of providing students with a substantial background in mathematics that affords opportunities to strengthen skills in logical thinking, problem analysis, problem-solving, and mathematics pedagogy for those interested in teaching Mathematics at the secondary level.

The Master of Science in Mathematics with a Concentration in Teacher Education is designed for individuals who seek an Illinois teaching license to teach secondary mathematics in grades 9 - 12. Completion of the sequence will allow candidates to apply for an Illinois teaching license endorsed for mathematics. The program is designed for those with a bachelor's degree in mathematics or a related field such as actuarial science, computer science, economics, engineering, finance, or physics. Program completers would be considered "highly qualified" to teach mathematics at the secondary level as defined by the Illinois State Board of Education (ISBE). Program requirements include a strong knowledge base in mathematics and professional education coursework, including a student teaching internship that meets all of the requirements for secondary teachers set forth by the ISBE. Mathematics coursework includes abstract algebra, linear algebra, probability and statistics, number theory, geometry, mathematics technology, special topics, and the history of mathematics.

Teacher Licensure

This program is approved by the Illinois State Board of Education and is intended to lead to the Initial Secondary License Type 09 qualifying students to teach mathematics in grades 9 - 12. To be recommended for an Illinois State Board of Education teaching license, the student must present evidence of having passed the Test of Academic Proficiency (TAP) and Mathematics 115 Subject-Matter Knowledge examinations of the Illinois Licensure Testing System, and earned a passing score on the teacher performance assessment known as the edTPA,

Students must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in the catalog.

Special Admission Requirements

In addition to meeting university criteria, applicants must:

1. have a cumulative grade point average of 3.00 (out of a possible 4.00). Students seeking admission to the GSU Master of Science in Mathematics program with a GPA lower than 3.00 may petition to the graduate program coordinator for admission;
2. meet the general education requirements for teacher licensure described in this catalog;
3. submit a Personal Statement that includes a discussion about why the candidate wants to pursue a career in teaching; and
4. submit two professional or academic letters of reference.

Students may apply for the Master of Science in Mathematics with a concentration in Teacher Education program at Governors State University with a baccalaureate degree in any field from an accredited university. An undergraduate major in mathematics or a related field with a strong mathematics foundation, such as actuarial science, computer science, economics, engineering, physics, or finance, is strongly recommended. Students must have completed, with a grade of "C" or higher, a three-semester sequence in calculus, one course in linear algebra, and one course

in discrete mathematics. Students may be conditionally admitted if they do not meet the undergraduate prerequisites for the graduate core courses.

Admission to Candidacy

As a benchmark toward graduation, students must apply for and be accepted to candidacy for the Master of Science in Mathematics with a Secondary Teacher Education degree. Mathematics students must apply for candidacy upon completion of 24 credit hours. Students applying for candidacy to graduate with the Master of Science degree in Mathematics must meet the following requirements:

1. completion of a minimum of 21 hours of required courses with a GPA of 3.00 or higher;
2. meet all the requirements for admission to Mathematics Teacher Education listed below; and
3. submit an application for the student teaching field experience.

Degree Requirements

Students must meet all university requirements for a master's degree. Additionally, students must meet the requirements for candidacy outlined above, and meet the degree requirement listed in this section.

Required Mathematics Courses (24 hours)

- MATH - 6171 History of Mathematics (3)
- MATH - 6337 Modern Geometry (3)
- MATH - 6400 Issues in Mathematics Education (3)
- MATH - 6449 Linear Algebra II (3)
- MATH - 6637 Mathematics Laboratory (3)
- MATH - 7133 Topics in Number Theory (3)
- MATH - 7451 Topics in Abstract Algebra (3)
- STAT - 6219 Statistical Methods (3)

Required Professional Education Courses (9 hours)

- SPED - 6101 Survey of Students with Exceptionalities (3)
- EDUC - 6360 Principles of Secondary Mathematics Education (3)
- EDUC - 6370 Teaching Secondary School Mathematics (3)

Required Capstone Internship (9 hours)

EDUC8970 Student Teaching - As part of this degree requirement, and to fulfill state licensure requirements, students must complete EDUC8970 Student Teaching. The student teaching internship is a one-semester, full-time teaching experience in a local high school under the direction of a university supervisor and classroom teacher.

- EDUC - 8970 Capstone Internship: Student Teaching - Secondary Mathematics (9)

Total Required - 42 Hours

Admission to Mathematics Teacher Education

In addition to meeting all university admission requirements for graduate students, applicants must meet the following requirements to be admitted to the program:

1. have a cumulative GPA of 3.00 or higher in all undergraduate coursework applied to the degree program (a grade of C- is not accepted);
2. submit a word-processed essay not to exceed 300 words explaining why the applicant wants to be a teacher;
3. attend the Secondary Education Orientation.
4. submit evidence of having passed the Test of Academic Proficiency (TAP) of the Illinois Licensure System or submit an ACT with Writing score of 22 or higher with a combined Reading and Writing score of 16; or an SAT composite of 1030 (critical reading + mathematics = 1030 or higher) and a minimum score of 450 on writing if taken on or before March 5, 2016; and after March 5, 2016 a composite score of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) and a minimum score of 26 on Writing and Language Test;
5. complete EDUC2310 Foundations of Education (or equivalent) and EDUC 3440 Educational Psychology (or equivalent) with a grade of "B" or better.

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

Student Progress

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

Conditional Continuation

Faculty may permit a candidate to continue conditionally. In some cases, faculty reviews of the candidate's records identify evidence that the candidate will be successful in the program. The status of all candidates allowed to continue under conditions is reviewed by faculty each term, and the candidates are informed in writing of the necessary conditions for them to be transferred to good standing status. When conditions are met, the candidate is informed in writing of the

transfer to good standing status. A candidate may not be admitted to student teaching without being in good standing status.

Admission to Student Teaching

Candidates must apply to student teaching before enrolling in EDUC8970 Student Teaching. An application for admission to student teaching must be submitted to the current Director of Field Experiences in the Division of Education. The application must be submitted by December 1 for the following fall semester and by January 31 for the following spring semester. Student teaching is not offered in the summer term. This application for student teaching will certify that the candidate applying has met the following requirements:

1. completed at least 48 hours of general education requirements with a GPA of 2.75 or higher (a grade of C- is not accepted);
2. completed professional education course requirements except student teaching, including a minimum 100 clock-hours of field experience with a GPA of 3.00 or higher, with a grade of "B" or better in each course;
3. must have completed methods courses no more than two years prior to the start of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a GPA of 3.00 or higher and completed all coursework with a grade of "C" or higher;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education Publication, Minimum Requirements for Licensure;
6. submit evidence of having passed the Mathematics 115 content area exam of the Illinois Licensure Testing System; and
7. receive a positive recommendation from the Secondary Education Student Progress Committee.

In addition, candidates must:

1. have a cumulative GPA of 3.00 or higher;
2. earn a grade of "C" or higher for all general education courses;
3. have a GPA of 2.75 or higher in all general education courses;
4. have a GPA of 3.00 or higher in mathematics and statistics courses with a grade of "C" or higher in each course;
5. earn a grade of "B" or higher in MATH6400, EDUC6360, EDUC6370 and SPED6100;
6. earn a grade of "B" or higher in EDUC8970 Student Teaching;
7. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
8. provide evidence of successful completion of the Illinois and US Constitution examinations;
9. complete at least one three-hour course in non-Western or Third World Cultures;
10. complete the following with a grade of "C" or higher: 12 hours of calculus, one course in linear algebra, and one course in discrete mathematics;
11. show evidence of having passed the edTPA assessment;
12. receive a positive recommendation from the Secondary Education Student Progress Committee; and
13. complete the General Education Requirements for Teacher Licensure, Initial Secondary License, and any additional requirements listed in the Licensure of Teachers and Other School Professionals section in this catalog.

Minor

Computer Science Minor

An undergraduate minor in Computer Science offered through the College of Arts and Sciences, is for students majoring in other fields who wish to supplement their preparation in a major discipline with a substantial amount of course work in computer science. The minor in Computer Science is particularly appropriate for those students who anticipate significant use of a computer during the pursuit of their chosen majors or who would like to develop additional marketable skills to supplement and complement their major studies.

Requirements for the Minor

Students must meet all university requirements for a minor.
In addition, students must:
1. complete at least one course at the upper-division level; and
2. submit transfer courses to the advisor for the minor for approval by the first week of the term of intended graduation.

Required Courses (22 Hours)

- CPSC - 2005 Introduction to Computer Technology (3)
- CPSC - 3148 Computer Programming: Java (3)
- CPSC - 4137 Web Applications (3)
- CPSC - 4190 Introduction to Software Engineering (3)
- CPSC - 4530 Mobile App Developments (3)
- CPSC - 4580 Information Security (3)

Total - 22 Hours

Game Design Minor

The College of Arts and Sciences offers an undergraduate minor in Game Design from Computer Science for students majoring in other fields who wish to supplement their preparation in a major discipline with a substantial amount of course work in 3 D computer graphics. The minor in Game Design is particularly appropriate for those students who anticipate significant use of 3D computer animation techniques in the field of game development and simulation. Student can also integrate 3D production skills toward animation shorts, films, visual effect & motion graphics.

Requirements for the Minor

Students must meet all university requirements for a minor. In addition, students must: completed with a "C" or higher for all required courses and selective for the minor submit transfer courses to the advisor for the minor for approval by the first week of the term of intended graduation.

Required Courses (15 Hours)

- CPSC - 4565 3D Modeling (3)
- CPSC - 4566 3D Animation (3)
- CPSC - 4567 3D Rendering (3)
- CPSC - 4630 Game Modeling and Animation (3)
- CPSC - 4631 Game Design (3)

Selectives (3 Hours)

- CPSC - 4632 Digital Sculpting (3)
- CPSC - 4569 Intro to 3D Visual Effects (3)

Total - 18 Hours

Mathematics Minor

A College of Arts and Sciences 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 minor in Mathematics at Governors State should not take MATH-2281 as part of the

calculus requirement. A full Calculus I (MATH-3290) and Calculus II (MATH-3229) sequence is needed to meet the calculus requirement for the minor.

Students planning to complete a minor in Mathematics must meet with the advisor in the Science Division to develop a study plan for the minor. As part of this process, students must submit transfer courses for approval. A copy of the study plan must be included with the request for graduation.

Required Courses (14 Hours)

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

- MATH - 2150 Discrete Mathematics (3)
- MATH - 2290 Calculus I (4)
- MATH - 2292 Calculus II (4)
- MATH - 2449 Linear Algebra (3)

Selectives (9 Hours)

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

Select nine hours from the following:

- MATH - 2271 Differential Equations (3)
- MATH - 2294 Calculus III (4)
- MATH - 4133 Number Theory (3)
- MATH - 4337 Modern Geometry (3)
- MATH - 4451 Modern Algebra (3)
- MATH - 4637 Mathematics Laboratory (3)

NOTE:

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

Total - 23 Hours

Graduate Certificate

Data Analytics Certificate – Graduate Level

The Post-Baccalaureate Certificate in Data Analytics prepares individuals to design and manage the construction of databases and related software programs and applications, including the linking of individual data sets to create complex searchable databases (warehousing) and the use of analytical search tools (mining). Includes instruction in database theory, logic, and semantics; operational and warehouse modeling; dimensionality; attributes and hierarchies; data definition; technical architecture; access and security design; integration; formatting and extraction; data delivery; index design; implementation problems; planning and budgeting; and client and networking issues.

This certificate offered through the College of Arts and Sciences is open to professionals and graduate students. Both full-time and part-time students are eligible to enroll in this certificate program.

Admission Requirements

Applicants should have an undergraduate degree in Computer Science or a related field from an accredited institution with a GPA of at least 2.75.

Please meet with your faculty or academic advisor after admission to complete your study plan.

Required Courses (15 Hours)

In order to receive the Data Analytics Certificate, students must complete each required course with a grade of "B" or better and submit the application for award of certificate to their advisor.

- [CPSC - 6210 Scripting Languages (3)](#)
- [CPSC - 6548 Computer Programming: Java (3)](#)
- [CPSC - 6730 Big Data Analytics (3)](#)
- [CPSC - 6790 Data Mining and Business Intelligence (3)](#)
- [CPSC - 8845 Advanced Database Concepts (3)](#)

Elective Courses (9 Hours)

- [CPSC - 6710 Social Media Mining (3)](#)
- [CPSC - 6719 Predictive Analytics and Data Collection (3)](#)
- [STAT - 6219 Statistical Methods (3)](#)

Total - 24 Hours

Digital Forensics Certificate - Graduate

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

This certificate offered through the College of Arts and Sciences is open to both upper-division undergraduate and graduate students. Both full-time and part-time students are eligible to enroll in this certificate program.

Among the four courses required by this certificate program (CPSC-6540/CJUS-5300, CPSC-6542/CJUS -5540, and CPSC-6622), CPSC-6540 /CJUS-5300 serves as an entry-level course. Two courses are offered per semester. A student should be able to complete all required courses within two terms after fulfilling the prerequisite.

Admission Requirements

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

- CPSC - 5000 Computer Science Workshop: (1-3) or its equivalent.

Certificate Requirements

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

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

Required Courses (12 Hours)

- CPSC - 6540 Digital Forensics (3)
  OR
- CJUS - 5300 Digital Forensics (3)

- CJUS - 5540 Contemporary Issues in Digital Forensics (3)
  Or
- CPSC - 6542 Contemporary Issues-Digital Forensics (3)

- CPSC - 6584 Special Topics in Information Security (3)
- CPSC - 6622 Special Topics in Digital Forensics (3)

Mathematics, Secondary Education Certificate

This is a post-baccalaureate certificate to prepare graduates of Mathematics programs for teacher licensure in mathematics at the secondary education level offered through the College of Arts and Sciences.

Teacher Certification

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Licensure in mathematics. To be recommended for licensure by Governors State university, students must earn a grade of "B" or better in EDUC-4999 Student Teaching: Mathematics.

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

Students must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section of this catalog.

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

Admission to Mathematics Education

In addition to meeting all university admission requirements for certificate students, applicants must meet the following requirements to be admitted to the Mathematics Education Certificate:
1. have a bachelor's or higher in Mathematics from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the Certificate

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:
1. complete EDUC - 2310 Foundations of Education (3) (or equivalent) with a grade of "B" or better;
2. submit evidence of having passed the Test of Academic Proficiency (formerly Basic Skills) of the Illinois Licensure Testing System; and
3. submit scores from the ETS Proficiency Profile; and Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements.

Consult with your advisor for information concerning the related GSU policies and procedures.

Student progress

The faculty monitors and evaluates student progress continually. The Licensure of Teachers and Other School Professionals section in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the secondary education faculty is available in the Secondary Education Undergraduate Handbook at
http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Arts_and_Sciences/Secondary_Education_Programs_in_Biology,_Chemistry,_English_and_Mathematics/

Conditional Continuation

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

Student Handbook

The Student handbook Undergraduate Degrees in Secondary education referred to in this catalog is available online at
http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Arts_and_Sciences/Secondary_Education_Programs_in_Biology,_Chemistry,_English_and_Mathematics/.

Admission to Student Teaching

Before enrolling in EDUC - 4999 Student Teaching (12), an application for admission to student teaching must be submitted of the director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). This application for student teaching will verify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC-6360 and EDUC-6370 with a grade of "B" or better;
3. must have completed methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the certificate in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Licensure;
6. submit evidence of having passed the Mathematics content area exam of the Illinois Licensure Testing System; and
7. received a positive recommendation from the Second-art Education Student progress Committee.

Certificate Requirements

Students must meet all university requirements for a license, and in addition, student must complete the general education requirement for teacher licensure Initial Secondary License listed in the Teacher Education section of this catalog.
In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in mathematics courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP-6101, EDUC-3440, and SPED-6101, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC-2310, EDUC-6360, and EDUC-6370;
7. earn a grade of "B" or better in EDUC-4999;
8. complete a minimum of 100 clock hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. show evidence of having passed the Assessment of Professional Teaching;
11. meet any additional requirements listed in the Teacher Licensure section of this catalog; and
12. receive a positive recommendation from the Secondary Education Student progress Committee.

Professional Education (minimum of 24 hours)

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

- EDUC - 2310 Foundations of Education (3)

- SPED - 2100 Survey of Students with Exceptionalities (3) /
- SPED - 6101 Survey of Students with Exceptionalities (3)

- EDCP - 2101 Introduction to Educational Technology (3) /
- EDCP - 6101 Introduction to Educational Technology (3)

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

- EDUC - 3440 Educational Psychology in Action (3)
- EDUC - 6360 Principles of Secondary Mathematics Education (3)
- EDUC - 6370 Teaching Secondary School Mathematics (3)
- EDUC - 4999 Student Teaching (12)

Additional Requirements

Students may need to complete additional general education or Mathematics courses if their bachelor degree requirements do not meet the requirements of the approved Governors State University program for the endorsement in Mathematics Education.

Minimum Total - 24 Hours at GSU

Division of Humanities and Social Sciences

Bachelor of Arts

Anthropology and Sociology, B.A.

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

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

Degree Requirements

Students must meet all university requirements for a bachelor's degree. In addition, students must complete Core, Concentration Core, and Selective courses with a "C" or better.

General Education Requirement (37 - 41 Hours)

See the GSU Catalog (www.govst.edu/catalog) for the specific list of requirements. The general education requirements are the same as the university requirements (see Bachelor's Degree Requirements) except for the Social and Behavioral Science area where nine (9) hours must be completed, of which six (6) hours are lower-division courses in the chosen concentration, with one of those courses an introduction to the discipline, and three (3) hours of a social science course outside of the chosen concentration.

Core Courses for All Concentrations in the Majors (18 Hours)

- ANTH - 1100 Cultural Anthropology (3)

- SOC - 1100 Introduction to Sociology (3)
  OR
- SOC - 2100 Contemporary Social Issues (3)

- ANSO - 3099 Junior Seminar in Anthropology and Sociology (3)
- ANSO - 3600 Making Sense of Social Data (3)
- ANSO - 4400 Theories of Social Science (3)
- ANSO - 4900 Senior Capstone (3)

Concentration Core Courses (15 Hours)

A. Anthropology Concentration

- ANSO - 3300 Ecology, Environment, and Culture (3)
  OR
- ANSO - 4300 Food, Culture, and Society (3)

- ANTH - 2100 Trends in Cross-Cultural Analysis (3)
- ANTH - 3400 Language and Culture (3)
- ANTH - 4610 Ethnographic Research Methods (3)
- BIOL - 3108 Human Evolution (3)

B. Sociology Concentration

- ANSO - 2100 Gender and Sexuality (3)
  OR

- ANSO - 2200 Race and Class (3)

- ANSO - 4100 The Anthropology and Sociology of Religion (3)
- SOC - 3150 Self and Society (3)
- SOC - 3200 Social Inequalities (3)
- SOC - 3600 Doing Sociological Research (3)

Electives (46 - 50 Hours)

Additional courses as approved by academic advisor. Language study is highly recommended for students concentrating in Anthropology seeking graduate level anthropology training. An additional sociological theories course and an advanced statistics course is highly recommended for students concentrating in Sociology seeking graduate level sociology training.

Total - 120 Hours

NOTE: A total of no more than six credits of Independent Study (ANSO-4700 or ANSO-4710) may be counted toward the major, unless the academic adviser grants specific permission.

Criminal Justice, B.A.

The College of Arts and Sciences offers a B.A. in Criminal Justice that is developed from the social and behavioral sciences. The study of criminal justice combines the traditional aspects of the criminal justice system, such as law enforcement, courts and the judiciary, corrections, and juvenile justice with an understanding of social deviance as a whole. It also recognizes the interdependence of historical social traditions, values, politics, economic, and legal structures that impact policy questions in a democratic society.

The Bachelor in Arts of Criminal Justice at Governors State University will prepare students with the professional education, analytical background, and communication skills currently demanded in law and justice-related positions in policing, community and institutional corrections, juvenile facilities, social service and community outreach, conflict mediation, and non-profit enterprises among others. This is accomplished through a curriculum specifically developed for students wishing to cultivate a broad perspective which includes the examination of the intersection of the traditional criminal justice model with social, restorative, and community-based models of justice.

The requirements of this degree include completing courses covering 1) Traditional criminological and restorative theoretical perspectives important to understanding crime, deviance, and the shaping of public policy; 2) Social justice approaches to crime prevention and community-based problems; 3) Ethics, diversity, professionalism; and 4) Research design and inquiry to strengthen analytical skills.

Degree Requirements

Students must meet all university requirements for a bachelor's degree. In addition, students must earn a minimum grade of "C" in all the upper-division Criminal Justice Core and Selective courses at Governors State University.

General Education Requirement (37 Hours)

See Bachelor's Degree Requirements for general education requirements.

Foundation Courses (15 Hours)*

These are the introductory courses that aim to provide students with the foundational knowledge of the criminal justice system's major components operations, and theories. Students are required to complete 15 hours of foundational courses (substitutions may be allowed with the permission of the student's advisor).

- CJUS - 2100 Introduction to Criminal Justice (3)
- CJUS - 2200 Introduction to Corrections (3)
- CJUS - 2300 Introduction to Juvenile Justice (3)
- CJUS - 2360 Judicial Process and Constitutional Issues in Criminal Justice (3)
- CJUS - 2400 Policing Foundations (3)

Core Courses (24 Hours)*

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

- CJUS - 3099 Junior Seminar in Criminal Justice (3)
- CJUS - 3100 Foundations of Social Justice (3)
- CJUS - 3250 Foundations of Restorative Justice (3)
- CJUS - 3415 Criminological Inquiry and Research Design (3)
- CJUS - 3440 Exploring Ethics in the Justice System (3)
- CJUS - 4100 Theories of Crime and Deviance (3)
- CJUS - 4465 Comparative International Criminal Justice Systems (3)
- CJUS - 4900 Senior Capstone in Criminal Justice (3)

Selectives (18 Hours)

Students must also take 18 credits of selective courses from the list below. Here students are able to tailor their degree by choosing courses specific to career goals or research interests. We also offer a concentration in Restorative Justice for students in the CJUS major.

Selective Courses

- CJUS - 3020 History of Corrections and Punishment (3)
- CJUS - 3300 Critical Issues in Juvenile Justice (3)
- CJUS - 3420 Community-based Corrections (3)
- CJUS - 3450 Race, Gender, and the Justice System (3)
- CJUS - 3500 Contemporary Restorative Justice Practices (3)
- CJUS - 3660 Mediation and Conferencing (3)
- CJUS - 3770 Management and Organizational Leadership (3)
- CJUS - 3860 Peace Circles (3)
- CJUS - 4000 Special Topics in Criminal Justice (3)
- CJUS - 4120 Policing and the Community (3)
- CJUS - 4320 Correctional Policy and Practice (3)
- CJUS - 4340 Restorative Justice in Schools (3)
- CJUS - 4350 Victims and the Justice System (3)
- CJUS - 4380 International Peace Initiatives (3)
- CJUS - 4425 Death Penalty in America (3)
- CJUS - 4616 Crime Analysis (3)
- CJUS - 4750 Justice Systems Planning (3)
- CJUS - 4800 Internship (3)

Restorative Justice Concentration

To fulfill the concentration requirements, students must complete 18 hours of the courses listed below; CJUS 4000 Special Topics may be substituted for the Internship option with Coordinator approval.

- CJUS - 3500 Contemporary Restorative Justice Practices (3)
- CJUS - 3660 Mediation and Conferencing (3)
- CJUS - 3860 Peace Circles (3)
- CJUS - 4340 Restorative Justice in Schools (3)
- CJUS - 4750 Justice Systems Planning (3)
- CJUS - 4800 Internship (3)

Elective Credits (26 Hours)

In addition to the core and selective credits required, students must take an additional 26 hours of elective credits. Students in this major are encouraged to complete a minor in Addictions Studies, Business Administration, Gender Studies, Public Administration, Psychology, Social Work, Sociology, or another field that complements their degree and career objectives.

Total - 120 Hours

English, B.A.

The College of Arts and Sciences offers an undergraduate major in English to 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.

General Education Requirement (37-41 Hours)
See Bachelor's Degree Requirements for general education requirements.

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

- American Literature I & II (6)
- English Literature I & II (6)

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

- ENGL - 4100 Advanced Composition (3)

- ENGL - 4110 Linguistics (3)
  OR
- ENGL - 4205 Modern English Grammar (3)

- ENGL - 4200 Literary Criticism (3)
- ENGL - 4505 Major English Authors (3)
- ENGL - 4515 Major Black Authors (3)
- ENGL - 4510 Major American Authors (3)
- ENGL - 4520 Contemporary Literature (3)
- ENGL - 4550 Shakespeare's Plays (3)
- ENGL - 4900 English Capstone (3)

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

- Take three 4000 level literature courses.

Electives (38 Hours)
Total - 120 Hours

English, B.A. with a Concentration in Teacher Education
In addition to offering students a strong academic background in English studies, the undergraduate major in English with a teacher education concentration, offered through the College of Arts and Sciences, provides 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 Licensure
This program is approved by the Illinois State Board of Education and leads to the Initial Secondary License in English. To be recommended for licensure by Governors State University, students must complete at least 42 hours in general education and 84 hours in required courses. General education courses may include both lower and upper-division courses, resulting in a completed program of 123 credit-hours. Students must earn a grade of "B" or better in EDUC - 499: Student Teaching: 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 wishing to pursue this endorsement must take three hours in the psychology of early adolescent development, three hours in curriculum instruction and three hours of methods related to the middle school. Students should contact their advisor for specific course requirements.

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

Students must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in the catalog.

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

1. have a cumulative average G.P.A. of 2.75 or higher in all lower division courses applied to the degree program;
2. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher;
3. submit evidence of having passed the Test of Academic Proficiency (formerly Basic Skills) of the Illinois Licensure Testing System;
4. submit scores from the ETS Proficiency Profile;
5. complete EDUC - 2310 Foundations of Education (3), (or equivalent) with a grade of "B" or better; and
6. attend Secondary Education Orientation.

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

Student Progress

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

Conditional Continuation

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

Student Handbook

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

Admission to Student Teaching

Before enrolling in EDUC - 4999 Student Teaching (12), an application for admission to student teaching must be submitted to the director of Field Experiences in the College of Education. The application must be submitted by November 30 for the fall term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed general education requirements with a G.P.A. of 2.75 or higher;
2. completed professional education course requirements, except student teaching, including 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course and EDUC-4465, ENGL-4570, ENGL-4575, and ENGL-4580 with a grade of "B" or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. must have no more than six hours (at the discretion of the advisor) remaining to be completed in the major, with a G.P.A. of 3.0 or higher, and completing all courses with a grade of "C" or better;
5. met all state requirements applicable to areas of student teaching assignments as outlined in the "Illinois Program for Evaluation, Supervision, and Recognition of Schools, Part I, Subject G: Staff Qualifications";
6. submit evidence of having passed the English Content Area Examination of the Illinois Licensure Testing System; and
7. receive a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Students must meet all university requirements for a bachelor's degree, and in addition, students must complete the general education requirement for teacher licensure Initial Secondary License listed below. Completion of this requirement meets the general education requirement.

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses.;
4. have a G.P.A. of 3.0 or higher in English courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDUC-3440, EDCP-2101, and SPED-2100 with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC-2310, EDUC-4465, ENGL-4100, ENGL-4205, ENGL-4570, ENGL-4575, and ENGL-4580;
7. earn a grade of "B" or better in EDUC - 4999 Student Teaching (12);
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Licensure section of this catalog; and
13. receive a positive recommendation for the Secondary Education Student Progress Committee.

General Education Requirement for Teacher Licensure, Initial Secondary License, English (42 Hours)

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

- Written Communication (6)
- Oral Communication (3)

- Humanities (English, Foreign Language, History and/or Philosophy) (6)
- Fine Arts (Art, Music, and/or Theater) (3)
- Non-Western/Third World Cultures (3)
- Mathematics (3)
- Biological and Physical Science (including one laboratory course) (7)
- U.S. History (3)
- U.S. Government (3)
- Introduction to Psychology (3)
- Health (2)

English Core (54 Hours)

The following courses can be taken at either the lower-division or upper-division level:
- English Literature I (3)
- English Literature II (3)
- Studies in Mythology (3)
- American Literature I (3)
- American Literature II (3)

The following courses must be taken at the upper-division level:
- ENGL - 3330 Studies in Literature (3)
- ENGL - 4200 Literary Criticism (3)
- ENGL - 4100 Advanced Composition (3)
- ENGL - 4205 Modern English Grammar (3)
- ENGL - 4505 Major English Authors (3)
- ENGL - 4515 Major Black Authors (3)
- ENGL - 4510 Major American Authors (3)
- ENGL - 4520 Contemporary Literature (3)
- ENGL - 4550 Shakespeare's Plays (3)
- ENGL - 4600 Rhetorical Theory and Practice (3)

Professional Education (27 Hours)

The following courses can be taken at either the lower-division or upper-division level:
- EDUC - 2310 Foundations of Education (3)
- SPED - 2100 Survey of Students with Exceptionalities (3)
- EDCP - 2101 Introduction to Educational Technology (3)

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

- EDUC - 4440 Educational Psychology in Action (3)
- EDUC - 4465 Methods of Teaching English (3)
- MGMT - 4570 Behavioral Research in Business (3)
- ENGL - 4575 Reading Theory and Practice in the Secondary Schools (3)
- ENGL - 4580 Read and Rap: Literature for Young Adult Readers (3)
- EDUC - 4999 Student Teaching (12)

Total - 123 Hours

Gender and Sexuality Studies, B.A.

The College of Arts and Sciences Bachelor of Arts in Gender and Sexuality Studies offers a broad interdisciplinary investigation of gender and sexuality as keys to understanding human experience, fully integrating the study of gender and sexuality in its core curriculum. Genders and sexualities are powerful organizing forces: they shape identities and institutions, nations and economies, cultures and political systems. Careful study of gender and sexuality thus explains crucial aspects of our everyday lives on both personal and global scales. The scholarship in

Gender and Sexuality Studies is interdisciplinary and wide-ranging, drawing on communication, history, literature, cultural studies, and social and behavioral sciences, to study genders and sexualities as they intersect with race, ethnicity, class, nationality, disability, and religion.

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 Gender and Sexuality Studies Core, Selective, and Major Elective courses at Governors State University.

General Education Requirements (37 Hours)

See Bachelor's Degree Requirements for general education requirements.

Core Courses (12 Hours)

- GNSX - 2100 Introduction Gender and Sexuality Studies (3)
- GNSX - 3099 Theories in Practice (3)
- GNSX - 3500 Methods of Inquiry (3)
- GNSX - 4900 Senior Seminar (3)

Selectives (18 Hours)

Students must take 3 hours from each of the six selective areas.

Foundations (3 Hours)

Courses that examine the core issues of gender and sexuality. These courses can be taken at the lower division level.

- GNSX - 1200 Gender and Identity in Literature (3)
- SOC - 2800 Sociology of Marriage and Family (3)
- SOC - 3400 Work and Family Life (3)
- PSYC - 1605 Love: What Everyone Needs to Know (3)
- PSYC - 1606 Sex: What Everyone Needs to Know (3)

Social Justice and Public Policy (3 Hours)

Courses that examine the role of activism and policy in shaping society.

- ART - 3307 Art Images of Social Justice Movements (3)
- CJUS - 3450 Race, Gender, and the Justice System (3)
- SOSC - 4575 Women and Social Action (3)

Historical and Global Perspectives (3 Hours)

Courses that ask students to understand a world different from their own.

- HIST - 4410 Black Women in American History (3)
- HIST - 4500 Women in American History (3)
- GNSX - 3400 Global Politics of Gender (3)
- GNSX - 3450 History Of Sexuality In The US (3)

Political and Social Organization (3 Hours)

Courses that emphasize the institutional structures that shape and define human societies.

- ANSO - 2100 Gender and Sexuality (3)
- ANSO - 4200 Sociology of Organizations (3)
- ENGL - 4387 Exploding the Barriers: Studies in Race, Class, and Gender (3)
- GNSX - 3600 Politics Of Reproduction (3)

Culture and Representation (3 Hours)

Courses that examine symbol usage and cultural practices.

- ART - 4518 Women Artists (3)
- ANSO - 4300 Food, Culture, and Society (3)
- COMS - 4350 Gender Communication (3)
- COMS - 4750 Critical Gender and Sexualities (3)
- MCOM - 4560 Women in the Media (3)

Mind and Body (3 Hours)

Courses that explore the social world from the level of the individual.

- COMS - 4720 Communication and Identity (3)

- GNSX - 4869 Sex, Drugs, Rock, and Recovery (3)
- HLSC - 4101 HIV: The Epidemic: Issues for Healthcare Providers, Educators, Employers, and Consumers (3)
- PSYC - 3828 Understanding Men (3)
- PSYC - 3829 Psychology of Women (3)

Gender and Sexuality Electives (12 Hours)

Students must take 12 hours of upper division elective courses in Gender and Sexuality Studies. Students may select classes from the above list of courses, or related special topics courses approved by their advisor. Students are also encouraged to seek out internship (GNSX - 4800 Internship in Gender and Sexuality Studies (1-3)) or independent study (GNSX - 4700 Independent Study (1-3)) opportunities.

With the advisor's approval, relevant Special Topics offerings may be used to meet program requirements.

Electives (41 Hours)

Students are strongly encouraged to earn a minor in a related area based on their career goals.

Total Minimum of 120 Hours

History, B.A.

The College of Arts and Sciences Bachelor of Arts in History provides students with a rich and thorough education in United States and global history, assists in developing their academic and professional skills, and provides opportunities to participate in responsible citizenship and democratic engagement. The program emphasizes the development of skills that are essential for success in the workplace and the students' chosen careers. The curriculum is designed to help students build their skills in critical thinking, oral and written communication, and research and information retrieval. Students graduating from the program will have developed the ability to think clearly and critically and to assess and analyze complex issues and arguments-skills that can be applied to many different occupations, including government work, non-profit work, public policy work, and work in cultural and social service organizations. Some history majors later obtain teacher certification; others pursue graduate studies in the field and become historians.

All students complete the two-semester United States history survey, the two-semester world history survey, a course in public history and civic engagement, and a two-semester capstone project which can include an internship or thesis. In addition, students will complete a track specialization in American studies or global studies, comprising a minimum of twelve credits.

Students who successfully complete a two-semester western civilization survey at another institution may have the requirement of the two-semester world history survey waived.

Degree Requirements

General Education Requirements (37 Hours)

See Bachelor's Degree Requirements for general education requirements.

Core Courses (21 Hours)

- HIST - 1110 History of the United States to 1865 (3) *
- HIST - 1120 History of the United States since 1865 (3) *
- HIST - 2700 World History to 1500 (3) *
- HIST - 2710 World History Since 1500 (3) *
- HIST - 4000 Public History and Civic Engagement (3)
- HIST - 4910 Senior Capstone I: Methods (3)
- HIST - 4920 Senior Capstone II: Thesis (3)

Selectives (12 Hours)

Students will follow either the American History track *or* the Global History track. These selectives will consist of a minimum of 12 credit-hours.

Track One: American History

Choose courses from the following list, for a minimum of 12 credit-hours:

- HIST - 3100 U.S. Economic History (3)
- HIST - 3101 Key Issues in State and Federal Constitutional Government (3)
- HIST - 4001 Topics in History (3)
- HIST - 4002 Topics in American History (3)
- HIST - 4100 Beyond the Dream: Current Black Social Issues (3)
- HIST - 4110 The History of Illinois and Its Constitution (3)
- HIST - 4150 Modern U.S. History: 1900-1945 (3)
- HIST - 4160 Modern U.S. History, 1945-Present (3)
- HIST - 4200 American Urban History (3)
- HIST - 4400 Black Experience in the U.S. (3)
- HIST - 4410 Black Women in American History (3)
- HIST - 4440 History of Civil Rights (3)
- HIST - 4450 African Slavery in America (3)
- HIST - 4500 Women in American History (3)
- HIST - 4700 Independent Study in American History (1-4)
- HIST - 4800 Internship in American History (1-4)

Track Two: Global History

Choose courses from the following list, for a minimum of 12 credit-hours:

- HIST - 3111 World Environmental History (3)
- HIST - 4001 Topics in History (3)
- HIST - 4003 Topics in Global History (3)
- HIST - 4115 Modern African History (3)
- HIST - 4300 Modern Middle Eastern History (3)
- HIST - 4330 Ancient Chinese History (3)
- HIST - 4340 Modern Chinese History (3)
- HIST - 4420 Caribbean History (3)
- HIST - 4460 Latin America to Independence (3)
- HIST - 4470 Latin America from Independence (3)
- HIST - 4480 Pre-Colonial African History (3)
- HIST - 4510 Women in World History (3)
- HIST - 4650 Modern European History (3)
- HIST - 4670 Russia in the 20th Century (3)
- HIST - 4701 Independent Study in Global History (1-4)
- HIST - 4801 Internship in Global History (1-4)

Electives (50 Hours)

Total Minimum of 120 Hours

* These will be IAI courses.

Interdisciplinary Studies, B.A.

The Interdisciplinary Studies Program (IDSS) in the College of Arts and Sciences offers adult learners a flexible program for degree completion. The program accepts credit from a variety of sources to help adult learners complete their degree in a timely fashion while conforming to university standards for general education and residency.

Non-traditional learners come to the program with a variety of life experiences that need to be meaningfully blended into an academic program. The program's intention is to assist in creating a personally satisfying future while providing the academic rigor that is expected of a college graduate. The Interdisciplinary studies program accepts credit from a variety of sources in order to allow degree completion in a timely fashion while conforming to university standards as a regionally-accredited Bachelor of Arts degree program.

The B.A. in Interdisciplinary Studies is a learner-centered degree program that allows students maximum flexibility to select and tailor courses to their individual career goals. Students may select a broad, interdisciplinary set of courses for a well-rounded education. Students can earn a minor in the disciplines of the GSU colleges. (Students who want a bachelor's degree in a specific field of study should apply directly to the appropriate GSU college rather than through this program). Students may concentrate their course work in one college, perhaps to obtain the qualifications to enroll in a master's degree program. Individualized study plans are one of the hallmarks of the program, which makes it ideal for adult learners. Students work with the IDSS advisors to develop the student study plan based on their previous coursework, non-traditional course work, and career goals. This degree is built upon the need to achieve degree completion in a timely manner. It is designed to assist in integrating life experience and academic credit into a plan of action for creating a degree that is unique for each learner.

Alternative Options for Credit

The IDSS accepts credit for learning other than what comes from college course work. Military experience can be counted towards credit. Students can take competency exams such as CLEP (College Level Examination Program) or may have had training at an organization offering ACE (American Council on Education) credit. Demonstration of college level learning from life experience is encouraged through the completion of a Prior Learning Portfolio for college credit. Such portfolios are assessed for college credit by faculty evaluators.

Admission Requirements

The Interdisciplinary Studies Program requires that students have 60 hours of college credit and be in good academic standing for admission or at least 45 credit hours and good academic standing for conditional admission to the program pending completion of additional credit hours by portfolio, competency exams, or dual enrollment. Students who have earned their first bachelor's degree from a regionally accredited institution are not eligible for admission to this program.

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

Degree Requirements

Students must meet all university requirements for a bachelor's degree. A minimum of 40 hours must be taken at the upper-division level; up to 80 credit hours in lower division courses can be transferred to GSU. The residency requirement for the university requires a minimum of 24 hours be taken as courses offered by GSU.

General Education Requirements (37-41 Hours)

See Bachelor's Degree Requirements for general education requirements. While these are usually taken at the lower-division level, they can also be completed at the upper-division level.

Required Courses (15 Hours)

The following courses must be completed with a "C" or better:
- IDSS - 3100 Perspectives Interdisciplinary Studies (3)
- IDSS - 4900 Interdisciplinary Studies Appraisal (3)
- Interdisciplinary Requirement (6)
  (Students must take upper division courses in at least two different disciplines.)
- Technology Intensive Course (3)
  (This course can be taken at either the lower division or the upper division level.)

Electives (64-68)

Students may not exceed a maximum of 80 hours of lower-division credit between Sections General Education Requirements, Required Courses, and Electives. Students must complete a minimum of 28 hours of upper-division hours, if Section General Education Requirements is complete through course work taken at the lower-division level.

Total - 120 Hours

Political Science, B.A.

Students who major in Political Science at the undergraduate level through the College of Arts and Sciences, will begin with the study of a rich array of courses that cover the four major sub-fields of the discipline. This includes courses in: American Politics and Policy, Comparative Political Analysis, International and Global Politics, and Social Justice and Civil Engagement. Building on this foundation, students will take elective courses that both deepen their understanding of these fields and allow them to apply what they have learned to the real world in terms of analysis and activism (advocacy, and civic engagement). Emphasis is given to the common interdisciplinary pursuit of critical thinking as it applies to social problem solving. Beyond the core, students will select 21 hours of electives which will deepen their understanding and expertise of the program's four fields: American Politics and Policy, Comparative Political Analysis, International and Global Politics, and Social Justice and Civil Engagement. This will allow them to tailor the program to meet their educational and career goals and be more competitive in the job-market. Depending on their career goals and objectives, graduates of the program will also 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, political advocacy, and the private sector.

Degree Requirements

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

General Education Requirement (37-41 Hours)

See Bachelor's Degree Requirements for general education requirements.

Required Courses (21 Hours)

- POLS - 2100 American National Government (3) *
- POLS - 2101 Principles of Political Science (3) *
- POLS - 2950 Transformation of Global System (3)
- POLS - 3150 Comparative Political Analysis (3) *
- POLS - 4600 Political Theory (3)
- POLS - 4990 Political Struggle: Empowerment and Change (3)
- SOSC - 4500 Research Methods in the Social Sciences (3)

NOTE:

Courses with an * may be substituted with a lower-division course.

Selectives (18 Hours)

Students, with the assistance of their advisor, will select an additional 18 hours of courses relevant to the four major sub-fields of the program, i.e. American Politics and Policy, Comparative Political Analysis, International and Global Politics, Social Justice and Civic Engagement. This may be done with the degree of generalization and specialization that best suits the student's personal and professional goals. It is also recommended that students who want to enrich their undergraduate education consider registering with the University Honors Program.

The following courses are suggestive of what may be used:

A. American Politics and Policy

- ANTH - 4100 Urban Anthropology (3)
- HIST - 4100 Beyond the Dream: Current Black Social Issues (3)
- HIST - 4200 American Urban History (3)
- HIST - 4400 Black Experience in the U.S. (3)
- POLS - 2200 Local Governmental Systems (3)
- POLS - 4200 U.S. and Illinois Elections (3)
- POLS - 4300 The Chicago Political Tradition (1)
- POLS - 4400 Constitutional Law (3)
- POLS - 4500 Political Communication (3)
- POLS - 4110 Black Politics in America (3)
- POLS - 4460 Urban Politics (3)
- SOC - 3300 Principles of Urban Studies (3)
- SOC - 4250 Community Organization (3)
- SOSC - 4510 The Measure of Knowledge: Quantitative Research Methods (3)

B. Comparative Political Analysis

- HIST - 4115 Modern African History (3)
- HIST - 4340 Modern Chinese History (3)
- HIST - 4420 Caribbean History (3)
- HIST - 4470 Latin America from Independence (3)
- HIST - 4650 Modern European History (3)
- HIST - 4670 Russia in the 20th Century (3)
- ICS - 4620 African Politics (3)
- ICS - 4650 Latin America: Culture and Society (3)
- POLS - 4100 Hispanic Experience in the U.S. (3)
- POLS - 4330 Modern Middle Eastern History and Politics (3)
- POLS - 4340 Politics of Latin America (3)

C. International and Global Politics

- GEOG - 4470 Human Geography (3)
- POLS - 3250 International Political Economy (3)

- POLS - 3600 International Organizations (3)
- POLS - 4375 Conflict Resolution (3)
- POLS - 4380 International Peace Initiative (3)

D. Social Justice and Civic Engagement
- PHIL - 4402 Advanced Ethics: Theory and Practice (3)
- POLS - 3900 Seminar in Civic Engagement (3)
- POLS - 4090 Topics in Political Science (3)
- POLS - 4625 Contemporary Political Thought (3)
- POLS - 4650 Empowering Community: from Self to Service (3)
- POLS - 4700 Independent Study (1-4)
- POLS - 4800 Internship (1-4)
- SOSC - 4575 Women and Social Action (3)

Electives (44 Hours)
Total - 120 Hours

Social Sciences, B.A.

Students who major in the College of Arts and Sciences B.A. in Social Sciences are exposed to an interdisciplinary curriculum of courses in the social sciences, e.g., anthropology/ sociology, applied economics, history, and political science. Emphasis is given to the common interdisciplinary pursuit of critical thinking as it is applied to the analysis of social problems. Special attention also is given to the study of cultural similarities and differences which define the human experience. Graduates of the program, depending upon their career goals and objectives, will have the theoretical understanding for graduate work in the social science disciplines and the practical skills that are highly in demand in government, public service, education, industry, and business. A bachelor of arts in Social Sciences provides a strong background for students who are interested in the Master of Arts in Political and Justice Studies at GSU. It is recommended that students obtain a social science-based preparatory curriculum as required by the general education requirement. It is further recommended that students complete introductory courses in anthropology, economics, political science, sociology, and international relations. In lieu of this, students should seek their advisor's assistance to find the appropriate courses to fulfill this requirement.

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

General Education Requirement (37-41 Hours)
See Bachelor's Degree Requirements for general education requirements.

Required Courses (42 Hours)
A. American Studies Core (12 Hours)
- HIST - 3100 U.S. Economic History (3) *
- HIST - 4160 Modern U.S. History, 1945-Present (3)
- POLS - 2100 American National Government (3) *
- SOC - 3100 Studies in American Society (3) *

NOTE:
* May be substituted with a lower-division course.

B. Global Studies Core (15 Hours)
- ANTH - 2100 Trends in Cross-Cultural Analysis (3)
- GEOG - 4470 Human Geography (3)
- POLS - 2950 Transformation of Global System (3)
- SOSC - 3250 International Political Economy (3)
- HIST-3000+ Any upper-division non-U.S history course (3)

C. Foundations and Research Core (12 Hours)
- SOSC - 3099 Junior Seminar in Social Sciences (3)
- SOSC - 4110 Foundations of Social Science (3)
- SOSC - 4200 Ethnographic Research Methods (3)
- SOSC - 4500 Research Methods in the Social Sciences (3)

D. Capstone Core (3 Hours)
- SOSC - 4900 Seminar: Values, Technology, and Social Change (3)

NOTE:
Several courses in the program have been developed for delivery on the Internet.

Career Selectives (21 Hours)

Students, with the assistance of their advisor, will select an additional 21 hours of courses in the social sciences, policy studies, language, or a relevant field, with the degree of generalization and specialization that best suits their personal and professional goals.

The following courses are suggestive of what may be used:

- ANTH - 3501 Beliefs and Believers (3)
- ANTH - 4100 Urban Anthropology (3)
- ANTH - 4600 Anthropology In Film (3)
- HIST - 4100 Beyond the Dream: Current Black Social Issues (3)
- HIST - 4115 Modern African History (3)
- HIST - 4200 American Urban History (3)
- HIST - 4300 Modern Middle Eastern History (3)
- HIST - 4340 Modern Chinese History (3)
- HIST - 4400 Black Experience in the U.S. (3)
- HIST - 4420 Caribbean History (3)
- HIST - 4440 History of Civil Rights (3)
- HIST - 4470 Latin America from Independence (3)
- HIST - 4500 Women in American History (3)
- HIST - 4670 Russia in the 20th Century (3)
- ICS - 3400 Chinese Language and Culture I (3)
- ICS - 4610 Introduction to Gender Studies (3)
- ICS - 4620 African Politics (3)
- ICS - 4630 Hispanic Experience in the US (3)
- ICS - 4650 Latin America: Culture and Society (3)
- INST - 3600 Examining the Barriers: Studies in Race, Class, and Gender (3)
- JAPN - 3350 Japanese Language and Culture I (3)
- POLS - 3600 International Organizations (3)
- POLS - 4400 Constitutional Law (3)
- POLS - 4340 Politics of Latin America (3)
- POLS - 4460 Urban Politics (3)
- SOC - 4250 Community Organization (3)
- SOC - 4500 Sociology of Health and Healing (3)
- SOSC - 2100 Survey of Social Science (3)
- SOSC - 4101 Cultures of Labor in the Modern World (3)
- SOSC - 4305 Urban Studies: Introduction to the City (3)
- SOSC - 4400 Social Movements (3)
- SOSC - 4410 Ethnicity, Culture, and Politics (3)
- SOSC - 4575 Women and Social Action (3)
- SPAN - 3250 Spanish Language and Culture I (3)

NOTE:
Several courses are available via the Internet.

Electives (20 Hours)

Total - 120 Hours

Master of Arts

Criminal Justice, M.A.

The Criminal Justice MA program in the College of Arts and Sciences at Governors State University provides individuals working in justice-related areas (or interested in doing so) with the skills, knowledge, and abilities to work effectively in their

respective organizations and positions, and to effectively develop, implement, and evaluate system and organization change and reform initiatives. The Criminal Justice MA program also provides graduate students with a broad perspective on the criminal and juvenile justice systems, and prepares them for further graduate studies. The curriculum includes a series of classes, seminars, and workshops that impart specific skills in the areas of research, evaluation, data analysis, comparative analysis, and organizational leadership. Persons completing their master's degree in Criminal Justice at Governors State University will be equipped to attain advancement in the criminal and juvenile justice fields, participate skillfully and effectively in planned change at the organization and system levels, work more effectively in their respective positions, and pursue further graduate studies.

Admissions Requirements and Recommended Preparation

In addition to the university admissions requirements, students applying to the Criminal Justice MA program must:

- have a cumulative undergraduate grade point average of 2.75 (out of a possible 4.0);
- submit a letter of application explaining a statement of personal interest in pursuing a master's degree in criminal justice;
- submit three professional or academic letters of reference; and
- Completed applications must be submitted by May 15 for a fall, September 15 for spring, and January 15 for summer session admission.

Students seeking admission to the GSU Criminal Justice MA Program with a GPA lower than 2.75 may petition to the graduate program admissions committee for admission.

As criminal justice is an interdisciplinary field of study, students may apply for the MA in Criminal Justice at Governors State University with a baccalaureate degree in any field from an accredited university. We recommend undergraduate courses in the following areas: criminal or juvenile justice, general social science or criminal justice research methods, introductory statistical analysis, survey courses in the criminal justice system, juvenile justice, policing, court and judicial systems, race and gender studies, policy issues, and policy analysis. Strongly recommended undergraduate courses include: theories of deviance and criminal or delinquent behavior, international criminal justice systems, restorative justice, community-based justice, research methods, criminology, the criminal justice system, and constitutional issues pertaining to the justice system. The Criminal Justice MA program will admit students conditionally if they do not meet the undergraduate prerequisites for the graduate core courses, pending successful completion of 12 Criminal Justice MA program credits.

Transfer Credits

Providing that university policies regarding transfer of graduate credits are met, transfer credit will only be allowed for courses taken in graduate criminal justice or related graduate programs at accredited institutions. A limit of nine hours of transferable credits can be awarded for the Criminal Justice master's degree program.

Statement of Expectations

The Criminal Justice MA seeks to develop students who are well prepared to work effectively and ethically in diverse professional settings. In order to fulfill this responsibility, program faculty must evaluate students based on their academic, professional, and personal/behavioral qualities. A student's progress in the program may be interrupted for failure to comply with academic standards, or if a student's interpersonal or emotional behavior interferes and/or demonstrates an inability to work humanely, effectively, and ethically in a variety of work settings, including one-on-one and group interactions. For example, in order to demonstrate sound behavioral qualities, a criminal justice graduate student must abide by relevant ethical codes, demonstrate professional and technical knowledge, and demonstrate positive, pro-social interpersonal skills, professional attitudes, and professional character. Criminal Justice program faculty evaluate these factors based on a student's academic performance and ability to convey warmth, respect, honesty, and empathy in interactions with the public, classmates, staff, and faculty. Student should demonstrate the ability to accept and integrate critical feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately.

Remediation Plan

Those students who do not continuously meet professional ethics and academic honesty standards, academic requirements and/or variables outlined in the statement of expectations may be required to have a remediation plan. In order to graduate, such a student must complete the remediation plan in a timely manner. Failure to successfully complete a remediation plan may result in suspension or expulsion from the MA Criminal Justice program.

Admission to Candidacy

Criminal Justice MA students must apply for candidacy upon completion of 18 credit hours (9 of these credit hours must be in the required courses). Students applying for candidacy to graduate with the MA in Criminal Justice must meet the following requirements:

1. Complete a minimum of 9 hours in the required courses, except for the thesis, directed readings, or problem-solving practicum, with a grade of "B" or better in each course;
2. Complete a minimum of 9 hours of elective course work with a grade average of "B" or better;
3. Successfully demonstrate the skills and abilities outlined under "Statement of Expectations" above (students working on a remediation plan will not be admitted to candidacy); and
4. Establish a Graduate Committee. The Graduate Committee must include a project advisor (must be a member of the Criminal Justice Faculty) and two other graduate faculty members (one of which must be another Criminal Justice faculty member, a faculty member from a graduate program in a related discipline, or a faculty member from another

graduate program at Governors State University). A Graduate Committee may contain one outside member, who must be a tenured or tenure-track professor from a graduate program at an accredited university. Students apply for candidacy by completing a "Criminal Justice MA Program Application for Candidacy" form, including a list of the student's courses and grades to date, intended graduation project option (thesis, directed readings, or practicum), and a statement from the student's advisor regarding the student's prospects for completion within 4 years. The Criminal Justice MA Program Coordinator will review the application and indicate whether the student is admitted to candidacy, if additional coursework is required, or if the student will not be admitted to candidacy. Students denied admission to candidacy may appeal this decision to the College of Arts and Sciences Dean's Office.

Graduation Requirement

Criminal Justice MA students must complete their approved graduate project (with a "Pass" grade) during the term they intend to graduate. They must demonstrate the expected behavioral qualities outlined under "Statement of Expectations" above, and they must not have an active remediation plan at the time of graduation. Students may opt for one of the three possible graduate projects:

1. Master's Thesis - a traditional master's thesis including thesis statement, theory and hypotheses, literature review, research design, data collection and analysis, findings, conclusions, limitations, and bibliography; or
2. Directed Readings - selection of two specific areas of interest (each completed in a separate 3-credit course), development of readings lists in each, a semester-long dialogue with the lead professor, and a 72-hour take-home examination based on the readings; students must complete two independent directed readings projects, with two different lead professors; or
3. Problem-Solving Practicum - the student selects an issue or problem in the community or workplace, organizes individuals and stakeholders, conducts a needs assessment, develops and implements solutions to the problem, measures the early outcomes of the problem-solving initiative, and prepares a practicum report explaining the development, implementation, and outcomes of the project.

In addition to the requirements for candidacy outlined above, Criminal Justice MA students must complete the following requirement in order to attain the Master's degree:

1. the remaining required courses, with a "B" or better;
2. the remaining elective courses such that the grade average for all elective courses is a "B" or better; and
3. their graduate project with a Pass ("P") grade, which is determined by a vote of the three-member graduate project committee.

Curriculum

The Criminal Justice MA curriculum contains a core (required) sequence of classes comprising 16 credit hours covering a broad range of topics. This provides the leadership, analysis, and management foundation upon which students will build the remainder of their graduate studies. The curriculum provides for 15 elective credits, permitting students to specialize in particular areas of criminal or juvenile justice. Students complete the curriculum with a 6-credit graduation project - a two-course sequence involving a master's graduate research course and thesis, directed reading examinations in two subject areas, or a problem-solving practicum (implementation of a problem-solving initiative in the justice arena) covering two terms.

Curriculum listing

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

Required Courses (16 Hours)

- CJUS - 6010 Criminal Justice Master's Seminar (1)
- CJUS - 7010 Criminal Justice Leadership: Theory and Practice (3)
- CJUS - 8100 Theories of Crime and Deviance (3)
- CJUS - 8200 Research Applications (3)
- CJUS - 8300 Criminal Justice System Organization Finances and Administration (3)
- CJUS - 8400 The Justice System and the Community (3)

Electives (15 Hours)

Students must also complete 15 hours of electives in any of the following areas. Students may also take courses in the different areas with program coordinators' approval.

Understanding Crime and Deviance

- CJUS - 6130 Gangs, Guns, and Drugs (3)
- CJUS - 6150 Juvenile Delinquency (3)
- CJUS - 7110 Inductive Theory Building (3)
- CJUS - 7220 Theory And Crime Prevention (3)
- CJUS - 8170 Social Location and Prejudice in the Justice System (3)

Policy and Crime

- CJUS - 7210 Evaluation Research and Policy Analysis (3)
- CJUS - 7230 Special Topics in Crime Policy (3)

- CJUS - 7430 Terrorism and the Justice System (3)
- CJUS - 8210 Justice System Reform and Change (3)
- CJUS - 8280 Independent Research (1-3)
- CJUS - 8700 Graduate Research (3)

Administration, Planning, and System Change Management

- CJUS - 6510 Contemporary Issues in Criminal Law (3)
- CJUS - 7240 Crime Problem-Solving Strategies (3)
- CJUS - 8220 Community Restorative Justice (3)
- CJUS - 8370 Special Topics in Organization Management (3)
- CJUS - 8800 Justice System Internship (1-3)

Digital Forensics and Computer Security

- CJUS - 5300 Digital Forensics (3)
- CJUS - 5540 Contemporary Issues in Digital Forensics (3)
- CPSC - 6580 Information Security (3)
- CPSC - 6584 Special Topics in Information Security (3)

NOTE:

Additional courses from other disciplines may be substituted for the selective courses with approval of the Program Coordinator.

Thesis/Directed Readings/Practicum (6 Hours)

Select one of the following options:

A. Master's Thesis Option (3 Hours):

The Master's Thesis requires the student to develop an original research idea resulting in a research project entailing a description of the topic, issue, or problem, a literature review, development of a research hypothesis and questions, data collection and analysis, findings, conclusions, and limitations. The thesis must be approved by three faculty members, one of which is the thesis director.

- CJUS - 8990 Graduate Thesis (3)

B. Directed Readings Option (6 Hours)

The directed readings option requires the student to take the directed readings course twice (each directed readings includes a 3-credit course), covering two distinct areas of study. Readings are selected from the following areas: Understanding Crime and Deviance; Policy and Crime; Administration, Planning, and Systems Change Management; and Digital Forensics and Computer Security (one different area may be selected with approval from the student's graduate committee). A Criminal Justice faculty member must serve as the director of each directed readings project, and each directed readings project must be reviewed and graded by a committee of three faculty members (one may be from a program other than Criminal Justice). Students must successfully pass two 72-hour take home examinations covering the two areas selected.

- CJUS - 8891 Directed Readings for the Comprehensive Exam (3) (6, two 3-credit directed readings courses)

C. Problem-Solving Practicum (6 Hours)

Working with a committee of three faculty members (the practicum director must be a Criminal Justice faculty member, and one member may be from another faculty), the student selects an issue or problem in the community or workplace, develops a plan to resolve or reduce the problem, and prepares a practicum report explaining the development, implementation, and outcomes of the project.

- CJUS - 8880 Problem Solving Practicum (6)

Total with Thesis/Project - 37 Hours

English, M.A.

The Master of Arts degree in English from the College of Arts and Sciences, leads to concentrated knowledge and understanding of civilization and culture as manifested in two sequences - literature and writing.

The *Literature Sequence* 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 a comprehensive grasp of great literature in English and of issues in critical theory, language, and rhetoric. They also learn a variety of reading and interpretive strategies that can be applied to challenging personal,

professional, and societal conditions. The literature sequence 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 literature 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 *Writing Sequence* curriculum is based on an English Studies "fusion" model, as it works to meld what are generally the curricular goals of sequences in professional writing and rhetoric and composition, in order to provide specialized and advanced education in the production of written texts and their theoretical underpinnings. Students who choose this sequence will study applicable rhetorical theories and produce complex, primarily written texts of various non-fiction genres and modalities. Students enrolled in the sequence will also study theories in writing pedagogy, giving them the opportunity to consider the relationships between writing production and the teaching of rhetoric and composition.

The MA in English program enriches lives and improves the work of those who undertake it.

Special Admission Requirements

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

1. have completed a bachelor's degree in English or in a very closely related field from a regionally accredited college or university with a 3.0 G.P.A.;
2. have an undergraduate major in English, literature, language, linguistics, or a closely related field;
3. submit scores from the Graduate Record Examination (GRE General Test including a score of "4" or higher on the Writing Subtest);
4. complete prerequisite course work with a "B" or better in each course; and
5. provide three letters of recommendation, with at least two letters from professors/instructors in the field.

Required Preparation

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

Admission to Candidacy

After admission as a degree-seeking student, a student will also apply for candidacy after completing her or his course work. Application for candidacy should be made at the beginning of the term in which the student expects to fulfill the candidacy requirements (successful completion of ENGL-8950 for non-thesis students; after 18 credit hours are earned for thesis students). Application forms are available in the college office. To qualify for degree candidacy

for the thesis option, a student must do the following:

1. complete each course for the M.A. in English with a "B" (3.0) or better;
2. complete a detailed, approved proposal for a master's thesis; and
3. complete thesis proposal form with the signatures of three full time English faculty who have agreed to serve on the student's thesis committee; the primary thesis advisor must be from the tenure-stream faculty.

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

Degree Requirements Literature Sequence

Required Courses Thesis Option (21 Hours)

With faculty approval, students in the Literature Sequence may choose a thesis option. To receive approval for the thesis option, a student must propose a thesis project after 18 credit hours have been completed to the English program tenure-stream faculty. At least two of the faculty members must vote 'yes' for the student to receive approval. In the thesis option, a student completes research and prepares a formal thesis manuscripts. The thesis option would be appropriate for students who have research interests or who intend to pursue doctoral studies.

- ENGL - 7100 Introduction to Graduate Studies (3) *
- * Must be taken as early as possible in the graduate student's career, preferably within the first two terms.
- ENGL - 7200 Seminar: Studies in Theory (3)
- ENGL - 8700 Graduate Research (1-4)
- Select three of the following courses (9 credit hours):
- ENGL - 7500 College Composition Theory and Practice (3)
- ENGL - 8540 Graduate Seminar in English and European Literature (3)
- ENGL - 8550 Seminar: American Literature (3)
- ENGL - 8560 Seminar: Women's Literature (3)
- ENGL - 8570 Seminar: World Literature (3)
-
- ENGL - 8900 Graduate Thesis (3) **
- ** Cannot be attempted until after completing the required courses and the 12 credit-hours of selective courses.

Required Courses Non-thesis Option (22 Hours)

In the non-thesis option, a student takes ENGL - 8950 Comprehensive Examination in English (1). More information concerning the options is available in the English Graduate Student Handbook.

- ENGL - 7100 Introduction to Graduate Studies (3) *
- * Must be taken as early as possible in the graduate student's career, preferably within the first two terms.
- ENGL - 7200 Seminar: Studies in Theory (3)

- ENGL - 7500 College Composition Theory and Practice (3)
- ENGL - 8540 Graduate Seminar in English and European Literature (3)
- ENGL - 8550 Seminar: American Literature (3)
- ENGL - 8560 Seminar: Women's Literature (3)
- ENGL - 8570 Seminar: World Literature (3)
- ENGL - 8950 Comprehensive Examination in English (1) **
- ** Cannot be attempted until after completing the required courses and the 12 credit-hours of selective courses.*

Additional Requirements (12 Hours)

With the advisor's approval, students will select 12 credit hours of 6000-plus level courses in literature, composition, rhetoric, or closely related fields.

Total - 33 - 34 Hours*

Total Thesis Option = 33 Hours

Total Non-thesis Option = 34 Hours

Degree Requirements Writing Sequence

Required Courses (25 Hours)

- ENGL - 7100 Introduction to Graduate Studies (3) *
- ** Must be taken as early as possible in the graduate student's career, preferably within the first two terms.*
- ENGL - 7200 Seminar: Studies in Theory (3)
- ENGL - 7500 College Composition Theory and Practice (3)
- ENGL - 8530 Seminar: Theories in Technical and Professional Writing (3)
- ENGL - 8751 Research in Workplace Rhetoric (3)
- ENGL - 8800 Capstone: Internship in Writing/Writing Pedagogy (3)
- *Select two of the following courses (6 credit hours):*
- ENGL - 8540 Graduate Seminar in English and European Literature (3)
- ENGL - 8550 Seminar: American Literature (3)
- ENGL - 8560 Seminar: Women's Literature (3)
- ENGL - 8570 Seminar: World Literature (3)
-
- ENGL - 8950 Comprehensive Examination in English (1) **
- *** Cannot be attempted until after completing the required courses and the 9 credit-hours of selective courses.*

Additional Requirements (9 Hours)

With the advisor's approval, students will select 9 credit hours of 6000-plus level courses in literature, composition, rhetoric, or closely related fields.

Total - 34 Hours

Political and Justice Studies, M.A.

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

Admission Requirements and Recommended Preparation

In addition to the university admissions requirements, students applying to the Political and Justice Studies MA program must submit:

- Official transcripts showing successful completion of a bachelor's degree. Applicants will be expected to have a 2.75 cumulative G.P. A. (on a 4.0 scale);
- Submit a letter of application explaining a statement of personal interest in pursuing a master's degree in the Political and Justice Studies program. This statement should be specific and include information about the applicant's short- and long-term goals, and how enrolling in the program may help achieve them.
- Completed applications must be submitted by June 1st for fall admission and November 1st for spring admission.
- Addition material such as confidential letters of recommendation from professional references (e. g. current or former college faculty member, current or former work supervisor, or community leader) and written work may be requested by the program admissions committee or submitted voluntarily by the student for admission consideration.

Students seeking admission to the Political and Justice Studies MA program with a GPA lower than 2.75, but have a strong personal interest in the program may petition to the graduate program admissions committee for admission. The admissions committee takes into consideration strong letters of recommendation from professional references that attest to the student's abilities in writing and communication skills and concrete examples of the student's leadership abilities.

An undergraduate major or minor in political science, or a major in one of the social sciences or humanities, including anthropology, economics, sociology, history, philosophy, international studies, black studies, or area studies is recommended. Students may be required to demonstrate competency for graduate work by satisfying the following undergraduate preparatory courses at Governors State University or another accredited university: Foundations of U.S. Democracy (POLS-2100) and a research methods course such as SOSC-4500. These courses must be completed with a grade of "B" or better and are required in addition to the degree requirements listed below.

It is also highly recommended that students enroll in POJS - 6100 Theoretical Foundation of Political and Justice Studies (3) and POJS - 6120 Research Methods (3), as well as attend a program orientation at the earliest opportunity.

Transfer Credits

Providing that University policies regarding transfer of graduate credits are met, transfer credit will only be allowed for courses taken in a graduate social science or related graduate programs at accredited institutions. A limit of nine hours of transferable credits can be awarded for the Political and Justice Studies master's degree program.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application for candidacy should be made at the beginning of the term in which the student expects to fulfill the candidacy requirements. Application forms are available in the college office. To qualify for 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. with approval of a committee comprised of at least two Political and Justice Studies faculty, complete a proposal for either a thesis topic, internship project, or directed readings and obtain the committee's approval to study for the comprehensive examination.

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

Degree Requirements

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

Required Courses (15 Hours)
- POJS - 6100 Theoretical Foundation of Political and Justice Studies (3)
- POJS - 6120 Research Methods (3)
- POJS - 8200 Presidency, Congress, and the Courts (3)
- POJS - 8210 Public Policy and Politics (3)
- POJS - 8300 Comparative Political and Justice Systems I (3)

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. The following courses are suggestive of those that will fulfill this requirement.

A. American Politics and Public Policy
- HIST - 8400 Research in African-American History (3)
- POJS - 6100 Theoretical Foundation of Political and Justice Studies (3)
- POJS - 6200 Theories of Conflict Resolution (3)
- POJS - 6300 Corporate Influence on Politics (3)
- POJS - 6320 Political Sociology (3)
- POJS - 7150 Law, Society, and Public Policy (3)
- POJS - 7190 Gender, Political Culture, and the Law (3)
- POJS - 7200 Elites and American Democracy (3)
- POJS - 7250 American Political Behavior (3)
- POJS - 8200 Presidency, Congress, and the Courts (3)
- POJS - 8240 Intergovernmental Relations (3)
- POJS - 7035 Topics in American Politics and Public Policy (3)

B. Social Justice and Public Policy
- ICS - 6610 Introduction to Gender Studies (3)
- POJS - 6100 Theoretical Foundation of Political and Justice Studies (3)
- POJS - 6150 Civil and Human Rights (3)
- POJS - 6250 Community Justice (3)
- POJS - 7037 Topics in Social Justice and Public Policy (3)
- POJS - 7101 Constitutional Law: Process and Change (3)
- POJS - 7150 Law, Society, and Public Policy (3)
- POJS - 7190 Gender, Political Culture, and the Law (3)
- POJS - 7220 Global and U.S. Justice Movements (3)
- POJS - 7300 Social Origins of Violence (3)
- POJS - 7400 Sexual Politics (3)
- POJS - 8100 Labor Workforce Social Change (3)
- POJS - 8110 Wealth, Power, and Inequality (3)
- POJS - 8150 Contemporary Theories of Social Justice (3)
- POJS - 8500 Victimology (3)

C. Comparative and Global Politics
- ECON - 7200 Current Global Economic Problems (3)
- POJS - 6150 Civil and Human Rights (3)
- POJS - 6200 Theories of Conflict Resolution (3)
- POJS - 7036 Topics in Comparative and Global Politics (3)
- POJS - 7220 Global and U.S. Justice Movements (3)
- POJS - 7330 U.S. Foreign Policy (3)
- POJS - 7350 Third World in Global Development (3)
- POJS - 8390 Challenges of Globalization (3)
- POJS - 8450 International Law and Organization (3)

Thesis/Internship Paper/Practicum/Directed Readings Options (3 or 6 Hours)
Students must be in Candidacy Status before registering for the thesis, internship, practicum, or directed readings options. This includes having completed all core courses with a grade of "B" or better and an overall grade point average of B or higher.
Select one of the following options:

A. Thesis/Project Option (3 Hours):

A panel of three faculty members, one of which is the thesis director who is faculty from Political and Justice Studies, must approve the thesis. Students must also present their thesis to invited faculty members in a public forum. It is highly recommended that student enroll in POJS - 8700 Graduate Research (1-4) prior to registering for thesis hours in order to allow the student the requisite time to complete the readings and research needed for a quality thesis. The student is also responsible for circulating the paperwork so that all three readers (one main reader from Political and Justice Studies faculty and at least two secondary readers, with one of the secondary readers being a faculty member from Political and Justice Studies) sign the appropriate paperwork for a timely registration. POJS-8700 and POJS-8990 must be completed with at least a "B" grade.

- POJS - 8700 Graduate Research (1-4)
- POJS - 8990 Graduate Thesis Project (3)

B. Directed Readings Option (6 Hours):

The directed readings option requires students to take the directed readings course twice covering two distinct areas of study. Readings are selected from the following areas: American Politics and Public Policy, Social Justice and Public Policy, and Comparative and Global Politics.

Students must successfully pass two comprehensive examinations covering the two areas selected with a "B" or higher. Directed Readings (POJS-8981 & POJS-8982) must be taken in two different fields and they must be taken with two different faculty members as the main readers, with at least two secondary readers, with one of the secondary readers being a faculty member from Political and Justice Studies.

- POJS - 8981 Directed Readings (3)
- POJS - 8982 Directed Readings (3)

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

Students may select the internship project for a total of six credits and will have completed 300 hours at the internship/practicum experience. The analytical internship paper option involves the application of the student's knowledge and skills in a culminating experience approved by a main faculty supervisor in consultation with a panel of two additional faculty readers, with at least one of the secondary readers being a faculty member from Political and Justice Studies who will also read and evaluate the culminating major analytical paper. POJS-8970 must be completed with at least a "B" grade.

- POJS - 8970 Internship Project (6)

D. Directed Scholarship I

If the Thesis/Internship/Practicum/Directed readings Options (graduate capstone) is not completed in the term the student is enrolled in the graduate capstone course, students may, under the supervision of the graduate faculty member, register for POJS - 8999 Directed Scholarship: Political and Justice Studies (1-2) to maintain active enrolment in their graduate program while completing the requirements for their degree. To receive this option, students must have received a grade of "CO" in the graduate capstone course and completed a Student Contract that is signed by the student, thesis director, and department/division chair that clearly specifies how the student will demonstrate significant progress towards or completion of the graduate capstone designate for which they are registered (hold the "CO" in). NOTE: This course is variable (1-2) in credit hours, repeatable (not replaceable) for a maximum of three times in a degree program, and is a P/NC option.

Total with Thesis/Project - 33 Hours

Total with Directed Readings/Internship/Practicum Project - 36 Hours

Master of Public Administration
Public Administration, M.P.A.

The College of Arts and Sciences offers graduate study in public administration leading to the degree of Master of Public Administration (M.P.A.). The MPA program prepares students to serve as effective managers in nonprofit, local, county, state, and federal organizations. The MPA program provides a high quality education to a diverse student body while engaging in scholarly activities and community service. We empower our students with an ethical perspective and with the critical thinking and decision making skills to effectively manage a public entity.

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

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. all official transcripts showing evidence of a 3.0 cumulative G.P.A. on a 4.0 scale (G.P.A. calculated from the last 60 credit hours);

2. two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former work supervisor, or community leader;
3. a two page, double spaced statement of intent which discusses personal short and long term career goals and reasons for pursuing a MPA degree at this time and what about this particular program is going to help reach those goals. Please give specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills and supports your candidacy for the MPA; and
4. a current resume.

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

As part of this degree program, students must choose one of the following options to complete the MPA program (grade "B" or higher required):

PADM - 8900 Problems in Applied Public Management (3)

OR

PADM - 8990 Master's Research Paper (3)

In the Capstone Course PADM-8900, students demonstrate their cumulative knowledge and skills through the completion of case studies and a research paper.

Before registering for PADM-8900 students must:
1. complete 39 hours of required courses including PADM-8600;
2. be in final term of program; and
3. obtain permission from the CBPA Advising Office.

The Master's Research Paper PADM-8990 involves a demonstration of the student's knowledge and skills through the development of a major research paper approved by a committee of three faculty members

Before registering for PADM-8990 students must:
1. complete all required courses;
2. select a committee and have the chairperson approved by the dean; and
3. complete a written proposal approved by their committee and chairperson.

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

Candidacy Requirement

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:
1. satisfy all conditions of admission;
2. maintain an overall G.P.A. of at least 3.0 (on a 4.0 scale) for all coursework completed at Governors State university as a graduate student;
3. satisfy the written communication proficiency requirement;
4. apply for candidacy after earning a minimum of 9 and a maximum of 12 graduate credit-hours (beyond preparatory coursework). Students who complete more than 15 hours of degree requirements before attaining candidacy status may be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college; and

Degree Requirements

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

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

Required Courses (33 Hours)

- MIS - 7650 Managing Information in the Public Sector (3)
- PADM - 6700 Data Analysis for Public and Non-Profit Administration (3)
- PADM - 7100 Political and Legal Frameworks for Public Administration (3)
- PADM - 7200 Economic Analysis in Public Administration (3)
- PADM - 7300 Seminar in Public Human Resource Administration (3)
- PADM - 7400 Public Organization Theory and Behavior (3)
- PADM - 7500 Seminar in Public Budgeting (3)
- PADM - 7600 Seminar in Research Methods (3)
- PADM - 8200 Ethics for Public Administration (3)
- PADM - 8300 Public Finance (3)
- PADM - 8400 Seminar in Public Planning (3)

Select three of the following courses (9 hours)

NOTE: at least one course chosen must be a PADM course:*

- MGMT - 8300 Labor Management Relations (3)
- PADM - 8000 Advanced Topics in Public Administration (1-3)

- PADM - 8100 Seminar in Urban Government (3)
- PADM - 8500 Seminar in Public Policy (3)
- PADM - 8880 Internship (3)
- POJS - 8240 Intergovernmental Relations (3)

NOTE:

* Other appropriate graduate classes may be approved by MPA Program Coordinator

Master's Final Project (3 Hours)

Select one of the following:

- PADM - 8990 Master's Research Paper (3)
- PADM - 8900 Problems in Applied Public Management (3) *

NOTE:

* Students must earn a B or higher grade in their Master's Research Paper or PADM-8900 in order to successfully complete the MPA program.

Total - 45 Hours

Master of Arts and Master of Public Administration

Criminal Justice, M.A. and Public Administration, M.P.A.

The College of Arts and Sciences joint degree program was designed in response to students' demand for a degree program that would broaden student's skills and knowledge by combing the core of these two programs; thus allowing students to have a comparative advantage in the job market. Students who graduate with this joint degree will graduate with two master's degrees (one in Public Administration and the other in Criminal Justice). The Public Administration program offers students the tools and technical skills for working in the public sector. This includes such courses as human resource administration, public planning, and public budgeting. The Criminal Justice program focuses more on the skills, knowledge, and abilities to work effectively in organizations and positions, to effectively develop, implement, and evaluate system and organization change and reform initiatives. By so doing, the program builds upon a criminal justice and public policy program with the addition of a social justice emphasis.

In developing this joint degree program the faculty studied the "best practices" of joint degree programs and developed a program that makes use of the complimentary nature of CJUS and PA in order to maintain the integrity of each program, while allowing the greatest use of each program to satisfy the electives. Students enrolled in this program will be able to complete both degrees with 23 courses (69 credit hours), 11 in the MPA program, 10 in the CJUS program, and two separate capstone courses (one in MPA, one in CJUS).

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. Applicants will be expected to have a 3.0 cumulative G.P.A. (on a 4.0 scale) in their last 60 credit hours;
2. Two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former work supervisor, or community leader);
3. A two page, double-spaced statement of intent, which discusses personal short- and long-term career goals, reasons for pursuing the joint degrees, and how these degrees will help the student achieve those goals. The statement should encompass specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills to support their candidacy for the CJUS and MPA degree;

and
4. A current resume.

Program Requirements

The 23 course (69 credits) program consists of:

- 11 required MPA courses (33 credits)
- 10 required CJUS courses (30 credits)
- 2 required capstone/project courses (6 credits)

Joint Degree Curriculum:

Required MPA courses (33 hours):

- PADM - 6700 Data Analysis for Public and Non-Profit Administration (3) *
- * PADM-6700 may be waived if equivalent courses taken as part of undergraduate work, e.g. BUS-3700 or STAT-4219.
- PADM - 7100 Political and Legal Frameworks for Public Administration (3)
- PADM - 7200 Economic Analysis in Public Administration (3)
- PADM - 7300 Seminar in Public Human Resource Administration (3)
- PADM - 7400 Public Organization Theory and Behavior (3)
- PADM - 7500 Seminar in Public Budgeting (3)
- PADM - 7600 Seminar in Research Methods (3)
- PADM - 8200 Ethics for Public Administration (3)
- PADM - 8300 Public Finance (3)
- PADM - 8400 Seminar in Public Planning (3)
- MIS - 7650 Managing Information in the Public Sector (3)

Required CJUS Courses (30 hours):

- CJUS - 6020 Seminar in Criminal Justice Graduate Studies (3)
- CJUS - 7010 Criminal Justice Leadership: Theory and Practice (3)
- CJUS - 7210 Evaluation Research and Policy Analysis (3)
- CJUS - 7230 Special Topics in Crime Policy (3)
- CJUS - 7240 Crime Problem-Solving Strategies (3)
- CJUS - 8100 Theories of Crime and Deviance (3)
- CJUS - 8200 Research Applications (3)
- CJUS - 8300 Administration of Criminal Justice (3)
- CJUS - 8400 The Justice System and the Community (3)
- CJUS - 8800 Justice System Internship (1-3) *

- Must enroll for a 3 credit-hour internship

Master's Final Project (6 hours):

Choose one (1) PADM and one (1) CJUS course your final semester from among those listed below. Students must earn a "B" or better grade for the final project in order to successfully complete each program.

- CJUS - 8891 Directed Readings for the Comprehensive Exam - Required Curriculum (3)
- CJUS - 8990 Graduate Thesis (3)
- PADM - 8900 Problems in Applied Public Management (3)
- PADM - 8990 Master's Research Paper (3)

Total Hours for CJUS/PADM Joint Degree (69 Hours)

Political Justice Studies, M.A. and Public Administration, M.P.A.

The College of Arts and Sciences joint degree program was designed in response to students' demand for a degree program that would broaden student's skills and knowledge by combing the core of these two programs; thus allowing students to have a comparative advantage in the job market. Students who graduate with this joint degree will graduate with two master's degrees (one in Public Administration and the other in Political and Justice Studies). The Public Administration program offers students the tools and technical skills for working in the public sector. This includes such courses as human resource administration, public planning, and public budgeting. The Political and Justice Studies program focuses more on the political processes and goals involved in public policy formulation and implementation. By so doing, the program builds upon a political science and public policy program with the addition of a social justice emphasis.

In developing this joint degree program the faculty studied the "best practices" of joint degree programs and developed a program that makes use of the complimentary nature of POJS and PA in order to maintain the integrity of each program, while allowing the greatest use of each program to satisfy the electives. Students enrolled in this program will be able to complete both degrees with 22 courses (66 credit hours), 10 in the MPA program, 10 in the POJS program, and two separate capstone courses (one in MPA, one in POJS).

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. Applicants will be expected to have a 3.0 cumulative G.P.A. (on a 4.0 scale) in their last 60 credit hours;
2. Two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former work supervisor, or community leader;
3. A two page, double-spaced statement of intent, which discusses personal short- and long-term career goals, reasons for pursuing an MPA degree, and how this degree will help the student achieve those goals. The statement should encompass specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills to support their candidacy for the MPA degree; and
4. A current resume.

Program Requirements

The 22 course (66-69 credits) program consists of:

- 10 required MPA courses (30 credits)
- 5 required POJS courses (15 credits)
- 5 electives from CBPA or CAS (15 credits)
- 2 required capstone/project courses (6-9 credits)

Joint Degree Curriculum:

Required MPA courses (30 hours):

- PADM - 6700 Data Analysis for Public and Non-Profit Administration (3)

- PADM - 7100 Political and Legal Frameworks for Public Administration (3)
- PADM - 7200 Economic Analysis in Public Administration (3)
- PADM - 7300 Seminar in Public Human Resource Administration (3)
- PADM - 7400 Public Organization Theory and Behavior (3)
- PADM - 7500 Seminar in Public Budgeting (3)
- PADM - 7600 Seminar in Research Methods (3) *
- PADM - 8200 Ethics for Public Administration (3)
- PADM - 8300 Public Finance (3)
- PADM - 8400 Seminar in Public Planning (3)
- MIS - 7650 Managing Information in the Public Sector (3)

Required POJS courses (15 hours)
- POJS - 6100 Theoretical Foundation of Political and Justice Studies (3)
- POJS - 6120 Research Methods (3) crosslisted with PADM - 7600 Seminar in Research Methods (3)*
- POJS - 8200 Presidency, Congress, and the Courts (3)
- POJS - 8210 Public Policy and Politics (3)
- POJS - 8300 Comparative Political and Justice Systems I (3)

NOTE:
* Credit hours counted once (as part of the required POJS courses)

Selectives (15 hours):
Any five courses from the at least two of following tracks:

A. American Politics and Public Policy
- POJS - 6100 Theoretical Foundation of Political and Justice Studies (3)
- POJS - 6200 Theories of Conflict Resolution (3)
- POJS - 6300 Corporate Influence on Politics (3)
- POJS - 6320 Political Sociology (3)
- POJS - 7150 Law, Society, and Public Policy (3)
- POJS - 7190 Gender, Political Culture, and the Law (3)
- POJS - 7200 Elites and American Democracy (3)
- POJS - 7250 American Political Behavior (3)
- POJS - 8200 Presidency, Congress, and the Courts (3)
- POJS - 8240 Intergovernmental Relations (3)
- POJS - 7035 Topics in American Politics and Public Policy (3)
- HIST - 8400 Research in African-American History (3)

B. Social Justice and Public Policy
- ICS - 6610 Introduction to Gender Studies (3)
- POJS - 6100 Theoretical Foundation of Political and Justice Studies (3)
- POJS - 6150 Civil and Human Rights (3)
- POJS - 6250 Community Justice (3)
- POJS - 7037 Topics in Social Justice and Public Policy (3)
- POJS - 7101 Constitutional Law: Process and Change (3)
- POJS - 7150 Law, Society, and Public Policy (3)
- POJS - 7190 Gender, Political Culture, and the Law (3)
- POJS - 7220 Global and U.S. Justice Movements (3)
- POJS - 7300 Social Origins of Violence (3)
- POJS - 7400 Sexual Politics (3)
- POJS - 8100 Labor Workforce Social Change (3)
- POJS - 8110 Wealth, Power, and Inequality (3)
- POJS - 8150 Contemporary Theories of Social Justice (3)
- POJS - 8500 Victimology (3)

C. Comparative and Global Politics
- POJS - 6150 Civil and Human Rights (3)
- POJS - 6200 Theories of Conflict Resolution (3)
- POJS - 6340 Politics of Latin America (3)

- POJS - 7036 Topics in Comparative and Global Politics (3)
- POJS - 7220 Global and U.S. Justice Movements (3)
- POJS - 7330 U.S. Foreign Policy (3)
- POJS - 7350 Third World in Global Development (3)
- POJS - 8390 Challenges of Globalization (3)
- POJS - 8450 International Law and Organization (3)
- ECON - 7200 Current Global Economic Problems (3)

Capstone (6 hours)
- PADM - 8900 Problems in Applied Public Management (3)
- POJS - 8990 Graduate Thesis Project (3)

Minor

American Studies (Social Science) Minor
An undergraduate minor in Social Science - American Studies is offered through the College of Arts and Sciences for student majoring in other fields. This minor is particularly appropriate for those students who anticipate significant use of the broad critical and analytical skills and understanding that American Studies embodies. The Social Science minor in American Studies is for those who wish to develop these additional marketable skills with the substantive fields offered.

General Requirements
Students must meet all university requirements for a minor. In addition, students must complete at least 9 hours at Governors State University.

Required Courses (12 Hours)
- HIST - 3100 U.S. Economic History (3) *
- HIST - 4160 Modern U.S. History, 1945-Present (3)
- POLS - 2100 American National Government (3) *
- SOC - 3100 Studies in American Society (3) *

NOTE:
* May be substituted by a lower-division course.

Selective (6 Hours)
Select two of the following courses:
- HIST - 4100 Beyond the Dream: Current Black Social Issues (3)
- HIST - 4200 American Urban History (3)
- HIST - 4400 Black Experience in the U.S. (3)
- HIST - 4440 History of Civil Rights (3)
- HIST - 4500 Women in American History (3)
- POLS - 4400 Constitutional Law (3)
- SOC - 4250 Community Organization (3)
- SOSC - 4305 Urban Studies: Introduction to the City (3)
- SOSC - 4410 Ethnicity, Culture, and Politics (3)
- SOSC - 4575 Women and Social Action (3)

Total Credit-hours - 18 Hours

Anthropology Minor
The College of Arts and Sciences offers an undergraduate Minor in Anthropology for students majoring in other fields across the University. This minor is particularly appropriate for those students who anticipate significant use of holistic and cross-cultural perspectives and analytic approaches that Anthropology embodies.

Requirements for a Minor in Anthropology
General Requirements
Students must meet all requirements for a minor. All required courses and selectives for the minor must be completed with a "C" or higher.

Required Courses (12 Hours)

Select four of the following courses:

- ANTH - 1100 Cultural Anthropology (3)
- ANTH - 2100 Trends in Cross-Cultural Analysis (3)
- ANTH - 3300 Ecology, Environment, and Culture (3)
- ANTH - 3400 Language and Culture (3)
- ANTH - 3800 Visual Anthropology (3)
- ANTH - 4500 Applied Anthropology (3)
- ANTH - 4610 Ethnographic Research Methods (3)
- ANSO - 4300 Food, Culture, and Society (3)
- ANSO - 4400 Theories of Social Science (3)
- BIOL - 3108 Human Evolution (3)

Selectives (6 Hours)

- Six hours of 3000- and/or 4000- level ANSO and/or ANTH courses with advisor approval.

Total - 18 Hours

Criminal Justice Minor

The College of Arts and Sciences offers a minor in Criminal Justice for those students interested in exploring different perspectives of crime and manners of addressing them for the social good.

Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

Required Courses (18 Hours)

Complete up to nine (9) hours of lower division criminal justice course work at Governors State University or as transfer equivalents to the following, each with a grade of "C" or better:

- CJUS - 2100 Introduction to Criminal Justice (3)
- CJUS - 2200 Introduction to Corrections (3)
- CJUS - 2300 Introduction to Juvenile Justice (3)
- CJUS - 2360 Judicial Process and Constitutional Issues in Criminal Justice (3)
- CJUS - 2400 Policing Foundations (3)

Complete a minimum of nine (9) hours of upper division course work at Governors State University from the following courses in the undergraduate Criminal Justice curriculum, each earning a grade of "C" or better:

- CJUS - 3099 Junior Seminar in Criminal Justice (3)
- CJUS - 3100 Foundations of Social Justice (3)
- CJUS - 3250 Foundations of Restorative Justice (3)
- CJUS - 3415 Criminological Inquiry and Research Design (3)
- CJUS - 3440 Exploring Ethics in the Justice System (3)
- CJUS - 4100 Theories of Crime and Deviance (3)
- CJUS - 4465 Comparative International Criminal Justice Systems (3)

Total - 18 Hours

English Minor

An undergraduate minor in English is offered through the College of Arts and Sciences to students who wish to supplement their preparation in a major discipline with a substantial amount of course work in English. A minor in English will generally enhance the prospects of students for employment and for admission to graduate or professional study.

Requirement for the Minor

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

1. complete at least four courses at the upper-division level;
2. contact the advisor regarding the requirements listed below; and
3. submit transfer courses to the advisor for approval of the minor by the first week of the term of intended graduation.

Required Courses (9 Hours)

Students must select one from A and one from B:

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

A.
- ENGL - 1111 British Literature I (3)
  OR
- ENGL - 1112 British Literature II (3)

B.
- ENGL - 1221 American Literature I (3)
  OR
- ENGL - 1222 American Literature II (3)

The following courses must be taken at the upper-division level. Select one of the following based on the specialization:

Literature Specialization:
- ENGL - 3330 Studies in Literature (3)

Writing Specialization:
- ENGL - 2910 Writing Principles (3)

Selectives (9 Hours)

Literature Specialization:

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

Writing Specialization:

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

Total - 18 Hours

Gender and Sexuality Studies Minor

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

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

Required Courses (3 Hours)
- GNSX - 2100 Introduction Gender and Sexuality Studies (3)

Selectives (15 Hours)

Students must select with the assistance of the minor advisor five courses from the following:
- ART - 4518 Women Artists (3)

- COMS - 4750 Critical Gender and Sexualities (3)
- COMS - 4350 Gender Communication (3)
- ENGL - 4387 Exploring Barriers in Race, Class, and Gender (3)
- HIST - 4410 Black Women in American History (3)
- HIST - 4500 Women in American History (3)
- MCOM - 4560 Women in the Media (3)
- SOSC - 4575 Women and Social Action (3)

Special Topics Courses

In addition to the above, relevant offerings of the following Special Topics Courses may be used for the selectives with the minor advisor's approval:

- COMS - 4090 Topics in Communication (3)
- CJUS-5500
- ENGL - 4080 English Special Topics (3)
- MCOM - 4070 Media Workshop (3)
- POLS-5000
- SOC - 4000 Topics in Sociology (3)

Global Studies (Social Science) Minor

An undergraduate minor in Social Science - Global Studies is offered through the College of Arts and Sciences for student majoring in other fields. This minor is particularly appropriate for those students who anticipate significant use of the broad critical and analytical skills and understanding that Global Studies embodies. The Social Science minor in Global Studies is for those who wish to develop these additional marketable skills with the substantive fields offered.

General Requirements

Students must meet all university requirements for a minor.

Required Courses (15 Hours)

- ANTH - 2100 Trends in Cross-Cultural Analysis (3)
- GEOG - 4470 Human Geography (3)
- HIST - 4701 Independent Study in Global History (1-4)
- POLS - 2950 Transformation of Global System (3)
- SOSC - 3250 International Political Economy (3)

Selective (3 Hours)

- HIST - 4115 Modern African History (3)
- HIST - 4300 Modern Middle Eastern History (3)
- HIST - 4340 Modern Chinese History (3)
- HIST - 4420 Caribbean History (3)
- HIST - 4470 Latin America from Independence (3)
- HIST - 4670 Russia in the 20th Century (3)

Total Credit-hours - 18 Hours

History Minor

The College of Arts and Sciences undergraduate minor in history provides students with a rich and thorough complement to their major field of study by requiring a sustained focus of 18 to 21credits in United States or Global History, assists in developing their academic and professional skills, and provides opportunities to participate in responsible citizenship and democratic engagement .The program emphasizes the development of skills that are essential for success in the workplace and the students' chosen careers. The curriculum is designed to help students build their skills in critical thinking, oral and written communication, and research and information retrieval. Students completing the undergraduate minor in history will have developed the ability to think clearly and critically and to assess and analyze complex issues and arguments-skills that can be applied to many different occupations, including government work, non-profit work, public policy work, and work in cultural and social service organizations. Some history minors majoring in secondary education later obtain teacher certification and become history teachers.

Requirements for the Minor Students Must:

1. meet with the minor advisor to determine course selection and complete a study plan; and

2. complete all of the courses with a grade of "C" or better.

Introductory Requirements: (minimum 6 credits):

All students in the history minor will be required to take at least one of the introductory US history courses (HJST-1110 or HIST-1120) and at least one other course on this list:

- HIST - 1110 History of the United States to 1865 (3)
- HIST - 1120 History of the United States since 1865 (3)
- HIST - 2700 World History to 1500 (3)
- HIST - 2710 World History Since 1500 (3)

Electives: (minimum 12 credits):

All students in the history minor will be required to take at least three of the 3-credit courses as part of the 12-credit requirement. Credits earned through Independent Study (HIST-4700) or Internship in History (HIST-4800) can comprise no more than 3 of the 12-credit minimum.

- HIST - 3100 U.S. Economic History (3)
- HIST - 3101 Key Issues in State and Federal Constitutional Government (3)
- HIST - 4002 Topics in American History (3)
- HIST - 4003 Topics in Global History (3)
- HIST - 4100 Beyond the Dream: Current Black Social Issues (3)
- HIST - 4110 The History of Illinois and Its Constitution (3)
- HIST - 4115 Modern African History (3)
- HIST - 4150 Modern U.S. History: 1900-1945 (3)
- HIST - 4160 Modern U.S. History, 1945-Present (3)
- HIST - 4200 American Urban History (3)
- HIST - 4300 Modern Middle Eastern History (3)
- HIST - 4330 Ancient Chinese History (3)
- HIST - 4340 Modern Chinese History (3)
- HIST - 4400 Black Experience in the U.S. (3)
- HIST - 4410 Black Women in American History (3)
- HIST - 4420 Caribbean History (3)
- HIST - 4440 History of Civil Rights (3)
- HIST - 4450 African Slavery in America (3)
- HIST - 4460 Latin America to Independence (3)
- HIST - 4470 Latin America from Independence (3)
- HIST - 4480 Pre-Colonial African History (3)
- HIST - 4500 Women in American History (3)
- HIST - 4510 Women in World History (3)
- HIST - 4650 Modern European History (3)
- HIST - 4670 Russia in the 20th Century (3)
- HIST - 4700 Independent Study in American History (1-4)
- HIST - 4800 Internship in American History (1-4)

Total minimum credits for History Minor- 18 Hours

Integrative Studies Minor

An undergraduate minor in Integrative Studies is offered through the College of Arts and Sciences to students majoring in other fields who wish to supplement their preparation in a major discipline with a substantial amount of course work in integrative studies. This minor is valuable for those students who like to acquire multiple perspectives, interdisciplinary, and intercultural forms of learning. A minor in this area can assist those students who wish to find employment opportunities in law, business, education, public administration, policy studies, or international studies.

Students must meet all university requirements for a minor.

In addition, students must:
1. have earned a 2.0 average in the cumulative G.P.A.;
2. complete at least one course at the upper-division level; and
3. submit transfer courses to the advisor for the minor for approval by the first week of the term of intended graduation.

Requirements for the Minor

Path A - 18 Hours

Required Courses (3 Hours)

Students must take:

- INST - 3100 Approaches and Interconnections: Scientific Research and Knowledge Production (3)
  OR
- SOSC - 3150 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 - 3110 Perspectives on the Physical and Natural Sciences (3)
  OR
- ENGL - 3105 Writing, Information , and Technology Across the Disciplines (3)

- INST - 3500 Literature of the Environment (3)
  OR
- ENGL - 4483 Literature of the Environment (3)

- INST - 4000 Special Topics (3)

- INST - 4110 Worlds of Art (3)
  OR
- ART - 4505 Worlds of Art (3)

Area II: Social Sciences (3 Hours)

- INST - 3200 Humanity and Human Dynamics: a Comparative Study (3)
  OR
- ANTH - 3200 Humanity and Human Dynamics: A Comparative Study (3)

- INST - 3600 Examining the Barriers: Studies in Race, Class, and Gender (3)
- INST - 4000 Special Topics (3)

- INST - 4300 Global Political Transformation and Economic Integration (3)
  OR
- SOSC - 4300 Global Political Transformation and Economic Integration (3)

Area III: Sciences (3 Hours)

- INST - 3110 Perspectives on the Physical and Natural Sciences (3)
  OR
- BIOL - 3116 Perspectives on the Physical and Natural Sciences (3)

- INST - 3650 Environmental Studies: A Case Studies Approach (3)
  OR
- BIOL - 3118 Environmental Studies: A Case Studies Approach (3)

- INST - 4000 Special Topics (3)

Area IV: Research (3 Hours)

- INST - 3330 The Measure of Knowledge: Quantitative Research Methods (3)
  OR
- SOSC - 4510 The Measure of Knowledge: Quantitative Research Methods (3)

- INST - 4000 Special Topics (3)

- INST - 4100 Computer-Assisted Applications for Problem-Solving (3)
  OR
- CPSC - 3112 Computer-Assisted Applications for Problem Solving (3)

- INST - 4103 Integrative Studies: Tropical Biology (3)
  OR
- BIOL - 5516 Integrative Studies: Tropical Biology (3)

Area V: Technology (3 Hours)
- INST - 3400 New Technology and Us (3)
  OR
- CPSC - 3110 New Technology and Us (3)

- INST - 4200 Communication Technology and Culture (3)
- INST - 4450 Computer Languages for Business Programming (3)

Total - 18 Hours

Path B - 18 Hours

Required Courses (3 Hours)

Students must take:
- INST - 3100 Approaches and Interconnections: Scientific Research and Knowledge Production (3)

Selective Courses (9 Hours Minimum)

This selective is designed for students to focus in the Area of Foreign Languages and Cultures. Students must take at least nine hours from Area VI below and six hours from areas I to VI.

Area VI: Languages and Cultures

Select nine hours from one language area:
- SPAN - 3250 Spanish Language and Culture I (3)
- SPAN - 3251 Spanish Language and Culture II (3)
- SPAN - 4250 Spanish Language and Culture III (3)
- SPAN - 4251 Spanish Language and Culture IV (3)
- JAPN - 3350 Japanese Language and Culture I (3)
- JAPN - 3351 Japanese Language and Culture II (3)
- JAPN - 4350 Japanese Language and Culture III (3)
- ICS - 3400 Chinese Language and Culture I (3)
- ICS - 3401 Chinese Language and Culture II (3)
- ICS - 4400 Chinese Language and Culture III (3)

Total - 18 Hours

Latin American, Caribbean, and Latina/o Studies Minor

The College of Arts and Sciences minor in Latin American, Caribbean, and Latina/o Studies seeks to provide students with an understanding of the histories, cultures, and contemporary issues of peoples from Latin American and the Caribbean and their descendants in the Americas. Using interdisciplinary and comparative approaches, it analyzes both the common and different experiences of first- and subsequent generations of immigrants from Mexico, the Caribbean, and Central and South America. It also examines the emergence, usefulness, and future of the field of Latin American, Caribbean, and Latina/o Studies.

A minor in Latin American, Caribbean, and Latina/o Studies Minor Studies will benefit any student who wants to understand the significant impact of Latina/o cultures and Latinas/os' growing political power. Majors in Criminal Justice, Social Sciences, English, Education, Psychology, Social Work, and Business, Health, and Public Administration will especially benefit from this course of study. Additionally, Interdisciplinary Studies majors will benefit from its methodological approaches.

Requirements for the Minor

Students must:

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

Required Courses (3 Hours)

- LACL - 2100 Introduction to Latin American, Caribbean, and Latino Studies (3)

Selectives (15 Hours)

Students must select, with the assistance of the minor advisor, 5 courses from the following courses or any other appropriate course that is pre-approved by the Latin American, Caribbean, and Latina/o Studies Minor advisor:

- ART - 4523 Pre-Columbian Art Culture (3)
- COMS - 2710 Survey of Intercultural Communication (3)
- ENGL - 4131 Comparative Latin American Literature (3)
- HIST - 4420 Caribbean History (3)
- HIST - 4460 Latin America to Independence (3)
- HIST - 4470 Latin America from Independence (3)
- ICS - 4605 Perspectives in Latina/o Studies (3)
- ICS - 4650 Latin America: Culture and Society (3)
- POLS - 4340 Politics of Latin America (3)
-
- ICS - 4630 Hispanic Experience in the US (3)
- *OR*
- POLS - 4100 Hispanic Experience in the U.S. (3)

Philosophy Minor

The College of Arts and Sciences undergraduate minor in Philosophy is offered for students who wish to supplement their scholarly preparation in another major discipline with a substantial amount of coursework in Philosophy. A minor in Philosophy is particularly appropriate for those who wish to hone their reasoning and critical-thinking, to pursue self-knowledge, or to develop a theoretical perspective on their major discipline.

A minor in Philosophy can serve as a useful basis for students in Anthropology & Sociology, Biology, Chemistry, Criminal Justice, Environmental Studies, Gender & Sexuality Studies, Health Administration, History, Political Science, Psychology, Social Science, or Social Work.

Requirements for the Minor

Students must meet all university requirements for a minor. In addition, students must contact the advisor regarding the requirements listed below, submit transfer courses to the advisor for approval of the minor by the first week of the term of intended graduation, and complete all courses with a "C" grade or better.

Required Courses

Students must complete one course from Group A and one course from Group B:

Group A:
- PHIL - 1886 Logic and Practical Reasoning (3)
  Or

- PHIL - 3881 Theory of Knowledge (3)
  Or
- PHIL - 3884 Philosophy of Science and Technology (3)

  Group B:
- PHIL - 1202 Introduction to Ethics (3)
  Or
- PHIL - 4402 Advanced Ethics: Theory and Practice (3)
  Or
- PHIL - 4600 Political Philosophy (3)

Selectives (12 Hours)

In addition to courses completed toward satisfaction of required courses from Group A or B, students must complete any four of the following courses:

- PHIL - 1100 Introduction to Philosophy (3)
- PHIL - 1202 Introduction to Ethics (3)
- PHIL - 1886 Logic and Practical Reasoning (3)
- PHIL - 2111 Philosophy of World Religions (3)
- PHIL - 2112 Philosophical Issues in Religion (3)
- PHIL - 3099 Studies in Philosophy (3)
- PHIL - 3202 Environmental Ethics (3)
- PHIL - 3333 Ethics in Healthcare (3)
- PHIL - 3600 Philosophy of Race, Gender, Justice and Identity (3)
- PHIL - 3881 Theory of Knowledge (3)
- PHIL - 3884 Philosophy of Science and Technology (3)
- PHIL - 4111 Comparative Philosophy of Science and Religion (3)
- PHIL - 4254 Chinese Thought (3)
- PHIL - 4330 Aesthetics (3)
- PHIL - 4402 Advanced Ethics: Theory and Practice (3)
- PHIL - 4600 Political Philosophy (3)

Total - 18 Hours

Practical and Professional Ethics Minor

The College of Arts and Sciences undergraduate minor in Practical and Professional Ethics is offered for students wishing to supplement their study of another major discipline with substantial cross-disciplinary coursework in ethics. A minor in Practical and Professional Ethics is suitable for students pursuing any major, but can be especially useful for students majoring in Management and Business; Nursing, Physical Therapy, Occupational Therapy, or Healthcare Administration; Social Work; Communication Studies or Media Studies; Chemistry, Biology, or Environmental Studies; and Criminal Justice, Political Science, or Social Sciences.

General Requirements

Students must meet all university requirements for a minor. In addition, students must contact the advisor regarding the requirements listed below, submit transfer courses to the advisor for approval of the minor by the first week of the term of intended graduation, and complete all courses with a "C" grade or better.

Required Courses (3 Hours)

- PHIL - 1202 Introduction to Ethics (3)

Selectives (12 Hours)

In addition to courses completed toward satisfaction of Requirement II above, students must complete any four of the following courses:

- CHEM - 3145 Chemistry and Ethics (1)
- CJUS - 3250 Foundations of Restorative Justice (3)
- CJUS - 3440 Exploring Ethics in the Justice System (3)
- COMS - 4850 Communication Ethics (3)
- HLAD - 3109 Ethics in Healthcare Admin (3)

- MGMT - 3099 Business Ethics and Social Responsibility (3)
- PHIL - 3202 Environmental Ethics (3)
- PHIL - 3333 Ethics in Healthcare (3)
- PHIL - 4402 Advanced Ethics: Theory and Practice (3)
- PSYC - 4130 Ethics in Psychology (3)

Domain-specific Application (3 Hours)

Students must complete 3 credits in upper-level domain-specific non-ethics coursework that complements one or more domain-specific ethics course they have completed from the list of selectives. For example, students who complete MGMT 3099 may take another course in business; students who complete PHIL 3202 may take another course in environmental studies; students who complete COMS 4850 may take another course in communication studies or media studies, etc...

Total - 18 Hours

Pre-Law Minor

The College of Arts and Sciences Pre-Law Minor program of study is open to undergraduate students university-wide. It will support the development of students who wish to pursue a legal education, and will assist students in the program with LSAT preparation, drafting of individual personal statements, creating law school attractive undergraduate profiles, providing advice on securing proper letters of recommendation, counseling on selecting appropriate law schools, and assisting with the application process. Students who complete the Pre-Law Minor program will gain better access to law school, legal careers, and methods of financing their legal education, and will provide them professional networking opportunities that will benefit them during the law school application process, during their matriculation in law school, and following law school graduation.

Requirements for the Pre-Law Minor

Students must meet all university requirements for a minor. Students may submit up to 9 hours of equivalent transfer courses (acceptability of transfer courses determined by the Pre-Law Advisor). In addition, students must:

Pre-Law core courses

Complete 12 hours of course work from the following list of Pre-Law core courses, each with a grade of "B" or better:

- CJUS - 2360 Judicial Process and Constitutional Issues in Criminal Justice (3)
- CJUS - 3440 Exploring Ethics in the Justice System (3)
- ENGL - 4100 Advanced Composition (3)
- PHIL - 1886 Logic and Practical Reasoning (3)

Elective courses

Complete a minimum of six hours of elective courses from the list below, each with a grade of "B" or better:

- CJUS - 3250 Foundations of Restorative Justice (3)
- CJUS - 4465 Comparative International Criminal Justice Systems (3)
- COMS - 4090 Topics in Communication (3) - Negotiating Skills
- PHIL - 3099 Studies in Philosophy (3)
- POLS - 2100 American National Government (3)
- PSYC - 1101 Principles of Psychology (3)
- PSYC - 2345 Social Psychology (3)

Total: 18 hours

Religious Studies Minor

The College of Arts and Sciences undergraduate minor in Religious Studies is offered for students who wish to supplement scholarly study of another major discipline with a substantial amount of coursework in Religious Studies. A minor in Religious Studies is suitable for students pursuing any major, but can be especially useful for students majoring in Anthropology & Sociology, Communications, Gender & Sexuality Studies, History, English, Political Science, Psychology, or Political Science.

General Requirements

Students must meet all requirements for a minor. All required courses and selectives for the minor must be completed with a "C" or higher.

Required Courses (3 Hours)

Students must complete one of the following introductory-level courses:

- RELS - 2100 Introduction to Religious Studies (3)
  Or

- RELS - 2111 Philosophy of World Religion (3)
  Or
- RELS - 2112 Philosophy and Religion (3)

Selectives (15 Hours)

In addition to the Required 3-credit hour Course, students must complete any five of the following courses:

- RELS - 2100 Introduction to Religious Studies (3)
- RELS - 2111 Philosophy of World Religion (3)
- RELS - 2112 Philosophy and Religion (3)
- RELS - 2115 Religious Scriptures and Sacred Texts (3)
- RELS - 4100 Anthropology and Sociology of Religion (3)
- RELS - 4101 Liberation Theology in Latin America (3)
- RELS - 4111 Comparative Philosophy of Science and Religion (3)
- RELS - 4254 Studies in Chinese Thought (3)
- RELS - 4330 Religions of the Middle East (3)
- RELS - 4500 Topics in Religious Studies (3)

Total - 18 Hours

Sociology Minor

The College of Arts and Sciences offers a Minor in Sociology at the undergraduate level. This minor is a good fit for students majoring in other fields, but who find it helpful to master the foundational knowledge of human social lives, groups, and societies to gain a deeper understanding to how society works. Students in this minor gain knowledge and marketable skills necessary to develop solutions to real-world problems, which is an asset to any career in an increasingly global society.

Requirements for a Minor in Sociology

General Requirements

Students must meet all requirements for a minor.
All required courses and selectives for the minor must be completed with a "C" or higher.

Required Courses (12 Hours)

- ANSO - 4400 Theories of Social Science (3)

- SOC - 1100 Introduction to Sociology (3)
  OR
- SOC - 2100 Contemporary Social Issues (3)

- SOC - 3150 Self and Society (3)
- SOC - 3200 Social Inequalities (3)

Selectives (6 Hours)

Six hours of ANSO and/or SOC courses with advisor approval.

Total - 18 hours

Graduate Certificate

English Education Certificate

This is a post-baccalaureate certificate to prepare graduates of English programs for teacher licensure in English Language Arts at the secondary education level is offered through the College of Arts and Sciences.

Teacher Licensure

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Licensure in English Language Arts. To be recommended for licensure by Governors State University, students must earn a grade of "B" or better in EDUC-4999 Student Teaching: English.

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

Students must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in this catalog. This requirement is likely to include additional general education, education, and content courses.

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

Admission to English Education

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

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

Continuation in the Certificate

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

1. complete EDUC - 2310 Foundations of Education (3), (or equivalent) with a grade of "B" or better;
2. submit evidence of having passed the Test of Academic Proficiency (formerly Basic Skills) of the Illinois licensure Testing system; and
3. submit scores from the ETS Proficiency Profile.

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

Student Progress

The faculty monitors and evaluates student progress continually. The section, Licensure of Teachers and Other School Professionals, in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the secondary education faculty is available in the Secondary Education Undergraduate Student Handbook,
http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Arts_and_Sciences/Secondary_Education_Programs_in_Biology,_Chemistry,_English_and_Mathematics/

Conditional Continuation

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

Student Handbook

The Student Handbook Undergraduate Degrees in Secondary Education referred to in this catalog is available online at
http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Arts_and_Sciences/Secondary_Education_Programs_in_Biology,_Chemistry,_English_and_Mathematics/

Admission to Student Teaching

Before enrolling in EDUC-4999 Student Teaching, an application for admission to student teaching must be submitted to the director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course and EDUC-4465, ENGL-6570 and ENGL-6575 with a grade of "B" or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. must have no more than six hours (at the discretion of the advisor) remaining to be completed in the major, with a G.P.A. of 3.0 or higher, and completing all courses with a grade of "C" or better;
5. met all state requirements applicable to 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 Licensure;

6. submitted evidence of having passed the English Content Area Examination of the Illinois Licensure Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

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

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses, if applicable;
4. have a G.P.A. of 3.0 or higher in English courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDUC-3440, EDCP-6101 and SPED-6101 with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC-2310, EDUC-4465, ENGL-6580, ENGL-6570 and ENGL-6575;
7. earn a grade of "B" or better in EDUC-4999 Student Teaching;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in nonwestern or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Licensure section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

Professional Education (minimum of 24 Hours)

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

- EDUC - 2310 Foundations of Education (3)

- SPED - 2100 Survey of Students with Exceptionalities (3) /
- SPED - 6101 Survey of Students with Exceptionalities (3)

- EDCP - 2101 Introduction to Educational Technology (3) /
- EDCP - 6101 Introduction to Educational Technology (3)

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

- EDUC - 3440 Educational Psychology in Action (3)
- EDUC - 4465 Methods of Teaching English (3)
- EDUC - 4999 Student Teaching (12)

Additional Requirements

Students may need to complete additional general education or English courses if their degree requirements do not meet the requirements of the approved Governors State University program for the endorsement in English Education.

Minimum Total - 24 Hours at GSU

College of Business

Jun Zhao, Interim Dean

Faculty in the College of Business

Division of Accounting, Finance, Management Information Systems, and Economics

David Green, Chairperson

Associate Professors

Anthony Andrews
Dalsang Chung
Carlos Ferran
David Green
Susan Ji
Brian McKenna
Evelina Mengova
TJ Wang

Assistant Professors

Xinghua Gao
Alice Keane
William Kresse
Michael Williams

Lecturers

Jeffrey Alfano
Michael Trendell

Division of Management, Marketing, and Entrepreneurship

Olu Ijose, Interim Chairperson

Professors

Jun Zhao

Associate Professors

Olumide Ijose
Gokce Sargut
John Simon
Feng Tian
Stephen Wagner

Assistant Professors

Chun-Wei Chang
Praggyan Mohanty
Ujvala Rajadhyaksha
Robert Sinclair
Chelsea Vanderpool

Visiting Professor

Gebeyehu Ejigu

Lecturers

Tricia Kerns

Undergraduate Programs Overview

The College of Business' primary mission is to offer an accessible, high quality education to a diverse student body primarily from the Chicago area, actively engage in research, and provide service to the community. We empower our students with the knowledge, skills and ethical perspectives needed to succeed in a technologically sophisticated global society.

In support of its mission, it is the goal of the College of Business to meet the diverse educational needs of students and society by providing:

- flexible instructional and scheduling alternatives;
- contemporary business and educational technologies and instruction that imparts current practice;
- content that is consistent with the needs and standards of business, industry, government, and community organizations that employ our graduates;
- strong theoretical foundations in knowledge of the field, with development and application of practical skills,
- supported by liberal learning;
- instruction, that is challenging, engaging, and rewarding; and
- valuable knowledge obtained through research and scholarship.

Students will graduate with a robust liberal arts foundation; the critical professional knowledge, skills, competencies, and values for successful career progression; and individual enterprise in business, nonprofit, and government organizations.

We encourage and assist our students in creating opportunities for lifelong advancement through lifelong learning. We recognize scholarship, research, and creative endeavors as inherently valuable and enriching activities. We encourage our faculty and students to engage in these activities.

Faculty, students, and staff are encouraged to make meaningful contributions as citizens, professionals, and scholars to the university community, the region and the state, and their respective disciplines.

All of the college's business programs are fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Announcements

Students are responsible for checking the college bulletin boards and GSU email 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 of Business 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 Academic Advising Office, or the IAI transfer website *www.itransfer.org*.

In addition to university degree requirements, the College of Business has the following collegial degree requirements for its bachelor's degree programs:

- All students must have a signed study plan completed in the College of Business Academic Advising Office during the first term of enrollment in the degree program.
- A minimum of 30 credit-hours must be completed in course work at Governors State University.
- Only credits earned with a grade of "C" or better in transfer course work can be applied toward degree requirements.
- 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 student who has enrolled in the same course two times without receiving a passing grade must receive permission from the Dean of the College of Business to register for that class a third time.
- Students in the College of Business must complete all required courses (i.e., core courses, concentration courses, and selective courses) with a grade of "C" or better to be eligible for graduation.
- All electives which may be applied to a degree must be approved by the Dean of the College of Business or designee.
- A maximum of six credit-hours of graduate course work earned in the last term of an undergraduate program, and before official acceptance in the graduate program, may be applied toward graduate program requirements, with permission of the division chairperson and the Dean of the College of Business.
- All students in business degree programs will be required to take a standardized assessment test as part of their capstone course to complete the degree. A fee of $30 will be charged at the time of registration for the course.

Requirements for specific degree programs are listed below under Programs Offered.

Minors Available through the College of Business

The following undergraduate minors are available to all students. For students enrolled in programs outside the College of Business, these minors are particularly appropriate, especially for those whose career goals include management in addition to their chosen field of study.

Students majoring in Business Administration, who must choose a concentration as a requirement of the degree program, may also choose a second concentration from among the Business Administration concentration offerings, or a minor outside of Business Administration (i.e., accounting). Students in other undergraduate programs in the College of Business and Public Administration may choose any minor outside of their major field of study.

Requirements for a Minor

Students must meet all university requirements for a minor.

In addition, students must:

1. complete a study plan with the Academic Advising Office;
2. complete all courses required for the minor with a grade of "C" or better;
3. complete at least nine hours of the course work required for the minor at Governors State University; and
4. submit transfer course documentation to the Academic Advising Office for approval before the first week of the semester of intended graduation.

Note: Prerequisite courses may also be required to complete a business minor. Please consult the course descriptions, the website, or a CBPA advisor for more detailed course information for each business minor.

Graduate Programs Overview

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

All of the college's business programs are fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Announcements

Students are responsible for communicating with academic advisors, regularly checking GSU email, website and myGSU portal for announcements concerning scheduling, policies, job and

financial aid opportunities, and collegial activities. All official university communication will be made via GSU email accounts.

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 requirement for graduate programs the College of Business has the following requirements for Master Degree Programs:

- All students must have a signed study plan complete in the College of Business Academic Advising Office during the initial semester of enrollment in the degree program.
- Students must earn an overall G.P.A. of 3.0 or higher in all course work required for the degree with no more than two grades of "C" and no grades of "D" or "F".
- Only credits earned with a grade of "B" or higher will be considered for transfer credit.
- Transfer credits earned more than five years before the request to transfer will not be accepted toward meeting degree requirements.
- Transfer credits can be applied toward required courses only with the permission of the Dean.
- Credits for experiential learning will not be accepted toward meeting degree requirements unless approved by the Dean.
- A readmitted student may not apply credits earned more than five years before readmission to degree requirements, unless approved by the Dean.
- 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.
- A student who has received a grade of "D" or "F" in a course may only repeat the course with permission of the dean. If a passing grade is not then attained, the student may be dropped from the program.
- A maximum of six credit-hours of graduate course work earned in the last term of an undergraduate program and before official acceptance in the graduate program may be applied toward graduation requirements, with permission of the division chair and the dean.

Student Course Load: Graduate students may not take more than 12 hours per term without obtaining permission from the Dean of the College of Business or designee.

Programs Offered

Division of Accounting, Finance, MIS, and Economics

Bachelor of Arts

Economics, B.A.
Two undergraduate degrees/majors in economics are available in Economics through the College of Business. The Bachelor of Arts degree in Economics will prepare students to directly enter the public, private, and non-profit sector job markets across a broad spectrum of financial and public policy occupations. In addition students will be prepared for graduate study in the Business and Social Science areas. Students in this degree program have the opportunity to choose a second major or a minor.

Degree Requirements

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

General Education Requirements (37-38 Hrs)

- **Communications (9 credit hours)**
  - Two courses in written communication (6)
  - One course in oral communication (3)

Mathematics (3 credit hours)

  - MATH - 2100 Elementary Statistics (3)

Physical and Life Sciences (7 - 8 credit hours), including at least one laboratory course

  - One course from Life Sciences (3-4)
  - One course from Physical Sciences (3-4)

Humanities (9 credit hours)

  - At least one course from humanities and at least one course from fine arts

Social and Behavioral Sciences (9 credits)

  - ECON - 2301 Principles of Microeconomics (3)
  - ECON - 2302 Principles of Macroeconomics (3)
  - One additional Social and Behavioral Sciences Course (3)

- ECON - 2301 Principles of Microeconomics (3)
- ECON - 2302 Principles of Macroeconomics (3)
- One additional Social and Behavioral Science Course (3)

Business Courses (27 Hours)

- ACCT - 2110 Financial Accounting (3)
- ACCT - 2111 Managerial Accounting (3)
- BUS - 3200 Business Communications (3)
- BUS - 3700 Business Statistics (3)
- FIN - 3110 Principles of Financial Management (3)
- MATH - 2281 Applied Calculus (3)
- MGMT - 3099 Business Ethics and Social Responsibility (3)
- MIS - 2101 Basics of Information Technology (3)

AND select one of the following courses:

- MIS - 3101 Management Information Systems (3)
- MGMT - 2100 Principles of Business Management (3)
- MGMT - 3400 Production and Operations Management (3)
- MGMT - 3500 Organizational Behavior (3)
- MGMT - 4600 Globalization of Business (3)
- MKTG - 2100 Introduction to Marketing Management (3)

Economics Core Courses (12 Hours)

- ECON - 3099 International Economics (3)
- ECON - 3301 Intermediate Microeconomics (3)
- *Or* ECON - 3404 Managerial Economics (3)
- ECON - 3302 Intermediate Macroeconomics (3)
- ECON - 4900 Research Methods in Economics (3)
- *(to be taken in final semester)*

Economics Selectives (12 Hours)

Select four of the following courses:

- ECON - 3501 Money and Banking (3)
- ECON - 3502 Economic Development (3)
- ECON - 3503 Labor Economics (3)
- ECON - 3515 International Trade (3)
- ECON - 3901 Mathematical Economics (3)

- ECON - 4101 Econometrics I (3)
- ECON - 4102 Econometrics II (3)
- FIN - 3501 Investments (3)
- FIN - 4110 Advanced Corporate Finance (3)
- FIN - 4350 International Financial Management (3)
- FIN - 4530 Financial Institutions and Markets (3)
- Or other approved upper division (3000 level and above) economics or finance courses

Electives (31 - 32 Hours)

Students are encouraged to select a second major or minor

Eighteen (18) credit hours must be upper division (3000 and above).

Total - 120 Hours

Bachelor of Science

Accounting, B.S.

The Bachelor of Science in Accounting degree program from the College of Business 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 Accounting, M.S. 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.

General Education Courses (37-38 Hours)

See the Catalog Bachelor's Degree Requirements for detailed information about the General Education Requirements for transfer students and students admitted as a freshman.

- **Communications (9 credit hours)**
  - Two courses in written communication (6)

- o   One course in oral communication (3)

Mathematics (3 credit hours)

- o   MATH - 2100 Elementary Statistics (3)

Physical and Life Sciences (7 - 8 credit hours), including at least one laboratory course

- o   One course from Life Sciences (3-4)
- o   One course from Physical Sciences (3-4)

Humanities (9 credit hours)

- o   At least one course from humanities and at least one course from fine arts

Social and Behavioral Sciences (9 credits)

- ECON - 2301 Principles of Microeconomics (3)
- ECON - 2302 Principles of Macroeconomics (3)
- One additional Social and Behavioral Science Course (3)

Business Core Courses (45 Hours)

- ACCT - 2110 Financial Accounting (3)
- ACCT - 2111 Managerial Accounting (3)
- BLAW - 2100 Business Law I (3)
- BLAW - 3100 Business Law II (3)
- BUS - 3200 Business Communications (3)
- BUS - 3700 Business Statistics (3)
- FIN - 3110 Principles of Financial Management (3)
- MATH - 2109 Finite Mathematics (3)
- **OR**
- MATH - 2281 Applied Calculus (3)
- MGMT - 2100 Principles of Business Management (3)
- MGMT - 3099 Business Ethics and Social Responsibility (3)
- MGMT - 3500 Organizational Behavior (3)
- MGMT - 4600 Globalization of Business (3)
- MGMT - 4900 Strategic Management (3)
- MIS - 2101 Basics of Information Technology (3)
- MKTG - 2100 Introduction to Marketing Management (3)

Accounting Core Courses (18 Hours)

- ACCT - 3111 Cost Accounting I (3)
- ACCT - 3151 Intermediate Accounting I (3)
- ACCT - 3152 Intermediate Accounting II (3)
- ACCT - 3252 Accounting Information System (3)
- ACCT - 4251 Tax I (3)

- ACCT - 4354 Auditing I (3)

Accounting Selectives (9 Hours)

Select three of the following courses:

- ACCT - 4112 Cost Accounting II (3)
- ACCT - 4154 Advanced Accounting (3)
- ACCT - 4252 Tax II (3)
- ACCT - 4355 Auditing II (3)
- ACCT - 4461 Government and Nonprofit Accounting (3)
- ACCT - 4805 Internship (3)

Electives (10-11 Hours)

Total - 120 Hours

NOTE: Students preparing for professional certifications should choose electives as follows:

- Certified Internal Auditor (C.I.A.) Examination - ACCT-4355 is recommended.
- Certified Management Accountant (C.M.A.) Examination - ACCT-4112, ECON-3404, and MGMT-3400 are recommended.
- Certified Public Accountant (C.P.A.) Examination - ACCT-4154, ACCT-4252, and ACCT-4355 are recommended.

Economics, B.S.

Two undergraduate degrees/majors in economics are available through the College of Business. The Bachelor of Science degree in economics will prepare students to enter analyst level positions with advanced quantitative skills, especially in fields that require strong statistical, econometric, cost-benefit analysis, and cost-effectiveness skills. In addition students will be prepared for graduate study in the Business and Social Science areas.

Degree Requirements

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

General Education Requirements (40-41 Hrs)

- **Communications (9 credit hours)**
  - Two courses in written communication (6)
  - One course in oral communication (3)

Mathematics (6 credit hours)

  - MATH - 2100 Elementary Statistics (3) AND
  - MATH - 2281 Applied Calculus (3)

Physical and Life Sciences (7 - 8 credit hours), including at least one laboratory course

  - One course from Life Sciences (3-4)
  - One course from Physical Sciences (3-4)

Humanities (9 credit hours)

  - At least one course from humanities and at least one course from fine arts

Social and Behavioral Sciences (9 credits)

- ECON - 2301 Principles of Microeconomics (3)
- ECON - 2302 Principles of Macroeconomics (3)
- One additional Social and Behavioral Science Course (3)

Business Core Courses (39 Hours)

- ACCT - 2110 Financial Accounting (3)
- ACCT - 2111 Managerial Accounting (3)
- BLAW - 2100 Business Law I (3)
- BUS - 3200 Business Communications (3)
- BUS - 3700 Business Statistics (3)
- FIN - 3110 Principles of Financial Management (3)
- MATH - 2281 Applied Calculus (3)
- MGMT - 2100 Principles of Business Management (3)
- MGMT - 3099 Business Ethics and Social Responsibility (3)
- MGMT - 3400 Production and Operations Management (3)
- MIS - 2101 Basics of Information Technology (3)
- MIS - 3101 Management Information Systems (3)
- MKTG - 2100 Introduction to Marketing Management (3)

Economics Core Courses (18 Hours)

- ECON - 3099 International Economics (3)
- ECON - 3301 Intermediate Microeconomics (3)
- *Or* ECON - 3404 Managerial Economics (3)
- ECON - 3302 Intermediate Macroeconomics (3)

- ECON - 3901 Mathematical Economics (3)
- ECON - 4101 Econometrics I (3)
- ECON - 4900 Research Methods in Economics (3)
- *(to be taken in final semester)*

Economics Selectives (12 Hours)

Select four of the following courses:

- ECON - 3501 Money and Banking (3)
- ECON - 3502 Economic Development (3)
- ECON - 3503 Labor Economics (3)
- ECON - 3515 International Trade (3)
- ECON - 4102 Econometrics II (3)
- FIN - 3501 Investments (3)
- FIN - 4110 Advanced Corporate Finance (3)
- FIN - 4350 International Financial Management (3)
- FIN - 4530 Financial Institutions and Markets (3)
- *Or other approved upper division economics or finance courses.*

Electives (11 - 12 Hours)

Total - 120 Hours

Bachelor of Science/Master of Science

Accelerated Professional Accounting Program B.S./M.S.

The Accelerated Professional Accounting program in the College of Business , offers qualified high achieving students the ability to complete their BS and MS in Accounting degrees and meet the 150 credit-hour requirement to sit for the CPA exam in three years of full-time course work (2 + 1). Students in the graduate portion of this program will meet the same degree requirements as those in the MS in Accounting. See Accounting, M.S. for more information.

Special Admission Requirements

Students enrolled in the Accelerated Professional Accounting program will apply for continuation to the graduate program at the beginning of the second year of undergraduate course work.

Continuing (Graduate) Student Admission Criteria

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

Master of Science

Accounting, M.S.

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

This professional, graduate degree program is part of a coordinated 150-hour program in Accounting which allows students to earn a B.S. (after 120 hours), an M.S. (after 150 hours), and satisfy the new eligibility requirements for taking the C.P.A. exam. Although a bachelor's degree in accounting is not required for admission to the M.S. in Accounting program, students who have earned their baccalaureate degrees in other academic areas will be required to complete appropriate preparatory courses in business and accounting in addition to those required for the master's degree.

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. a GMAT or GRE score from tests administered within five years of the date of admission*;
2. two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former work supervisor, community leader);
3. a two-page, double-spaced statement of intent which discusses personal short and long term career goals and reasons for pursuing a MS in Accounting degree at this time and what about this particular program is going to help reach those goals. Please give specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills and supports your candidacy for the MS in Accounting; and
4. a current resume.

*The GMAT or GRE may be waived for applicants who meet one of the following:

1. a G.P.A. of 3.5 or higher for the last 60 hours, from a regionally accredited college or university, or
2. a graduate degree from a regionally accredited college or university; or
3. meet the requirement for Guaranteed Admission to the MSA (GAMSA) program for GSU undergraduate students including:
   a. having completed 12 hours (4 courses) in core accounting courses (ACCT-3111; ACCT-3151; ACCT-3152; ACCT-3252; ACCT-4251; or ACCT-4354) at GSU with a minimum of 3.25 from those accounting courses taken at GSU; and
   b. having or maintaining a 3.0 GPA or higher in last 60 hours of the undergraduate degree.

Current undergraduate students may only apply for GAMSA if they have met requirement (a) and completed at least 90 hours of their undergraduate degree program with at least an overall GPA of 3.25. Approved GAMSA students may waive the letters of recommendation special admission requirement.

Required Preparation

Applicants should have completed the equivalent of the following prerequisite courses with a grade of "B" or higher in each course:

- ACCT - 2110 Financial Accounting (3)
- ACCT - 2111 Managerial Accounting (3)
- ACCT - 3111 Cost Accounting I (3)
- ACCT - 3151 Intermediate Accounting I (3)
- ACCT - 3152 Intermediate Accounting II (3)
- ACCT - 3252 Accounting Information System (3)
- ACCT - 4251 Tax I (3)
- ACCT - 4354 Auditing I (3)
- BLAW - 2100 Business Law I (3)
- BLAW - 3100 Business Law II (3)

Applicants will be required to complete the preparatory course work for the master's program. The specific courses an individual will be required to complete will depend on previous course work. With permission of the dean, students can enroll in graduate level courses for which they have completed the prerequisites before completing all of the preparatory courses.

Candidacy Requirements

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

1. satisfy all conditions of admission;
2. maintain an overall G.P.A. of at least 3.0 (on a 4.0 scale) for all course work completed at Governors State University as a graduate student with no more than two grades of "C."
3. complete all prerequisite courses with a grade of "C" or higher in each course and overall G.P.A. of 3.0 or better; and
4. apply for candidacy after earning a minimum of 9 and a maximum of 12 graduate credit-hours (beyond prerequisite coursework). Students who complete more than 15 hours of degree requirements before attaining candidacy status may be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college.

Prerequisite Competencies

1. calculus;
2. students must successfully complete collegial proficiency exams with a grade of 80% or higher (or equivalent courses) in MIS prior to enrolling in their second semester of coursework; and
3. written communication and college algebra.

Degree Requirements

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

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

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

Business Courses (6 Hours)

Select two of the following courses:

- ECON - 7500 Managerial Economics and Forecasting (3)
- FIN - 7101 Problems in Financial Management (3)
- MGMT - 7400 Operations Management: Strategies and Techniques (3)
- MGMT - 7500 Organization Behavior in the Global Context (3)
- MGMT - 7600 International Business (3)
- MKTG - 7100 Strategic Marketing (3)

Accounting Core Courses (12 Hours)

- ACCT - 6201 Seminar in Financial Accounting Theory and Practice (3)
- ACCT - 6252 Advanced Taxation of Individuals (3)
- ACCT - 6331 Accounting Information Technology and Systems (3)
- ACCT - 6355 Seminar in Auditing Standards and Applications (3)

Master's Final Project (3 Hours)

- ACCT - 8965 Integrative Perspective on Accounting Issues (3)

Accounting Selective Courses (6 Hours)

Select two of the following courses:

- ACCT - 6253 Federal Income Taxation of Partnerships and Corporations (3)
- ACCT - 6461 Government and Nonprofit Accounting (3)
- ACCT - 7111 Seminar in Managerial Accounting Theory and Applications (3)
- ACCT - 7254 Advanced Tax Research (3)
- ACCT - 7815 Financial Statement Analysis (3)
- ACCT - 8260 Estate Planning (3)
- ACCT - 8265 Employee Benefits and Retirement (3)

Career Selectives (6 Hours)

Select six hours from any CPBA courses numbered 7000 or above.

Total - 33 Hours

Management Information Systems, M.S.

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

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

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. a GMAT or GRE score from tests administered within five years of the date of admission*;
2. two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former supervisor, community leader);
3. a two page, double spaced statement of intent which discusses personal short and long term career goals and reasons for pursuing a MS in MIS degree at this time and what about this particular program is going to help reach those goals. Please give specific personal examples of leadership and provide other pertinent information to help the committee

select candidates who can benefit from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills and supports your candidacy for the MS in MIS; and
4. a current resume.

*The GMAT or GRE may be waived for applicants who have met one of the following:
1. a G.P.A. of 3.5 or higher for the last 60 hours, from a regionally accredited college or university, or a graduate degree from a regionally accredited college or university; or
2. meet the requirement for Guaranteed Admission to the MIS (GAMIS) program for GSU undergraduate students including:
    a. having completed 12 hours (4 courses) in core business courses (ECON-3404; FIN-3110; MIS-3101; MGMT-3400; MGMT-3500; STAT-3700; or up to 2 MIS 3000 or 4000 selectives) at GSU with a minimum of 3.25 from those business courses taken at GSU; and
    b. having or maintaining a 3.0 GPA or higher in last 60 hours of the undergraduate degree.

Current undergraduate students may only apply for GAMIS if they have met requirement (a) and completed at least 90 hours of their undergraduate degree program with at least an overall GPA of 3.25. Approved GAMIS students may waive the letters of recommendation special admission requirement.

Required Preparation

Programming Course
Statistics Course
(Equivalent: MGMT-6700 or STAT-2700 and STAT-3700)
Calculus (Equivalent: MATH-2281)
MIS Competency exam with a score of 80% or higher
Management Course
(Equivalent: MGMT-6100 or MGMT-2100 and MKTG-2100)
Accounting Course
(Equivalent: ACCT-6100 or ACCT-2110 and ACCT-2111 and FIN-3110)
Organization Behavior Course
(Equivalent: MGMT-4500)
Operations Management Course
(Equivalent: MGMT-3400)

Prerequisite courses may be waived on a course-by-course basis for students with appropriate academic or professional preparation. Generally, students with an undergraduate degree in MIS or Business completed within the five years prior to application from a regionally accredited school, with grades of "B" or higher have satisfied most of these requirements. Applicable work experience may be demonstrated by submitting a portfolio documenting work. Each portfolio will be evaluated by the MIS faculty.

Candidacy Requirements

After admission as a degree-seeking student, a student must also apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:
1. satisfy all conditions of admission;
2. maintain an overall G.P..A. of at least 3.0 (on a 4.0 scale) for all course work completed at Governors State University;
3. complete foundation and prerequisite courses with a grade of "C" or higher in each course and overall G.P.A. of 3.0 or better; and
4. apply for candidacy after earning a minimum of 9 and a maximum of 12 graduate credit-hours (beyond foundation and prerequisite coursework). Students who complete more than 15 hours of degree requirements before attaining candidacy status may still be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college.

Degree Requirements
Students must meet all university requirements for a master's degree.
Students must meet all collegial graduation requirements listed at the beginning of this section.

MIS Core Courses (15 Hours)
- MIS - 6580 Information Security (3)
- MIS - 7201 Systems Analysis and Design (3)
- MIS - 7401 Database Development and Application (3)
- MIS - 7601 Information Technology Infrastructure (3)
- MIS - 7700 ERP Systems (3)

Business Courses (9 Hours)
- MIS - 7101 Information Systems and Technology (3)

Select two of the following:
- ACCT - 7101 Strategic Management Accounting (3)
- ECON - 7500 Managerial Economics and Forecasting (3)
- FIN - 7101 Problems in Financial Management (3)
- MGMT - 7400 Operations Management: Strategies and Techniques (3)
- MGMT - 7500 Organization Behavior in the Global Context (3)
- MKTG - 7100 Strategic Marketing (3)

Career Sequence (9 Hours)

The career sequence component is based on individual career goals. Students select 9 elective graduate credit hours from their career area, to be approved by their advisor. Student career sequence courses may be in disciplines such as business, logistics and supply chain management, management information systems, information security, computer science, and accounting. Students with a non-technical background are encouraged to pursue work in MIS or CPSC, while those students with technical backgrounds will be encouraged to purse course work in business, management, supply chain management and logistics, accounting.

Students may choose any 9 hours of approved electives. The following courses have been approved. Courses not listed require approval of the MIS faculty:

a. Information Security
- CPSC - 6581 Information Security Policy and Management (3)
  OR
- MIS - 6801 Information Security Policy and Management (3)

- CPSC - 6582 Cryptography and Network Security (3)
- CPSC - 6583 Laboratory in Information Security (3)
- CPSC - 6584 Special Topics in Information Security (3)

b. Logistics and Supply Chain Management
- MGMT - 8400 Global Supply Chain Management (3)
- MGMT - 8410 Logistics, Transportation and Warehouse Management (3)
- MGMT - 8420 Decision Models in Supply Chain Management (3)
- MGMT - 8440 Project Management (3)

c. Business

7000 or higher level courses in MGMT, MKTG, ACCT, ECON, FIN, MIS from the College of Business are acceptable if the student has met the necessary perquisites for the course.

* Three credit-hours may be waived in the Career Sequence if the graduate research thesis (MIS-8999) is done as the final project.

Master's Final Project Selective (3-6 Hours)

Select one of the following:
- MIS - 8979 Advanced Information Systems (3)
- MIS - 8989 Graduate Project (3)
- MIS - 8999 Graduate Research Thesis (6)

Total - 36 Hours

Minor

Accounting Minor

The Accounting minor from the College of Business is designed for students seeking to acquire skills in analyzing, interpreting, and communicating financial information to accompany a business or non-business major. The coursework also helps students prepare for a graduate program in accounting.

Requirements for a Minor

Required Courses
- ACCT - 2110 Financial Accounting (3)
- ACCT - 2111 Managerial Accounting (3)
- ACCT - 3111 Cost Accounting I (3)

- ACCT - 3151 Intermediate Accounting I (3)
- ACCT - 3152 Intermediate Accounting II (3)

Plus six hours from:
- ACCT - 4112 Cost Accounting II (3)
- ACCT - 4251 Tax I (3)
- ACCT - 4252 Tax II (3)
- ACCT - 4354 Auditing I (3)
- ACCT - 3252 Accounting Information System (3)
- BLAW - 3100 Business Law II (3)

Total - 21 Hours

Economics Minor
Requirements for the Minor
The College of Business offers an economics minor designed for students seeking to understand world and local economies and to acquire analytical and critical thinking skills.
Prerequisites:
- STAT - 2100 Statistics (3)
  or
- STAT - 2700 Statistics for Management I (3)

- STAT - 3700 Statistics for Management II (3)
- MATH - 2281 Applied Calculus (3)

Required Courses
- ECON - 2301 Principles of Microeconomics (3)
- ECON - 2302 Principles of Macroeconomics (3)

- ECON - 3301 Intermediate Microeconomics (3)
  OR
- ECON - 3404 Managerial Economics (3) *

- ECON - 3302 Intermediate Macroeconomics (3)

Select two of the following courses:
- ECON - 3099 International Economics (3)
- ECON - 3501 Money and Banking (3)
- ECON - 3502 Economic Development (3)
- ECON - 3503 Labor Economics (3)
- ECON - 3515 International Trade (3)
- ECON - 3901 Mathematical Economics (3)
- ECON - 4101 Econometrics I (3)
- ECON - 4102 Econometrics II (3)
- ECON - 3000 Special Topics in Economics (1-3)
- ECON - 4800 Independent Study (3)
- ECON - 5000 Special Topics in Advanced Economics (1-3)

Total - 18 Hours

For students in programs requiring ECON-3404, such as the BA in Business Administration, the course may not count toward a minor in Economics; ECON-3301 or an approved Economics selective must be taken.

Finance Minor
Requirements for the Minor
The finance minor from the College of Business is designed for students seeking knowledge and skills in financial management, financial markets, analysis, and investments. Additional prerequisite courses may also be necessary for non-business majors.

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

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

Total - 18 Hours

Management Information Systems Minor

Requirements for the Minor

The College of Business Management Information Systems minor is designed for students who want to expand their knowledge and skills in information systems including application software, database management, systems analysis, computer diagnosis and repair, networking, and information security techniques used in organizations. The MIS minor appropriate for both business and non-business majors across all disciplines because of the pervasiveness of information systems in organizations around the world.

Required Courses
- MIS - 2101 Basics of Information Technology (3)
- MIS - 3101 Management Information Systems (3)
- MIS - 3201 Business Systems Analysis (3)
- MIS - 3401 Business Information Retrieval and Database Management (3)
- MIS - 3501 Microcomputer Development and Diagnosis (3)
- MIS - 3601 Telecommunications and Distributed Data Systems (3)

- MIS - 4580 Information Security (3)
  OR
- CPSC - 4580 Information Security (3)

Total - 21 Hours

Division of Management, Marketing and Entrepreneurship

Bachelor of Arts

Business Administration, B.A.

Today's complex fast paced business environment required professionals with a wide scope of knowledge and skills beneficial to the workplace. The Bachelor of Arts in Business Administration program, offered through the College of Business, provides a solid foundation in administrative skills and knowledge leading to a successful entry or mid-level business career. The real-world curriculum offers a set of core courses with a choice of concentrations: entrepreneurship, finance, human resource management, management information systems, management, marketing, or operations and supply chain management.

Degree Requirements (for all concentrations)

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

Students must meet the collegial degree requirement listed at the beginning of this section and choice of concentration section below.

General Education Requirements (37-38 Hours)

See the Catalog Bachelor's Degree Requirements for detailed information about the General Education Courses for transfer and students admitted as freshmen.

Mathematics (3 credit hours):
- MATH - 2100 Elementary Statistics (3)

Communications (9 credit hours):
- Two courses in written communications (6)
- One course in oral communications (3)

Physical and Life Sciences (7 or 8 credit hours), including at least one laboratory course:
- One course from Life Sciences (3-4)
- One course from Physical Sciences (3-4)

Humanities (9 credit hours):
- Including at least one course from humanities and at least one course from fine arts

Social and Behavioral Sciences (9 credit hours):
- ECON - 2301 Principles of Microeconomics (3)
- ECON - 2302 Principles of Macroeconomics (3)
- One additional Social and Behavioral Sciences Course (3)

BSAD Program Requirements (51-52 Hours)

- ACCT - 2110 Financial Accounting (3)
- ACCT - 2111 Managerial Accounting (3)
- BLAW - 2100 Business Law I (3)
- MATH - 2109 Finite Mathematics (3)
- *Or*
- MATH - 2281 Applied Calculus (3) *
- BUS - 2200 Quantitative Methods in Business and Economics (1) **
- MGMT - 2100 Principles of Business Management (3)
- MIS - 2101 Basics of Information Technology (3)
- MKTG - 2100 Introduction to Marketing Management (3)
- MGMT - 3099 Business Ethics and Social Responsibility (3)
- BUS - 3200 Business Communications (3)
- ECON - 3404 Managerial Economics (3)
- FIN - 3110 Principles of Financial Management (3)
- MIS - 3101 Management Information Systems (3)
- BUS - 3700 Business Statistics (3)
- MGMT - 3400 Production and Operations Management (3)
- MGMT - 3500 Organizational Behavior (3)
- MGMT - 4600 Globalization of Business (3)
- MGMT - 4900 Strategic Management (3)
- * We recommend *Finance Concentration* and *Operation and Supply Chain Management Concentration* students take MATH - 2281 Applied Calculus (3)
  ** Students who complete MATH - 2281 Applied Calculus (3) or equivalent may waive BUS - 2200 Quantitative Methods in Business and Economics (1)

In addition to the degree requirements above, students must also complete one concentration from the options listed below (choose one):

Entrepreneurship Concentration

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

Concentration Courses (15 Hours)

- ENTR - 3100 Principles of Entrepreneurship (3)
- ENTR - 4100 Entrepreneurial Opportunity (3)
- ENTR - 4200 Entrepreneurial Accounting and Finance (3)

Select two of the following courses:

- ENTR - 4600 Entrepreneurial Marketing (3)
- ENTR - 4900 Entrepreneurial Project (3)
- MGMT - 4560 Business Leadership Theory and Practice (3)

Electives (15-17 hours)

Total 120 Hours

Finance Concentration

The undergraduate major in Business Administration with a finance concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of finance.

Concentration Courses (15 Hours)

- FIN - 3501 Investments (3)
- FIN - 4110 Advanced Corporate Finance (3)
- FIN - 4350 International Financial Management (3)
- FIN - 4530 Financial Institutions and Markets (3)

Select one of the following:

- FIN - 4201 Insurance and Risk Management (3)
- FIN - 4501 Financial Options and Futures (3)
- FIN - 4502 Advanced Investments (3)
- FIN - 4810 Internship (3)

Electives (15-17 hours)

Total - 120 Hours

Human Resource Management Concentration

The undergraduate major in Business Administration with a human resource management concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of the management of human resources.

Concentration Courses (15 Hours)

- MGMT - 3300 Human Resource Management (3)

- MGMT - 4330 Human Resource Training and Management Development (3)
- MGMT - 4340 Organizational Staffing (3)

Select two of the following courses:

- MGMT - 4300 Labor Relations (3)
- MGMT - 4310 Compensation and Incentive Systems (3)
- MGMT - 4350 Performance Management (3)
- MGMT - 4880 Internship (3)

Electives (15-17 Hours)

Total - 120 Hours

Management Concentration

The undergraduate major in Business Administration with a management concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional areas of business management.

Concentration Courses (15 Hours)

- MGMT - 3300 Human Resource Management (3)
- MGMT - 4410 Quality Management (3)
- MGMT - 4560 Business Leadership Theory and Practice (3)

Select two of the following courses:

- ACCT - 3111 Cost Accounting I (3)
- BLAW - 3100 Business Law II (3)
- ENTR - 3100 Principles of Entrepreneurship (3)
- MGMT - 4300 Labor Relations (3)
- MGMT - 4440 Lean Manufacturing and Six Sigma Techniques (3)
- MGMT - 4880 Internship (3)
- MGMT - 5000 Topics In Management (1-3)
- MIS - 4101 Business Decision Modeling (3)

Electives (15-17 Hours)

Total - 120 Hours

Management Information Systems Concentration

The undergraduate major in Business Administration with a Management Information Systems concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of management information systems.

Concentration Courses (15 Hours)

- **Programming Course - Choose One of the following (3):**
- IT - 3210 Introduction to Scripting Languages (3)
- CPSC - 3148 Computer Programming: Java (3)
- Or approved Programming Course (consult with Academic Advisor for course approval).

  Required (9):
- MIS - 3201 Business Systems Analysis (3)

- MIS - 3401 Business Information Retrieval and Database Management (3)
- MIS - 3601 Telecommunications and Distributed Data Systems (3)
-
  Choose one of the following (3):
- MIS - 4201 Information Systems Project Management (3)
- MIS - 4800 Internship (3)

Electives (15-17 Hours)

Total - 120 Hours

Marketing Concentration

The undergraduate major in Business Administration with a marketing concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of marketing.

Concentration Courses (18 Hours)

- MKTG - 3200 Consumer Behavior (3)
- MKTG - 4200 Promotional Strategies (3)
- MKTG - 4300 Marketing Research (3)
- MKTG - 4400 Marketing Channel Management (3)
- MKTG - 4500 Managing Market Strategies (3)
- MKTG - 4600 International Marketing Strategies (3)

Electives (12-14 Hours)

Total - 120 Hours

Operations and Supply Chain Management Concentration

The undergraduate major in Business Administration with an operations management concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of production management.

Concentration Courses (15 Hours)

- MGMT - 4400 Supply Chain Management (3)
- MGMT - 4410 Quality Management (3)
- MGMT - 4420 Production and Inventory Control Systems (3)
- MGMT - 4430 Service Operations Management (3)
- MKTG - 4400 Marketing Channel Management (3)

Electives (15-17 Hours)

Total - 120 Hours

Business and Applied Science, B.A.

The undergraduate major in Business and Applied Science, offered through the College of Business, is a capstone program to the many varied applied programs offered at community colleges. It is intended to prepare students for careers that require both technical skills and business knowledge. It is ideal for applied science program graduates interested in continuing their education in careers involving business and management.

Special Admission Requirements

In addition to the university criteria, applicants must have earned an associate of applied science degree in a technical major from a regionally-accredited institution of higher education. Students not meeting the admission requirement of an A.A.S. in an occupational program, but who have completed 24 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.

General Education Requirements (37-38 Hours)

See Bachelor's Degree Requirements in the catalog for detailed information about the General Education Requirements for transfer students and students admitted as freshmen.

- **Communications (9 credit hours)**
  - Two courses in written communication (6)
  - One course in oral communication (3)
- **Mathematics (3 credit hours)**
  - MATH - 2100 Elementary Statistics (3)
- **Physical and Life Sciences (7 - 8 credit hours), including at least one laboratory course**
  - One course from Life Sciences (3-4)
  - One course from Physical Sciences (3-4)
- **Humanities (9 credit hours)**
  - At least one course from humanities and at least one course from fine arts
- **Social and Behavioral Sciences (9 credits)**
- ECON - 2301 Principles of Microeconomics (3)
- ECON - 2302 Principles of Macroeconomics (3)
- One additional Social and Behavioral Science Course (3)

Program Requirements (51 Hours)

- ACCT - 2110 Financial Accounting (3)
- ACCT - 2111 Managerial Accounting (3)
- BLAW - 2100 Business Law I (3)
- MGMT - 2100 Principles of Business Management (3)
- MIS - 2101 Basics of Information Technology (3)
- MKTG - 2100 Introduction to Marketing Management (3)
- ENTR - 3100 Principles of Entrepreneurship (3)
- FIN - 3110 Principles of Financial Management (3)
- MIS - 3101 Management Information Systems (3)
- MGMT - 3099 Business Ethics and Social Responsibility (3)
- BUS - 3200 Business Communications (3)
- MGMT - 3300 Human Resource Management (3)
- BUS - 3700 Business Statistics (3)
- MGMT - 3400 Production and Operations Management (3)
- MGMT - 3500 Organizational Behavior (3)
- MGMT - 4600 Globalization of Business (3)
- MGMT - 4900 Strategic Management (3)

Applied Science Courses (24 Hours)

Applied science courses transferred from the community college.

Electives (7-8 Hours)

Any 3000 or 4000 level course approved by advisor.

Total - 120 Hours

Entrepreneurship, B.A.
Admission Suspended for this Program in Fall 2016

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

Admission Requirements
Completion of 60 or more hours from a regionally accredited institution of, higher education. Students can transfer up to 27 credit hours of specialized or technical course work.

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.

General Education Requirements (37-38 Hours)

- **Communications (9 credit hours)**
  - Two courses in written communication (6)
  - One course in oral communication (3)
- **Mathematics (3 credit hours)**
  - MATH - 2100 Elementary Statistics (3)
- **Physical and Life Sciences (7 - 8 credit hours), including at least one laboratory course**
  - One course from Life Sciences (3-4)
  - One course from Physical Sciences (3-4)
- **Humanities (9 credit hours)**
  - At least one course from humanities and at least one course from fine arts
- **Social and Behavioral Sciences (9 credits)**
- ECON - 2301 Principles of Microeconomics (3)
- ECON - 2302 Principles of Macroeconomics (3)
- One additional Social and Behavioral Science Course (3)

Specialized or Technical Core Requirements (27 Hours)

Transfer from AA, AS, or AAS programs at community college.

Business Core Requirements (30 Hours)

- ACCT - 2110 Financial Accounting (3)
- ACCT - 2111 Managerial Accounting (3)
- BLAW - 2100 Business Law I (3)
- BUS - 3200 Business Communications (3)
- MKTG - 2100 Introduction to Marketing Management (3)
- MIS - 2101 Basics of Information Technology (3)
- MATH - 1423 College Algebra (3)
- *Or* MATH - 2109 Finite Mathematics (3)
- FIN - 3110 Principles of Financial Management (3)
- MGMT - 3099 Business Ethics and Social Responsibility (3)

- MGMT - 4600 Globalization of Business (3)

Entrepreneurship Core Requirements (18 Hours)

- ENTR - 3100 Principles of Entrepreneurship (3)
- ENTR - 4100 Entrepreneurial Opportunity (3)
- ENTR - 4200 Entrepreneurial Accounting and Finance (3)
- ENTR - 4600 Entrepreneurial Marketing (3)
- ENTR - 4900 Entrepreneurial Project (3)
- MGMT - 4560 Business Leadership Theory and Practice (3)

Electives (7-8 Hours)

Take 7-8 credit-hours of 3000 or 4000 level courses.

Total - 120 Hours

Manufacturing Management, B.A.

The College of Business Bachelor of Arts in Manufacturing Management is the perfect next step for students who graduate from a manufacturing program at community colleges. The Bachelor of Arts in Manufacturing Management is a career-oriented program that prepares students to become industry professionals capable of successfully managing human, mechanical, technological and financial resources in a manufacturing environment.

Special Admission Requirements

In addition to the university criteria, applicants must have earned an associate's degree in a manufacturing program. Students without an associate's degree must have completed 60 credit hours from a regionally accredited institution, have earned 26-27 hours in specialized manufacturing-related courses and have met other university admission criteria.

Degree Requirements

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

General Education Requirements (37-38 Hours)

See Bachelor's Degree Requirements in the catalog for detailed information about the General Education Requirements for transfer students and students admitted as freshmen.

- **Communications (9 credit hours)**
    - Two courses in written communication (6)
    - One course in oral communication (3)
- **Mathematics (3 credit hours)**
    - MATH - 2100 Elementary Statistics (3)
- **Physical and Life Sciences (7 - 8 credit hours), including at least one laboratory course**
    - One course from Life Sciences (3-4)
    - One course from Physical Sciences (3-4)
- **Humanities (9 credit hours)**
    - At least one course from humanities and at least one course from fine arts
- **Social and Behavioral Sciences (9 credits)**
- ECON - 2301 Principles of Microeconomics (3)
- ECON - 2302 Principles of Macroeconomics (3)
- One additional Social and Behavioral Science Course (3)

Advanced Manufacturing Requirements (26-27 Hours)

Technical manufacturing courses transferred from community college

Business Core Courses (39 Hours)

- ACCT - 2110 Financial Accounting (3)
- ACCT - 2111 Managerial Accounting (3)
- FIN - 3110 Principles of Financial Management (3)
- MIS - 2101 Basics of Information Technology (3)
- MGMT - 2100 Principles of Business Management (3)
- MKTG - 2100 Introduction to Marketing Management (3)
- MGMT - 3099 Business Ethics and Social Responsibility (3)
- BUS - 3200 Business Communications (3)
- BUS - 3700 Business Statistics (3)
- MGMT - 3400 Production and Operations Management (3)
- MGMT - 3500 Organizational Behavior (3)
- MGMT - 4600 Globalization of Business (3)
- MIS - 3101 Management Information Systems (3)

Specialization Courses (15 Hours)

- MGMT - 3300 Human Resource Management (3)
- MGMT - 4400 Supply Chain Management (3)
- MGMT - 4410 Quality Management (3)
- MGMT - 4420 Production and Inventory Control Systems (3)
- MGMT - 4440 Lean Manufacturing and Six Sigma Techniques (3)

Capstone (3 Hours)

- MGMT - 4901 Project Management for Advanced Manufacturing

Total - 121 Hours

Master of Business Administration

Business Administration, M.B.A.

The College of Business 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.

The MBA at GSU is offered as both a face-to-face or a highly interactive online program. The program is taught by accessible and dedicated full-time faculty who are experts in their fields. Upon enrollment the student must select the delivery format. Please note that when selecting a desired specialization all but one are offered in bother delivery modes. The Supply Chain Management specialization is only available for those selecting the online program.

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. a GMAT or GRE score from tests administered within five years of the date of admission*;
2. two confidential letters of recommendation from professional references (e.g., current or former college faculty member, current or former work supervisor, community leader);

3. a current resume.
4. A two-page, double-spaced statement of intent. The statement of intent offers applicants an additional opportunity to demonstrate writing and communication skills and supports candidacy for the MBA degree.
   Please address the following questions:

- What are your personal short- and long-term career goals?
- What are your reasons for pursuing an MBA degree at this time?
- How do you plan to commit to starting and completing an MBA program? In this response indicate your preference for the online or face-to-face program. If online is selected, also address your feelings and experience in working with others in an online setting.
- Please discuss your level of self-discipline, planning, and organizational skills and impact on family, work, or finances.
- Please give specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit from and contribute to the program.

*The GMAT or GRE may be waived for applicants who meet one of the following:
1. a G.P.A. of 3.5 or higher for the last 60 hours, from a regionally accredited college or university, or
2. a graduate degree from a regionally accredited college or university; or
3. meet the requirement for Guaranteed Admission to the MBA (GAMBA) program for GSU undergraduate students including:
   a. having completed 12 hours (4 courses) in core business courses (ECON-3404; FIN-3110; MIS-3101; MGMT-3400; MGMT-3500; or BUS-3700) at GSU with a minimum of 3.25 from those business courses taken at GSU; and
   b. having or maintaining a 3.0 GPA or higher in last 60 hours of the undergraduate degree.

   Current undergraduate students may only apply for GAMBA if they have met requirement (a) and completed at least 90 hours of their undergraduate degree program with at least an overall GPA of 3.25. Approved GAMBA students may waive the letters of recommendation special admission requirement.

Master's Final Project

MGMT - 8900 Strategic Management in a Global Context (3) is the capstone course of the M.B.A. program. It is designed, through intensive case analysis and study, to integrate the various operating functions of a business and to demonstrate the student's overall knowledge and skills. Applications for enrollment in MGMT-8900 are required and available in the CBPA Academic Advising Office.

Thesis Option

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

Candidacy Requirement

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:
1. satisfy all conditions of admission;
2. maintain an overall G.P.A. of at least 3.0 (on a 4.0 scale) for all course work completed at Governors State University as a graduate student with no more than two grades of "C" in all required course work;
3. complete all foundation courses and prerequisite competencies with a grade of "C" or higher in each course and overall G.P.A. of 3.0 or higher; and
4. apply for candidacy after earning a minimum of nine and a maximum of 12 graduate credit-hours (beyond foundation coursework). Students who complete more than 15 hours of degree requirements before attaining candidacy status may still be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college.

Degree Requirements

Students must meet all university requirements for a master's degree.
Students must meet the collegial graduation requirements listed at the beginning of this section.
Students will be required to take a standardized assessment test as a part of their capstone course to complete their degree. A fee of $35 will be charged at the time of registration for the course.

Prerequisite Competencies

1. calculus;
2. students must successfully complete collegial proficiency exams with a grade of 80% or higher (or equivalent courses) in MIS prior to enrolling in their second semester of coursework; and
3. written communications.

Foundation Courses (12 Hours):

- ACCT - 6100 Foundations of Accounting (3) (Equivalent: ACCT-2110, ACCT-2111, and FIN-3110)*
- ECON - 6100 Foundations of Economics (3) (Equivalent: ECON-2301 and ECON-2302)*
- MGMT - 6100 Foundations of Management and Marketing (3) (Equivalent:MGMT-2100 and MKTG-2100)*
- MGMT - 6700 Foundations of Managerial Statistics (3) (Equivalent: MATH-2100 and BUS-3700)*

*Foundation courses may be waived on a course-by-course basis for students with appropriate academic preparation.

Generally, students with an undergraduate degree in business completed within five years prior to application from a nationally or regionally accredited school, with a grade of "B" or higher have satisfied most of these requirements. Undergraduate equivalent courses that may be used to satisfy each required foundation course are noted.

Required Courses (24 Hours)

- ACCT - 7101 Strategic Management Accounting (3)
- ECON - 7500 Managerial Economics and Forecasting (3)
- FIN - 7101 Financial Management (3)
- MGMT - 7400 Operations Management: Strategies and Techniques (3)
- MGMT - 7500 Organization Behavior in the Global Context (3)
- MGMT - 7600 International Business (3)
- MIS - 7101 Information Systems and Technology (3)
- MKTG - 7100 Strategic Marketing (3)

Master's Final Project (3 Hours)

- MGMT - 8900 Strategic Management in a Global Context (3)

Career Selectives or Specialization (9 Hours)

A student has three options: (1) select a specialization from among those listed below; (2) select nine hours from any CBPA courses numbered 7000 or above; or (3) select nine hours of a group of specific courses to customize a specialization.

Specialization Options:

a. Corporate Entrepreneurship

- ENTR - 7100 Principles of Corporate Entrepreneurship (3)
- ENTR - 8100 Corporate Entrepreneurial Opportunity (3)
- ENTR - 8500 Corporate Entrepreneurial Leadership (3)

b. Finance

Select three of the following courses:
- FIN - 7501 Investments (3)

- FIN - 8101 Advanced Financial Management (3)
- FIN - 8350 International Finance (3)
- FIN - 8501 Derivatives (3)

c. Human Resource Management

- MGMT - 7300 Human Resource Management Strategies (3)
- MGMT - 8300 Labor Management Relations (3)

Select one of the following courses:

- MGMT - 7200 Problems in Business Ethics (3)
- MGMT - 8310 Human Resource Selection and Compensation (3)
- MGMT - 8500 Leadership Dynamics (3)

d. International Business

Select three of the following courses:
- FIN - 8350 International Finance (3)
- MGMT - 8610 International Business Strategy and Organizations (3)
- MKTG - 8600 International Marketing (3)

e. Management Information Systems

Select three of the following courses:
- MIS - 7201 Systems Analysis and Design (3)
- MIS - 7401 Database Development and Application (3)
- MIS - 7601 Information Technology Infrastructure (3)
- MIS - 7700 ERP Systems (3)

f. Marketing

Select three of the following courses:
- MKTG - 8000 Selected Contemporary Issues in Marketing (1-3)
- MKTG - 8200 Buyer Behavior (3)
- MKTG - 8300 Marketing Information: Methods and Analysis (3)
- MKTG - 8600 International Marketing (3)

g. Supply Chain Management

Rapid changes in the economy and technology, and the globalization of markets have increased the importance of effective supply chain management in organizations. In this specialization you will learn how to solve logistics problems, mobilize organizations to achieve strategic objectives, and introduce and manage innovations that lead to business success.

As a Supply Chain Management graduate, you will possess a strong business foundation and familiarity with the cutting-edge theories and practices essential to addressing supply chain management issues. You will gain the analytical and problem-solving skills required of managers and executives. The curriculum focuses on forecasting and supply chain optimization, sourcing, and procurement. Emphasis is placed on materials management; distribution and logistics; and warehouse, inventory, and transportation management.

- MGMT - 8400 Global Supply Chain Management (3)
- MGMT - 8410 Logistics, Transportation and Warehouse Management (3)
- MGMT - 8430 Strategic Procurement and Materials Management (3)

Total - 36 Hours (Graduate Core) and 12 Hours (Graduate Foundation)

Minor

Business Administration Minor

The Business Administration Minor, offered through the College of Business , is designed for and offered only to non-business students. It exposes students to the core areas in business, and provides a general understanding of the business discipline, including accounting, information systems, management, and marketing.

Requirements for a Minor

Required Courses

- ACCT - 2110 Financial Accounting (3)
- ECON - 2301 Principles of Microeconomics (3)
- MGMT - 2100 Principles of Business Management (3)
- MGMT - 3500 Organizational Behavior (3)
- MKTG - 2100 Introduction to Marketing Management (3)
- MIS - 3101 Management Information Systems (3)

Total - 18 Hours

Entrepreneurship Minor

Requirements for the Minor

The entrepreneurship minor from the College of Business will help students apply entrepreneurial concepts, practices, and theories.
Students will be able to recognize sources of entrepreneurial opportunities, differentiate forms of entrepreneurship, and estimate the potential of a given entrepreneurial opportunity.

Required Courses

- ACCT - 2110 Financial Accounting (3)
- ENTR - 3100 Principles of Entrepreneurship (3)
- ENTR - 4100 Entrepreneurial Opportunity (3)
- ENTR - 4600 Entrepreneurial Marketing (3)
- MIS - 2101 Basics of Information Technology (3)
- MKTG - 2100 Introduction to Marketing Management (3)
- MKTG - 4560 Business Leadership Theory and Practice (3)

Total - 21 hours

Management Minor

Requirements for the Minor

The minor in management from the College of Business is designed for students seeking knowledge and skills in managing people and resources. In addition to giving a broad exposure to the basic elements of business and management, the minor is an excellent preparation for an MBA program, or a career in management.

Required Courses

- MGMT - 2100 Principles of Business Management (3)
- MGMT - 3300 Human Resource Management (3)
- MGMT - 3400 Production and Operations Management (3)
- MGMT - 3500 Organizational Behavior (3)
- MGMT - 4600 Globalization of Business (3)
- BUS -3200 Business Communications (3)

Total - 18 Hours

Marketing Minor

Requirements for the Minor

The College of Business minor in marketing is designed for students seeking knowledge and skills in marketing function, including consumer behavior, promotional strategies, market research, and more. In addition to giving you broad exposure to the basic elements of marketing, the minor is an excellent preparation for an MBA program, or a career in marketing.

Required Courses

- MGMT - 2100 Principles of Business Management (3)
- MGMT - 3300 Human Resource Management (3)
- MGMT - 3400 Production and Operations Management (3)
- MGMT - 3500 Organizational Behavior (3)
- MGMT - 4600 Globalization of Business (3)
- BUS - 3200 Business Communications (3)

Total - 18 Hours

College of Education

Andrea Evans, Dean

Faculty in the College of Education

Division of Education

Timothy Harrington, Chairperson

Professors

Diane Alexander
Lisa Chang
Steven Russell
Colleen Sexton

Associate Professors

Larry Cross
Sondra Estep
Sandra Gandy
Glenna Howell
Jeannine Klomes
Barbara Winicki

Assistant Professors

Marlon Cummings
Katy Hisrich
Megan McCaffrey
Xiaobo She

Lecturers

Thomas Bierdz
Judy Cunningham
Mary Ann Fischer
Michael Gordon
Raquel Herrera-Byrne
Evie Plofsky

Ellen Silver-Horrell
Patricia Swaufield

Division of Psychology and Counseling

Shannon Dermer, Chairperson

Professors

Shannon Dermer
Catherine Sori

Associate Professors

Shea Dunham
Christienne Dyslin
Cyrus Ellis
Barbara Gormley
Larry Maucieri
Pat Robey
Elizabeth Ruiz
Albert Tuskenis
Byron Waller
Darlene Wright

Assistant Professors

Sasha Cervantes
Terri Christiansen
Alli Cipra
Sonya Lorelle
Rebecca Michel
Katherine Wix

Visiting Professor

Tasha Banks
Victor Fuller
Deborah Watson

Lecturers

Crystal Blount
Jennifer Boender
Matthew Covic
Kim Jaroszewski

Jennifer Miroballi
Timothy Pedigo
Kim Snow

Undergraduate Programs Overview

The College of Education prepares teachers and psychology-related professionals to function effectively in a variety of roles. The Elementary Education and Early Childhood Education programs are designed and delivered to meet the educational needs of those preparing to work as teachers with young children (birth through grade 8). In addition, the College of Education offers a Bachelor of Arts program in Psychology and Counseling to prepare students for entry into the mental health field and preparation for related graduate studies.

All undergraduate curricula emphasize a solid combination of liberal studies to enhance thinking and communication skills.

Undergraduate instruction combines classroom lectures with extensive field experience. The College of Education maintains excellent relationships with school districts in Cook and Will counties where student teaching and field work take place. Schools and mental health facilities throughout the Chicago area provide rich and diverse settings for the experiences related to the Psychology program.

"IAI" course designations refer to the statewide Illinois Articulation Initiative previously discussed and found at website www.itransfer.org.

Licensure and Accreditations

The college offers undergraduate programs approved by the Illinois State Board of Education (ISBE) and subject to ISBE rules for initial teacher licensure in Elementary Education and Early Childhood Education. The college is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

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 are listed below under Programs Offered.

Graduate Programs Overview

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

The graduate programs in Early Childhood Education, Multicategorical Special Education, Reading, Urban Teacher Education, School Counseling, School Psychology, and Educational Administration (Principal Leadership, Chief School Business Official, and Superintendent) are fully approved by the Illinois State Board of Education to offer related Illinois licenses. Students completing the graduate programs described below are also well prepared to pursue doctoral programs at other institutions.

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

Licensure and Accreditations

The college offers graduate programs approved by the Illinois State Board of Education (ISBE) and subject to ISBE rules for teacher licensure in the areas of early childhood education, administration, reading, special education, urban teacher education, school counseling, and school psychology. The College is accredited by the National Council for the Accreditation of Teacher Education. The Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs.

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 are listed below under Programs Offered.

Programs Offered

Division of Education

Bachelor of Arts

Early Childhood Education, B.A.

The College of Education offers an undergraduate major in Early Childhood Education that prepares future teachers for teaching children birth through age eight and offers two study track options. Students successfully completing the degree program in either study Track Option I or II obtain a bachelor's degree in Early Childhood Education, with meeting the requirements in Track Option I leading to eligibility for the Professional Educator License in Early Childhood Education as well as the Early Childhood Special Education Approval issued by the Illinois State Board of Education.

Students choosing to pursue this program should contact the Undergraduate Advising Office in the Division of Education before enrolling in any courses. Students must commit to study Track Option I (leads to IL Teacher Licensure), or study Option II (prepares for optional EC credentials) within the first 15 hours of early level coursework: EDEC-3310, EDEC-3320, EDEC-3371, SPED-2100 and EDCP-2101. Upon completion of these five courses, no student will be allowed to progress in study Track Option I without documented proof of passing the Illinois Test of Academic Proficiency (TAP) or its equivalent (e.g. ACT or SAT).

Study Track Option I for Teacher Licensure

Study track Option I is approved by the Illinois State Board of Education for recommendation of the Initial Early Childhood License by entitlement. Students completing this program may also obtain the Early Childhood Special Education Approval on their Licenses. Four courses required for this approval are offered in the program: EDEC-3380, EDEC-4440/EDEC-4441, EDEC-4450/EDEC-4451, and EDEC-4430. To be recommended for licensure by Governors State University, candidates must complete at least 48-49 hours in general education, 62 hours in professional education requirements, and credit hours of approved course electives at the 3000 or higher level if needed to meet the 120 minimum credit hours for graduation.

To be recommended for an Illinois State Board of Education teaching license, the candidate must present evidence of having passed the Test of Academic Proficiency, Content Area, and Assessment of Professional Teaching examinations of the Illinois Teaching Certification Testing System. Candidates must earn a grade of "B" or better in EDEC-4999 Student Teaching in Early Childhood Education.

Candidates must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in this catalog.

Study Track Option II for Optional EC Credentials

Study track Option II is for those seeking a career in an Early Childhood Educational setting which does not require the IL Early Childhood Type 04 Teaching License. The students must complete at least 48-49 hours in general education, 55 hours in professional education requirements, and credit hours of approved course electives at the 3000 or higher level if needed to meet the 120 minimum credit hours for graduation.

Program Requirements

Admission to Teacher Education

After meeting the university admission requirements, students must meet the following requirements to continue in the Early Childhood Education program:

- be admitted to Governors State University and be in good academic standing;
- present transcripts showing a cumulative G.P.A. of 2.5 or higher in all undergraduate work attempted;
- must have a grade of "C" or better in all general education courses used for program requirements;
- must have attained a grade of "B" or better in identified transferable teacher education courses. Identified courses must have been taken within six years of admission to GSU;
- complete all course work at Governors State University within five calendar years;
- if pursuing study Track Option I, present evidence of having passed the Test of Academic Proficiency of the Illinois Certification Testing System;
- complete the ETS Proficiency Profile;
- earn a grade of "B" or better in the following courses taken at GSU: EDEC - 3371 Developmentally Appropriate Practices In ECE (4); EDEC - 3310 Foundations of Early Childhood Education (3); EDEC - 3320 Growth and Development of Young Children (3); and EDEC - 3380 Typical and Atypical Speech and Language Development (3); and
- receive a positive recommendation from the Early Childhood Education faculty to continue in the program.

** Note: Option I Candidates must pass the ICTS Test of Academic Proficiency (TAP) within the first 15 hours of entry level coursework (EDEC-3310, EDEC-3320, EDEC-3371, SPED-2100 and EDCP-2101) before enrolling in any field based course (i.e. EDEC-4441, EDEC-4451, EDEC-4481, and EDEC-4491, as well as EDEC - 4999 Student Teaching in Early Childhood Education (12)).

All candidates for study Track Option I AND Option II are required to submit the GSU approved criminal background check prior to their initial field experience in the schools. Also, some assigned field site locations may, due to state licensing, require students to submit a brief physical including a TB test, as well as a finger print background check. For more information, please consult with your advisor.

Candidate Progress

The faculty monitors and evaluates candidate progress continually. The section, Licensure of Teachers and Other School Professionals, in this catalog provides a general description of the standards used to evaluate candidate progress. A more detailed statement of the standards and processes followed by the Early Childhood Education faculty is available in the Undergraduate Early Childhood Education Student Handbook.

Conditional Continuation

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

Student Handbook

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

Requirements Regarding Admission to Lab Courses for Option I and II

Before enrolling in EDEC-4441, EDEC-4451, EDEC-4481, or EDEC-4491 students must:

1. before entering labs 3 (EDEC-4481) and 4 (EDEC-4491), complete the general education requirements of ENGL-2910, MCOM-4250, MATH-2131, and MATH-2141 (or equivalent courses) along with one science and one social science course with a grade of "C" or better;
2. successfully complete all prerequisite course work, as stated on a student's study plan;
3. maintain a cumulative 2.75 general education G.P.A.;
4. continue to maintain a 3.0 professional education G.P.A.; and
5. for Option I only, students must submit to their advisor verification of a passing score on the Illinois Test of Academic Proficiency (TAP).

Admission to Option I Student Teaching or Option II Practicum

Before enrolling in student teaching, students must:

1. complete at least 48-49 hours of general education requirements with a G.P.A. of 2.75 or higher (for courses taken at GSU) with a grade of "C" or better in each course;

2. complete all professional education course requirements with a G.P.A. of 3.0 or higher with a grade of "B" or better in each of the following courses EDEC-3371, EDEC-3310, and EDEC-3320 and a grade of C or better in all other courses;
3. complete a minimum of 100 clock-hours of pre-student teaching field experiences;
4. have no more than a total of nine approved general education/specialization hours outstanding; and
5. for Option I only, students must verify successful completion of the early childhood content area state examination of the Illinois Certification Testing System.

Degree Requirements

General Education Requirement for study Track Options I and II (48-49 Hours)

Course work acceptable for meeting these requirements must be college level work and may not include remedial courses even if college credit is granted. Generally, this course work must be at the 1000-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, Physical Science, and Earth Science including 3 hours of biology, a 3 hour physical science course (chemistry or physics), 3 hours of earth/space science (astronomy, geology, or meteorology), and a 1 hour lab course with one of these (10)
- Survey of American History (3)
- Literature (3)
- Humanities (3)
- Fine Arts (3)
- U.S. Government (3)
- Psychology (3)
- Cultural/World Geography (3)
- Health/Nutrition (2-3)

NOTE:

At least one three-credit course must be taken in non-Western or Third World cultures from either humanities or social science.

Professional Course Work Requirement for study Track Option I

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

- EDEC - 3310 Foundations of Early Childhood Education (3)
- EDEC - 3320 Growth and Development of Young Children (3)
- EDEC - 3371 Developmentally Appropriate Practices In ECE (4)
- EDEC - 3380 Typical and Atypical Speech and Language Development (3)
- EDEC - 4420 Methods of Teaching in the Creative Arts P-5 (3)
- EDEC - 4430 Observation and Assessment for Young Children with and without Special Needs (3)
- EDEC - 4440 Child and Families with and without Special Needs in the Community (3)
- EDEC - 4441 Laboratory 1: Infant and Toddler Methods (1)
- SPED - 2100 Survey of Students with Exceptionalities (3)
- EDCP - 2101 Introduction to Educational Technology (3)
- EDEC - 4450 Preprimary and Special Education Methods (3)
- EDEC - 4451 Laboratory 2: Preprimary Methods (1)
- EDEC - 4460 Integrating Instruction in Early Childhood Education (3)
- EDEC - 4480 Literacy Methods in Early Childhood Education (3)
- EDEC - 4481 Laboratory 3: Literacy in Early Childhood Education (1)
- EDEC - 4490 Methods of Teaching Primary Science, Math, and Social Studies (3)
- EDEC - 4491 Laboratory 4: Teaching Primary Science, Math, and Social Studies (1)
- EDEC - 4999 Student Teaching in Early Childhood Education (12)

NOTE:

Study Track Option I incorporates at least 100 clock-hours of clinical experience required for Illinois State teacher Certification

Professional Course Work Requirement for study Track Option II (59 Hours)

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

- EDEC - 3310 Foundations of Early Childhood Education (3)

- EDEC - 3320 Growth and Development of Young Children (3)
- EDEC - 3371 Developmentally Appropriate Practices In ECE (4)
- EDEC - 3380 Typical and Atypical Speech and Language Development (3)
- EDEC - 4420 Methods of Teaching in the Creative Arts P-5 (3)
- EDEC - 4430 Observation and Assessment for Young Children with and without Special Needs (3)
- EDEC - 4440 Child and Families with and without Special Needs in the Community (3)
- EDEC - 4441 Laboratory 1: Infant and Toddler Methods (1)
- SPED - 2100 Survey of Students with Exceptionalities (3)
- EDCP - 2101 Introduction to Educational Technology (3)
- EDEC - 4450 Preprimary and Special Education Methods (3)
- EDEC - 4451 Laboratory 2: Preprimary Methods (1)
- EDEC - 4460 Integrating Instruction in Early Childhood Education (3)
- EDEC - 4470 Guidance of Young Children (3)
- EDEC - 4480 Literacy Methods in Early Childhood Education (3)
- EDEC - 4481 Laboratory 3: Literacy in Early Childhood Education (1)
- EDEC - 4490 Methods of Teaching Primary Science, Math, and Social Studies (3)
- EDEC - 4491 Laboratory 4: Teaching Primary Science, Math, and Social Studies (1)
- EDEC - 4595 EC Leadership: Principles and Management (3)
- EDEC - 4899 Practicum in EC (3-9)

NOTE:
Elective credit hours approved via petition to advisor/program coordinator as needed to meet required 120 credit hours for graduation.

Elementary and Middle School Education, B.A.

The College of Education undergraduate major in Elementary and Middle School Education prepares education majors to teach kindergarten through grade nine. Professional education courses provide preparation for teaching, and general education courses expand candidates' knowledge of elementary school curricula and their understanding of pupils. This curriculum offers a combination of classroom instruction, pre-student teaching field experiences, as well as the supervised student teaching experience.

Admission to Teacher Education

After meeting the university admission requirements, students must meet the following requirements to continue in the Elementary Education program:
- be admitted to Governors State University and be in good academic standing;
- present transcripts showing a cumulative G.P.A. of 2.5 or higher in all undergraduate work attempted;
- present evidence of having passed the Test of Academic Proficiency (TAP) of the Illinois Certification Testing System;
- complete the ETS Proficiency Profile;
- earn a grade of "B" or better in the following two courses taken at Governors State University: EDUC - 3320 The Future of American Education (3) and EDUC - 3321 Effective Teaching and Laboratory (4); and
- receive a positive recommendation from the Elementary Education faculty to continue in the program.

Note: Candidates must provide proof of passing the ICTS Test of Academic Proficiency before enrolling in EDUC-3321.
All candidates for Illinois teacher licensure at Governors State University are required to submit to an Adam Walsh fingerprint-based criminal background check by CertifiedBackground.com prior to their initial field experience in the schools. For more information on this testing, please visit www.certifiedbackground.com. Consult with your advisor for information concerning the related GSU policies and procedures.

Candidate Progress

The faculty monitors and evaluates candidate progress continually. The section Licensure of Teachers and Other School Professionals in this catalog provides a general description of the standards used to evaluate candidate progress. A more detailed statement of the standards and processes followed by the Elementary Education faculty is available in the Elementary Education Student Handbook.

Conditional Continuation

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

Candidate Handbook

The Elementary Education Candidate Handbook referred to in this catalog is available at www.govst.edu/education.

Teacher Licensure

This program is approved by the Illinois State Board of Education for recommendation of the Initial Elementary License by entitlement. To be recommended for licensure by Governors State University, candidates must complete 72-73 hours in general education and the professional education requirements in Elementary Education. General education courses may include both lower and upper-division course work. Candidates must earn a grade of "B" or better in ELED-4999 Student Teaching. Candidates must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in this catalog.

Middle School Endorsement

Requirements for the middle school endorsement are discussed in the Licensure of Teachers and Other School Professionals section in this catalog.

Program Portfolio

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

Admission to Student Teaching

All professional course work must be completed before enrolling in student teaching. For those students teaching in a content area at the middle-grades level, all endorsement requirements must also be completed.

To be admitted to student teaching, candidates must:

1. complete the required course work with a grade of "B" or better in EDUC-3320 and EDUC-3321 and a grade of "C" or better in all other courses;
2. complete the 69-73 hours of general education requirements with a G.P.A. of 2.75 or higher;
3. complete all professional education requirements with a G.P.A. of 3.0 or higher, with a "B" or better in EDUC-3320 and EDUC-3321;
4. complete 100 clock-hours of pre-student teaching field experiences;
5. complete at least 18-19 hours in the teaching specialization with a G.P.A. of 2.75 or higher;
6. have completed all but nine credits in general education;
7. receive a positive recommendation from the Elementary Education faculty; and
8. verify successful completion of the Elementary Content Exam of the Illinois Certification Testing System.

An application certifying that the first six of these requirements have been met must be submitted to the coordinator of field experiences by January 31 for the following fall and spring terms. Student teaching is not offered during the summer term. In addition, candidates must pass the ICTS Elementary Content Test before student teaching.

Degree Requirements

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

Candidates must also:

1. complete all course work (56-58 hours of professional education and 72-73 hours of general education) with a grade of "C" or better in each course;
2. maintain a G.P.A. of 3.0 or higher in professional education courses;
3. maintain a G.P.A. of 2.75 or higher in all general education courses taken at Governors State University with a grade of "C" or better in each course;
4. complete at least one three-hour course in non-Western or Third World cultures;
5. complete all course work at Governors State University within five calendar years;
6. maintain satisfactory candidate progress as defined in the Elementary Education Candidate Handbook; and
7. receive a positive recommendation from the Elementary Education faculty.

General Education Requirement for Teacher Certification, Initial Elementary Licensure (69-70 Hours)

Course work acceptable for meeting these requirements must be college level work and may not include remedial courses even if college credit is granted. Generally, this course work must be at the 1000-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)

ENGL - 1000 Writing Studies I (3)

- ENGL - 1010 Writing Studies II (3)

Oral Communication (3)
- COMS - 1160 Public Discourse (3)

Mathematics (9)
- MATH - 1423 College Algebra (3)
- MATH - 2131 Mathematical Structures and Concepts I (3)
- MATH - 2141 Mathematical Structures and Concepts II (3)

Biological Science, Physical Science, Earth Science, and at least one 1-Hour Lab accompanying at least one of the science content area courses (10-12 Hours)

- Biology (4 Hours)

  - BIOL - 1100 Human Biology (3)
  - BIOL - 1101 Human Biology Laboratory (1)
  - BIOL - 2102 Biological Science Foundations I (3)
  - BIOL - 2107 Biological Science Foundations Laboratory (1)
  - BIOL - 2104 Biological Science Foundations II (3)
  - BIOL - 2109 Biological Foundations Laboratory (1)

- Physical Sciences (4 Hours)

  - CHEM - 1111 Chemical Science Foundations I (3)
  - CHEM - 1112 Chemical Science Foundations Laboratory (1)
  - **Or**
  - PHYS - 1111 Physical Science Foundations (3)
  - PHYS - 1112 Physical Science Foundations Laboratory (1)

- Earth/Space Science (3 Hours)

  - ASTR - 1111 Introduction to Astronomy (3)
  - ASTR - 1112 Introduction to Astronomy Laboratory (1)
  - PHYS - 3435 Meteorology Online (3)
  - Geology (transfer with consent of advisor) (3)

Social and Behavioral Sciences (9 Hours)

- U.S. Government (3)
  - POLS - 2100 American National Government (3)
- World or Economic Geography (3 Hours)
  - GEOG - 1100 Geography, Non-Western World (3)
  - GEOG - 2500 World Regional Geography (3)

Psychology (3 Hours)

  - EDUC - 2330 Educational Psychology I: Growth and Development of Children and Adolescents (3)
  - PSYC - 1101 Principles of Psychology (3)

Humanities (9 Hours)

  - HIST - 1110 History of the United States to 1865 (3)
  - HIST - 1120 History of the United States since 1865 (3)

- ENGL - 2131 Literature for Children and Adolescents (3)

Fine Arts (3 Hours)

Select one course from the following:
- ART - 1100 Art Appreciation (3)
- MUS - 2301 Survey of Music History (3)
- TAPS - 1100 Theatre Appreciation (3)

TOTAL REQUIRED GENERAL EDUCATION CREDIT HOURS FOR BA IN ELEMENTARY EDUCATION: 49-51

Teaching Specialization: 18-19 Hours

In consultation with a program advisor, candidates will select 18-19 hours of course work, depending upon the area of specialization which includes: Biology, English, General Science, History, Mathematics, or Social Sciences. At least 9 specialization hours must be in upper-division courses; no more than 9 hours may be from courses also used to satisfy general education (GE) requirements; and only one 3-hour professional education (PE) methods course may be included in this 18-19 hour total (minus 6-12 hours of GE and PE depending upon area of specialization; see Teaching Specializations listed below).

Total: 58-62 Hours

The following required courses may be taken at the lower-division level: (12 Hours)

- SPED - 2100 Survey of Students with Exceptionalities (3)
- EDCP - 2101 Introduction to Educational Technology (3)
- EDUC - 2310 Foundations of Education (3)
- EDUC - 2330 Educational Psychology I: Growth and Development of Children and Adolescents (3)

The following required courses must be taken at the upper-division level: (53 Hours)

- EMED - 3099 Prof Dev Seminar I: The Mindful Educator (2)
- EMED - 3321 Effective Teaching For Diverse Students And Effective Teaching Laboratory (4)
- EMED - 3333 Educational Linguistics (3)
- EMED - 3402 Field Experience I: Teaching Language Arts and Creative Arts (1)
- EMED - 3404 Developmental Reading in the Elementary Grades (3)
- EMED - 3405 Literacy Across the Curriculum in the Elementary Grades (3)
- EMED - 3420 Teaching Creative Arts in the Elementary Grades (3)
- EMED - 3425 Professional Development Seminar II: 21st Century Learning (1)
- EMED - 3499 Mindful Educator II (1)

- EDUC - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)
- EMED - 3880 Teaching Health and Physical Education in the Elementary and Middle Grades (2)
- EMED - 4402 Field Experience II: Teaching Science, Math, and Social Studies in the Elementary Grades (1)
- EMED - 4404 Teaching Science in the Elementary Grades (3)
- EMED - 4405 Teaching Mathematics in the Elementary Grades (3)
- EMED - 4406 Teaching Social Studies in the Elementary Grades (3)
- EMED - 4425 Professional Development Seminar III: Effective Strategies to Promote Critical Thinking (1)
- EMED - 4499 Mindful Educator III (1)
- EMED - 4450 Language Arts Assessment and Differentiated Instruction in the Elementary Grades (3)
- EMED - 4999 Student Teaching and Culminating Professional Development Seminar (12)

NOTE:

Additional credits in Professional Education and in the area of Teaching Specialization will be required for students also seeking middle-grades licensure. (See Middle Grades Licensure below and consult your advisor.)

Total: 123-127 Hours

Teaching Specializations

In consultation with a program advisor, candidates will select 18-19 hours of course work, depending upon the area of specialization, within one of the following teaching specializations. At least 9 specialization hours must be in upper-division courses; no more than 9 hours may be from courses also used to satisfy general education (GE) requirements; and only one 3-hour professional education (PE) methods course may be included in this 18-19 hour total.

Biology

Required Courses (15 Hours)*

- EMED - 4404 Teaching Science in the Elementary Grades (3) (PE)
- BIOL - 2102 Biological Science Foundations I (3) (GE)
- BIOL - 2107 Biological Science Foundations Laboratory (1) (GE)
- BIOL - 2104 Biological Science Foundations II (3) (GE)
- BIOL - 2109 Biological Foundations Laboratory (1) (GE)
- BIOL - 3322 Ecology (3)
- BIOL - 3323 Ecology Laboratory (1)

Selective(s) (3-4 Hours)

Select <u>one</u> or <u>two</u> from the following*:

- [BIOL - 3108 Human Evolution (3)](#)
- [BIOL - 3112 Human Genetics: Concepts and Technology (3)](#)
- [BIOL - 3316 Plant Diversity Lecture (2)](#)
- [BIOL - 3317 Plant Diversity Laboratory (1)](#)
- [BIOL - 3320 Animal Diversity (2)](#)
- [BIOL - 3321 Animal Diversity Laboratory (1)](#)
- [BIOL - 4430 Microbiology (3)](#)
- [BIOL - 4431 Microbiology Laboratory (1)](#)
- *NOTE: If recommended courses in either category above are unavailable, substitutions may be made with advisor's or coordinator's approval.

Total - 18 - 19 Hours

No more than 9 hours may be from courses also used to satisfy general education (GE) requirements, and only one professional education (PE) methods course may be included in this total. Thus, of the total 18-19 Hours required for this specialization, 11 hours may come from a combination of GE and PE course work.

Elementary Education majors also seeking **licensure at the middle grades level** must take additional coursework in their area of teaching specialization to total 24 hours in the area of the teaching specialization. Only one professional education (PE) methods course may be included in the teaching specialization courses.

English

Required Courses (12 Hours)*

- [EMED - 3405 Literacy Across the Curriculum in the Elementary Grades (3)](#) (PE)
- [ENGL - 1112 British Literature II (3)](#)
- [ENGL - 1222 American Literature II (3)](#)
- [ENGL - 2131 Literature for Children and Adolescents (3)](#) (GE)

Multicultural Selective (3 Hours)

Select <u>one</u> from the following*:

- [ENGL - 4111 African Novel (3)](#)
- [ENGL - 4121 Advanced Survey of Black Literature (3)](#)

- ENGL - 4131 Comparative Latin American Literature (3)
- ENGL - 4151 Literature of Immigrant Children (3)
- ENGL - 4171 Native American Literature (3)
- ENGL - 4172 Contemporary Native American Authors (3)
- ENGL - 4181 Asian American Literature (3)
- ENGL - 4307 African American English (3)

Genre Selective (3 Hours)

Select <u>one</u> from the following*:

- ENGL - 3115 Studies in Mythology (3)
- ENGL - 4100 Advanced Composition (3)
- ENGL - 4141 American Poets (3)
- ENGL - 4210 Writing Poetry (3)
- ENGL - 4475 The Short Story: Crossing Cultures (3)
- ENGL - 4483 Literature of the Environment (3)
- ENGL - 4500 Play Analysis (3)
- ENGL - 4525 Women Writers (3)
- ENGL - 4550 Shakespeare's Plays (3)
- *NOTE: If recommended courses in any category above are unavailable, substitutions may be made with advisor's or coordinator's approval.

Total - 18 Hours

No more than 9 hours may be from courses also used to satisfy general education (GE) requirements, and only one professional education (PE) methods course may be included in this total. Thus, of the total 18 Hours required for this specialization, 6 hours may come from a combination of GE and PE course work.

Elementary Education majors also seeking licensure at the middle grades level must take additional coursework in their area of teaching specialization to total 24 hours in the area of the teaching specialization. Only one professional education (PE) methods course may be included in the teaching specialization courses.

General Science

Required Course (3 Hours)

- EMED - 4404 Teaching Science in the Elementary Grades (3) (PE)

Biology (4 Hours)

Select from the following*:

- [BIOL - 1100 Human Biology (3)](#) (GE)
- [BIOL - 1101 Human Biology Laboratory (1)](#) (GE)
- [BIOL - 2102 Biological Science Foundations I (3)](#) (GE)
- [BIOL - 2107 Biological Science Foundations Laboratory (1)](#) (GE)
- [BIOL - 2104 Biological Science Foundations II (3)](#) (GE)
- [BIOL - 2109 Biological Foundations Laboratory (1)](#) (GE)
- [BIOL - 3316 Plant Diversity Lecture (2)](#)
- [BIOL - 3317 Plant Diversity Laboratory (1)](#)
- [BIOL - 3320 Animal Diversity (2)](#)
- [BIOL - 3321 Animal Diversity Laboratory (1)](#)

Chemistry (4 Hours)

Required*:

- [CHEM - 1111 Chemical Science Foundations I (3)](#) (GE)
- [CHEM - 1112 Chemical Science Foundations Laboratory (1)](#) (GE)

Physics (4 Hours)

Select from the following*:

- [PHYS - 2141 Intermediate Physics I (3)](#)
- [PHYS - 2142 Intermediate Physics Lab I (1)](#)
- [PHYS - 2143 Intermediate Physics II (3)](#)
- [PHYS - 2144 Intermediate Physics Lab II (1)](#)

Earth and Space Science (3 Hours)

Select <u>one</u> of the following*:

- [PHYS - 1200 Earth and Space Science (3)](#)
- [PHYS - 3435 Meteorology Online (3)](#) (GE)
- *NOTE: If recommended courses in any category above are unavailable, substitutions may be made with advisor's or coordinator's approval.

Total - 18 Hours

No more than 9 hours may be from courses also used to satisfy general education (GE) requirements, and only one professional education (PE) methods course may be included in this total. Thus, of the total 18 Hours required for this specialization, 11 hours may come from a combination of GE and PE course work.

Elementary Education majors also seeking licensure at the middle grades level must take additional coursework in their area of teaching specialization to total 24 hours in the area of the teaching specialization. Only one professional education (PE) methods course may be included in the teaching specialization courses.

History

Required Courses (15 Hours)*

- EMED - 4406 Teaching Social Studies in the Elementary Grades (3) (PE)
- HIST - 1110 History of the United States to 1865 (3) (GE)
- HIST - 1120 History of the United States since 1865 (3) (GE)
- HIST - 2700 World History to 1500 (3)
- HIST - 2710 World History Since 1500 (3)

Selective (3 Hours)

Select <u>one</u> from the following*:

- HIST - 3100 U.S. Economic History (3)
- HIST - 3101 Key Issues in State and Federal Constitutional Government (3)
- HIST - 4003 Topics in Global History (3)
- HIST - 4100 Beyond the Dream: Current Black Social Issues (3)
- HIST - 4115 Modern African History (3)
- HIST - 4300 Modern Middle Eastern History (3)
- HIST - 4340 Modern Chinese History (3)
- HIST - 4400 Black Experience in the U.S. (3)
- HIST - 4410 Black Women in American History (3)
- HIST - 4420 Caribbean History (3)
- HIST - 4440 History of Civil Rights (3)
- HIST - 4450 African Slavery in America (3)
- HIST - 4460 Latin America to Independence (3)
- HIST - 4470 Latin America from Independence (3)
- HIST - 4500 Women in American History (3)
- HIST - 4510 Women in World History (3)

- *   *NOTE:* If recommended courses in any category above are unavailable, substitutions may be made with advisor's or coordinator's approval.

Total - 18 Hours

No more than 9 hours may be from courses also used to satisfy general education (GE) requirements, and only one professional education (PE) methods course may be included in this total. Thus, of the total 18 Hours required for this specialization, 9 hours may come from a combination of GE and PE course work.

Elementary Education majors also seeking licensure at the middle grades level must take additional coursework in their area of teaching specialization to total 24 hours in the area of the teaching specialization. Only one professional education (PE) methods course may be included in the teaching specialization courses.

Mathematics

Required Courses (12 Hours)*

- EMED - 4405 Teaching Mathematics in the Elementary Grades (3) (PE)
- MATH - 1423 College Algebra (3)
- MATH - 2131 Mathematical Structures and Concepts I (3) (GE)
- MATH - 2141 Mathematical Structures and Concepts II (3) (GE)

Selectives (6 Hours)

Select <u>two</u> from the following*:

- MATH - 2100 Elementary Statistics (3)
- MATH - 2150 Discrete Mathematics (3)
- MATH - 2281 Applied Calculus (3)
- MATH - 3155 Number Theory for Teachers (3)
- MATH - 3331 Geometry (3)
- LAS - 4127 Investigations in Mathematical Thought (3)
- CPSC - 2100 Introduction to Computing (3)
- Additional selectives may be considered upon request.

***NOTE:** If recommended courses in either category above are unavailable, substitutions may be made with advisor's or coordinator's approval.

Total - 18 Hours

No more than 9 hours may be from courses also used to satisfy general education (GE) requirements, and only one professional education (PE) methods course may be included in this total. Thus, of the total 18 Hours required for this specialization, 12 hours may come from a combination of GE and PE course work.

Elementary Education majors also seeking licensure at the middle grades level must take additional coursework in their area of teaching specialization to total 24 hours in the area of the teaching specialization. Only one professional education (PE) methods course may be included in the teaching specialization courses.

Social Science

Required Course (3 Hours)

- EMED - 4406 Teaching Social Studies in the Elementary Grades (3) (PE)

Anthropology (3 Hours)

Select <u>one</u> from the following*:

- ANTH - 1100 Cultural Anthropology (3)
- ANTH - 2100 Trends in Cross-Cultural Analysis (3)
- ANTH - 2500 Archaeology (3)
- ANTH - 3400 Language and Culture (3)
- ANSO - 3300 Ecology, Environment, and Culture (3)

Economics (3 Hours)

- ECON - 2302 Principles of Macroeconomics (3)

History (3 Hours)

Select <u>one</u> from the following*:

- HIST - 1110 History of the United States to 1865 (3) (GE)
- HIST - 1120 History of the United States since 1865 (3) (GE)
- HIST - 2700 World History to 1500 (3)
- HIST - 2710 World History Since 1500 (3)

Political Science (3 Hours)

Select <u>one</u> from the following*:

- POLS - 2100 American National Government (3) (GE)
- POLS - 3150 Comparative Political Analysis (3)
- POLS - 3900 Seminar in Civic Engagement (3)
- POLS - 4100 Hispanic Experience in the U.S. (3)
- POLS - 4110 Black Politics in America (3)
- POLS - 4375 Conflict Resolution (3)

Sociology (3 Hours)

Select <u>one</u> from the following*:

- SOC - 3100 Studies in American Society (3)
- SOC - 3150 Self and Society (3)
- SOC - 3200 Social Inequalities (3)
- SOC - 3300 Principles of Urban Studies (3)
- SOC - 3400 Work and Family Life (3)
- *NOTE: If recommended courses in any category above are unavailable, substitutions may be made with advisor's or coordinator's approval.

Total - 18 Hours

No more than 9 hours may be from courses also used to satisfy general education (GE) requirements, and only one professional education (PE) methods course may be included in this total. Thus, of the total 18 Hours required for this specialization, 9 hours may come from a combination of GE and PE course work.

Elementary Education majors also seeking licensure at the middle grades level must take additional coursework in their area of teaching specialization to total 24 hours in the area of the

teaching specialization. Only one professional education (PE) methods course may be included in the teaching specialization courses.

Middle Grades (Grades 5-8) Licensure

This program is approved by the Illinois State Board of Education for recommendation of the Professional Educator License with an Endorsement in the Middle Grades by entitlement. To be recommended for licensure by Governors State University, undergraduate candidates must complete all requirements for licensure in Elementary or Secondary Education as well as the middle-grade-specific course work below. Candidates must earn a grade of "B" or better in EMED-4999 Student Teaching.

Candidates must also meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in this catalog.

General Education Requirement for Initial Teacher Licensure, Middle Grades (Grades 5-8)

Candidates for Middle Grades licensure will satisfy the General Education requirements of their degree program, B.A. in Elementary Education or B.A. in Secondary Education.

Professional Education Courses for Middle Grades Education: 17 Hours

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- EMED - 3888 Teaching English Language Learners (3)
- EMED - 4442 Educational Psychology Applied to the Middle Grades (3)
- EMED - 4443 Curriculum and Instruction in the Middle Grades (3)
- EMED - 4444 Field Experience I: Collaboration in the Middle Grades (1)
- EMED - 4447 Literacy Across the Curriculum in the Middle Grades (3)
- EMED - 4460 Field Experience II: Teaching in the Middle Grades (1)
- Select <u>one</u> of the following appropriate Middle Grades Teaching Methods courses:
- EMED - 4453 Teaching English Language Arts in the Middle Grades (3)
- *Or*
- EMED - 4455 Teaching Science in the Middle Grades (3)
- *Or*
- EMED - 4457 Teaching Mathematics in the Middle Grades (3)
- *Or*
- EMED - 4459 Teaching Social Studies in the Middle Grades (3)
- NOTE: Elementary Education majors also seeking licensure at the middle grades level must take additional coursework in their area of teaching specialization to total 24 hours in the area of the teaching specialization. Only one Professional Education (PE) methods course (either one elementary content methods (EMED-3405 English Language Arts OR EMED-4404 Science OR EMED-4405 Mathematics OR, EMED-4406 Social Studies) or

one middle grades content methods ([EMED-4453](#) English Language Arts OR [EMED-4455](#) Science OR [EMED-4457](#) Mathematics OR [EMED-4459](#) Social Studies), but not both) may be included in the teaching specialization courses. Secondary Education majors are not required to add any courses to those totaling 24 credit hours in their area of teaching specialization.

Total Credit Hours for Elementary and Middle Grades Dual Licensure: 146-148 Hours

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Total Credit Hours for Secondary and Middle Grades Dual Licensure: 137-152 Hours

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Students seeking initial licensure in a Secondary Content area should meet with their Academic Advisor to identify course requirements for Middle Grades endorsement.

Master of Arts

Early Childhood Education, M.A.

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

Teacher Certification

This program is approved by the Illinois State Board of Education for recommendation of the Initial Early Childhood License by entitlement, as well as the Early Childhood Special Education Approval. Four courses required for EC SPED approval are offered in this program: EDEC-7780, EDEC-6641/EDEC-6640, EDEC-6650/EDEC-6651, and EDEC-8830. To be recommended for licensure by Governors State University, students must complete the requirements listed under Option I or Option II and meet the requirements listed in the Teacher Licensure section of this catalog.

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

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

Upper Level Coursework Requirements:

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

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

A student holding an Illinois elementary or standard special education teaching license is not required to complete additional clinical hours in those areas in which they have previously had supervised experience. Those without Kindergarten through third grade experience will be required to complete a practicum experience in one of those grade levels. Students who have an Illinois teaching license do not need to complete additional general education requirements.

Option II: Students without Illinois Elementary or Special Education Teaching Licenses

Students who do not hold Illinois elementary or special education licenses must complete EDEC - 4999 Student Teaching in Early Childhood Education (12) in addition to the course work listed below. Depending on their previous course work, they may be required to complete additional undergraduate general education course work, including the completion of a teaching specialization area. See an education advisor for further details.

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

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

Program Requirements

In order to continue in the program after meeting university admission requirements and before completing nine hours of graduate course work which must include EDUC-6100 and EDEC-8810 or EDEC-8820.

Students must submit to the College of Education a supplemental application packet containing:

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

After the student has completed EDUC-6100 and EDEC-8810 or EDEC-8820, the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the student must earn a grade of "B" or better in EDUC-6100 and in either EDEC-8810 or EDEC-8820.

Conditional Continuation

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

Student Progress

The program faculty members monitor and evaluate student progress continually. The section, Licensure of Teachers and Other School Professionals, in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the Early Childhood Education faculty is available in the Graduate Early Childhood Education Student Handbook.

Student Handbook

The Graduate Early Childhood Education Graduate Student Handbook referred to in this catalog can be accessed via the internet through the GSU student portal.

Admission to Lab Courses

Before enrolling in any lab courses, students must:
1. submit to their advisor verification of a passing score on the Illinois Test of Academic Proficiency;
2. verify the completion of the general education requirements of English 1 and 2, Math 1 and 2, one science, and one social science course before entering labs 3 and 4;
3. complete all prerequisite coursework successfully; and
4. maintain a cumulative 3.0 G.P.A. with a grade of "C" or better in all coursework, having no more than two core or professional courses with a grade of "C".

Admission to Student Teaching

Students required to student teach must:
1. if seeking teacher licensure for the first time, verify completion of any undergraduate general education requirements as well as documentation of an 18-19 credit hour in as teaching specialization area;
2. complete all professional education requirements maintaining a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC-6100 and EDEC-8810 or EDEC-8820, and a grade of "C" or better in all other coursework, having no more than two core or professional courses with a grade of "C";
3. have no more than a total of nine approved general education/specialization hours outstanding; and

4. verify successful completion of the early childhood content area state examination.

Candidacy

To continue in the program, the student must be accepted as a candidate for the M.A. in Early Childhood Education degree after completing EDUC-6100 and three other EDEC graduate courses on the student's approved study plan.

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

To qualify for candidacy, a student must:
1. attain a score of "4" or higher on the GRE Writing Exam; students scoring a "3" may be granted probationary status with additional requirements assigned;
2. complete undergraduate preparatory courses, SPED-6101, EDEC-3320, and EDCP-6101 with a "B" or better;
3. complete all course work applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC-6100 and EDEC-8810 or EDEC-8820, and a grade of "C" or better in all other courses having no more than two core or professional courses with a grade of "C";
4. display, or be judged as developing, the dispositions expected of graduate students as listed in the section, Licensure of Teachers and Other School Professionals; and
5. be recommended for candidacy by the Early Childhood Education program faculty.

Degree Requirements

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

In addition, students:
1. must complete all course work on the student's approved study plan;
2. may apply a maximum of six hours of course credit earned from other accredited institutions or as a student-at-large toward the degree requirements, subject to approval by the coordinator of graduate studies;
3. must maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC-6100 and either EDEC-8810 or EDEC-8820, and a grade of "C" or better in all other course-work, having no more than two core or professional courses with a grade of "C";
4. must complete all course work, including transfer credits, within six calendar years; and
5. must pass a written comprehensive examination.

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

Core Courses (18 Hours)

- EDEC - 7740 Issues and Methods for At Risk/Special Needs (3)
- EDEC - 8810 History and Philosophy of Early Childhood Education (3)
- EDEC - 8820 Advanced Early Childhood Development (3)
- EDEC - 8968 Culminating Experience (3)
- EDUC - 6100 Issues in Education (3)
- EDUC - 8114 Teacher as Researcher (3)

NOTE:

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

Further information is available in the Graduate Early Childhood Education Student Handbook.)

Additional Required Courses

Option I:

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

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

Additional Requirements

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

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

NOTE:

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

- EDEC - 4899 Practicum in EC (3-9)

Total - 40-60 Hours

Option II:

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

- EDEC - 4999 Student Teaching in Early Childhood Education (12)
- EDEC - 6620 Methods of Teaching in the Arts (3)
- EDEC - 6640 Children with or without Special Needs and Family in the Community (3)
- EDEC - 6641 Laboratory 1: Infant and Toddler (1)
- EDEC - 6650 Preprimary and Special Education Curriculum Development in Early Childhood (3)
- EDEC - 6651 Laboratory 2-Preprimary (1)
- EDEC - 6680 Literacy Methods in Early Childhood Education (3)
- EDEC - 6681 Laboratory 3: Literacy Methods in Early Childhood Education (1)
- EDEC - 6690 Methods of Teaching Primary Math, Science, and Social Studies (3)
- EDEC - 6691 Laboratory 4: Teaching Primary Math, Science, and Social Studies (1)
- EDEC - 7780 Psycholinguistics (3)
- EDEC - 8830 Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood (3)
- EDEC - 8860 Integrating Instruction in Early Childhood Education (3)

NOTE:

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

Total - 57-76 Hours

Option III:

Students with a BA degree and/or teaching certificate in Early Childhood Education (15-19 Hours)

Students in this option must complete an additional preparatory course:

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

The following professional advancement courses:

- PSYC - 4770 Independent Study (6)
- PSYC - 6110 Measurements and Evaluation (3)
- PSYC - 8653 Human Neuropsychology I: Brain Function (3)

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

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

Total - 33-37 Hours

Education, M.A.

The College of Education graduate program in Education is designed to enhance and facilitate the professional development of in-service classroom teachers at all levels. The program enables candidates to improve their effectiveness as teachers by increasing their knowledge and skill in

their chosen area of teaching, preparing them to assume leadership roles within their school systems, taking responsibility for their continued professional development, and developing the skills that enable them to solve significant problems of practice. By relating theory to practice, the program emphasizes developing reflective practitioners committed to lifelong learning and to those who hold their students to high expectations. The MA in Education provides specialization experiences in the following sequences: Computer Education, Curriculum and Instruction, English as a Second Language/Bilingual Teacher Education, and Mathematics Education.

Teacher Licensure

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

Program Requirements

After meeting the university admission requirements, in order to continue in the program, candidates must, before completing nine hours of course work which includes EDUC-6100 and EDUC-8244, submit to the College of Education a supplemental application packet containing:

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

After the candidate has completed EDUC-6100 and EDUC-8244, the faculty will review this information and recommend that the candidate be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the candidate must earn a grade of "B" or better in EDUC-6100 and EDUC-8244, and both must be taken at Governors State University. Candidates who score a "1" or "2" on the GRE Writing Subtest will not be permitted to continue in the M.A. in Education program.

Conditional Continuation

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

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

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

Admission to Candidacy

To continue in the program the candidate must be accepted as a candidate for the M.A. in Education degree after completing EDUC-6100, EDUC-8244, EDUC-8105 , and one additional course listed on the student's approved study plan. Candidates must submit to the Division of Education Graduate Advising Office an application for candidacy in the term that they expect to have completed the courses required for candidacy: September 30 for fall term, January 31 for spring term, or May 31 for summer term. Application forms are available via the student portal of the GSU website - College of Education Graduate Programs.

To qualify for candidacy, a student must:

1. have completed undergraduate prerequisites for all courses on the study plan;
2. have completed all course work applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC-6100 and EDUC-8244 and with a grade of "C" or better in all other courses;

3. submit an acceptable word-processed essay not to exceed 300 words;
4. display, or be judged as developing, the dispositions expected of a graduate student as listed in the section Licensure of Teachers and Other School Professionals; and
5. be recommended for candidacy by the M.A. in Education program faculty.

Further information about candidacy is available in the M.A. in Education Student Handbook accessible via the student portal on the GSU website.

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

Student Progress

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

Student Handbook

The M.A. in Education Student Handbook referred to in this catalog is available via the student portal of the GSU website.

Degree Requirements

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

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

In addition, students:

1. may apply a maximum of six hours of graduate credit earned from other accredited institutions or as an undeclared seeking student toward the degree requirements, subject to approval by the M.A. in Education coordinator;
2. must maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC-6100 and EDUC-8244 and a grade of "C" or better in all other courses;
3. must complete all course work, including transfer credits, within six calendar years;
4. must pass a comprehensive examination in the area of specialization listed on the student's approved study plan. (Further information regarding comprehensive examinations is available in the M.A. in Education Student Handbook);
5. display the dispositions expected of graduate students as listed in the section, Licensure of Teachers and Other School Professionals; and
6. be recommended by the M.A. in Education program faculty.

Required Courses (15 Hours)

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

NOTE:

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

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

Electives (6 Hours)

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

Sequences (18 - 21 Hours)

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

Bilingual/ESL

- BBED - 6520 Foundations of Bilingual and ESL Education (3) (meets the requirement for Theoretical Foundations of Teaching ESL)
- BBED - 6525 Assessment of Language of Minority Students (3)
- BBED - 6530 Methods and Materials for Teaching in Bilingual Programs (3) (for the Bilingual Approval only)
- BBED - 6538 Cross Cultural Education (3)
- BBED - 7977 Reading Strategies in the Bilingual and ESL Classroom (3)
- BBED - 8100 Practicum in Bilingual and ESL (3) (elective - last course in the sequence)
- EDUC - 6501 Topics In Education (1-3) [equivalent to ENGL 508]

NOTE:

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

21 credit hours (including BBED - 8100 Practicum in Bilingual and ESL Education) may be applied to fulfill the sequence requirement for the M.A. in Education with Specialization in Bilingual/ESL Education.

Computer Education

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

Electives for Computer Education

Select two of the following courses:
- EDCP - 7320 Educational Applications of the Microcomputer: Mathematics (3)
- EDCP - 7350 Integrating Technology into Reading and Writing Instruction (3)
- EDCP - 7360 Integrating Technology into Science Instruction (3)
- EDCP - 7700 Information Technology for School Administrators (3)

Curriculum and Instruction

- EDUC - 8257 Curriculum Development (3)

Electives for Curriculum and Instruction

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

Mathematics Education

- EDUC - 6400 Teaching and Learning Mathematics (3)
- EDUC - 8180 Teaching Mathematical Problem-solving and Critical Thinking (3)
- EDUC - 8310 Strategies for Teaching Geometry (3)
- EDUC - 8330 Teaching Mathematics to Mathematically Able Students (3)
- EMED - 6457 Teaching Mathematics in the Middle Grades (3)

Electives for Mathematics Education

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

Total - 36 Hours

Educational Administration, M.A.

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

Licensure/Endorsement

Completion of Principal Leadership Sequence and compliance with other requirements presented in the "Teacher Licensure" section of this catalog, leads to the Illinois Principal endorsement on the initial Professional Educator License.
Completion of the Chief School Business Official Sequence and compliance with other requirements presented in the Licensure of Teachers and Other School Professionals section of this catalog leads to the Chief School Business Official endorsement on the initial Professional Educator License.
Note: Holders of an M.B.A., a Masters Degree in Finance, or a Masters Degree in Accounting from a regionally accredited institution may wish to complete the school finance sequence (EDAD-8839, EDAD-8840, and EDAD-8845) to prepare for service as a Chief School Business Official. See Illinois State Board of Education website for endorsement requirements (http://www.isbe.net/licensure/requirements/oos-pel-admin-end.pdf).

Program Requirements for Principal Leadership

There is a selection process for acceptance into the Principal Leadership Sequence. After meeting the university admission criteria, students must meet the program selection criteria which include:
- scores from the Graduate Record Examination (GRE General Test including a score of "4" or higher on the Writing Subtest;
- undergraduate GPA of 2.75 or higher;
- letter of recommendation and support from school district administrator;
- valid IL Professional Educator License;
- evidence of passing the Illinois Test of Academic Proficiency or equivalent;
- two years of full-time teaching experience;
- submission of a professional portfolio demonstrating impact on student learning and teacher leadership
- successful interview and written scenario

Contact program advisor for details of the selection process.

Program Requirements for Chief School Business Official

In order to continue in the program after meeting the university admission criteria, students must submit the following documentation before completing nine hours of course work, which must include:
- scores from the Graduate Record Examination (GRE General Test including a score of "4" or higher on the Writing Subtest;
- two recommendations submitted on the EDAD Admissions Recommendation Form. Recommendations must be completed by a school administrator who holds an Illinois Principal, CSBO or Superintendent Administrative Certificate or an out-of-state equivalent administrative license and submitted in a sealed format;
- evidence of having passed the Test of Academic Proficiency of the Illinois Licensure Testing System; and
- evidence of two years full-time of administrative experience in school business management is required before applying for state endorsement on the initial Professional Educator License.

Program Requirements for Higher Education Administration

- scores from the Graduate Record Examination (GRE General Test including a score of "4" or higher on the Writing Subtest;
- two recommendations submitted on the EDAD Admissions Recommendation Form. Recommendations must be completed by a university administrator and submitted in a sealed format; and
- evidence of two years of full-time experience in a higher education setting.

Conditional Continuation

After the student has completed with a grade of "B" or better HEAD-6621 and EDUC-8114 (for Chief School Business Official and for Higher Education Administration) or completed with a grade of "B" or better EDAD-7801 and EDAD-7802 (for Principal Leadership), the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program.

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

Admission to Candidacy

To continue in the HEAD or CSBO sequences, the student must be accepted as a candidate for the M.A. in Educational Administration degree program after completing HEAD-6621 and EDUC-8114 and two other courses listed on the student's approved study plan.

To continue in the Principal Leadership sequence, the student must be accepted as a candidate for the M.A. in Educational Administration degree program after completing EDAD-7801 and EDAD-7802 and two other courses listed on the student's approved study plan.

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

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

Student Progress

The faculty monitor and evaluate student progress continually. The section Licensure of Teachers and Other School Professionals in this catalog provides a general description of the standards used to evaluate student progress.

A more detailed statement of the standards and processes followed by the Educational Administration faculty is available in the Educational Administration Student Handbook.

Student Handbook

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

Degree Requirements

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

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

Course Requirements for Sequence in Principal Leadership Endorsement

Required Courses - 36 Hours

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

- EDAD - 8202 Principal Internship II (2)
- EDAD - 8203 Principal Internship III (2)

Total 36 Hours

Course Requirements for Sequence in Chief School Business Official Endorsement
Required Courses (33 Hours)
- EDAD - 7729 Research for School Leaders (3)
- EDAD - 8105 Engaging the Community (3)
- EDAD - 8832 School Finance (3)
- EDAD - 8103 School Law for Principals (3)
- EDAD - 8836 Administration of School Personnel (3)
- EDAD - 8838 Collective Negotiations (3)
- EDAD - 8839 School Finance II: Advanced Concepts/CSBO (3)
- EDAD - 8840 School Finance III: Applications/CSBO (3)
- EDAD - 8845 Practicum in School Business Management (3)
- EDAD - 8865 Information Technology for School Administrators (3)
- HEAD - 6621 Foundations of Higher Education Administration and Organization (3)

Selectives - 3 Hours (With advisor's approval)
- EDAD - 8846 Practical Experience in School Business Management (1)

Total - 36 Hours

Course Requirements for Sequence in Higher Education Administration
Required Courses - 30 Hours
- EDAD - 7729 Research for School Leaders (3)
- HEAD - 6618 The Adult Learner (3)
- HEAD - 6621 Foundations of Higher Education Administration and Organization (3)
- HEAD - 6625 Institutions of Higher Education (3)
- HEAD - 7713 Leadership and Organizational Behavior in Higher Education. (3)
- HEAD - 7731 Community Relations and Higher Education (3)
- HEAD - 8823 Higher Education Administration (3)
- HEAD - 8833 Higher Education Law (3)
- HEAD - 8834 Practicum in Higher Education Administration I (3)
- HEAD - 8835 Practicum in Higher Education Administration II (3)

Selectives - 6 Hours
With advisor's approval, select six hours from the following courses
- EDAD - 8838 Collective Negotiations (3)
- HEAD - 8832 Higher Education Finance (3)
- HEAD - 8850 Seminar: Higher Education Policies and Issues (3)

Total - 36 Hours

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

Licensure/Endorsement
The program is approved by the Illinois State Board of Education and prepares candidates for the Learning Behavior Specialist I Unlimited license and is nationally recognized by the Council for Exceptional Children.
To be recommended for certification, the student must present evidence of having passed the Test of Academic Proficiency and any other examinations required by the Illinois State Board of Education.

Option I: Students Holding a Professional Educator License for Teaching

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

Option II: Students without Teaching License

Students who do not hold a Professional Educator License for Teaching must complete SPED - 6999: Student Teaching, in addition to the coursework listed below. Depending on their previous coursework, they may be required to complete additional undergraduate general education coursework, including the completion of a teaching specialization area. Please see an education advisor for further details.

Program Requirements

After meeting the university admission requirements, in order to continue in the program, students must have successfully passed the IL Test of Academic Proficiency prior to enrolling in any Professional Education coursework, and before completing nine hours of coursework which must include SPED-8619 and SPED-8200. Also, the student must submit to the College of Education a supplemental application packet containing:

- transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- scores from the Graduate Record Examination (GRE General Test);
- for Option I: a valid Illinois or comparable out-of-state Professional Educator License for Teaching;
- evidence of having passed the Test of Academic Proficiency of the Illinois Licensure Testing System or evidence of possessing an Illinois teaching license that required passing this test; and
- for Option I: evidence of two years teaching prior to completion of program. Experiences will be evaluated by program faculty for appropriateness.

After the student has completed SPED-8619 and SPED-8200, 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 SPED-8619 and SPED-8200 which must be taken at Governors State University.

Conditional Continuation

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

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

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

Admission to Candidacy

To continue in the program, the student must be accepted as a candidate for the M.A. in Multicategorical Special Education degree after completing SPED-8619, SPED-8200, and two additional courses on the approved study plan. Students must submit to the Division of Education Graduate Advising Office an application for candidacy in the semester that they expect to have completed the courses required for candidacy: September 30 for fall term, January 31 for spring term, or May 31 for summer term. Application forms are available via the student portal of the GSU website - College of Education Graduate Programs.

To qualify for candidacy, a student must:

1. have completed all undergraduate prerequisites for courses on the study plan;
2. have completed all coursework applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of "B" or better in SPED-8619 and SPED-8200 and with a grade of "C" or better in all other courses;
3. display, or be judged as developing, the dispositions expected of graduate students as listed in the section Licensure of Teachers and Other School Professionals; and
4. be recommended for candidacy by the M.A. in Multicategorical Special Education program faculty.

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

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

Degree Requirements

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

In addition, students must:

1. maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in SPED-8619 and SPED-8200 and a grade of "C" or better in all other courses;
2. complete all course work, including transfer credits, within six calendar years; and
3. pass written comprehensive exams covering all course work.

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

For Option I:

Students who hold a teaching license

Required Courses (37 Hours)

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

Total - 37 Hours

For Option II:

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

Required Courses (46 Hours)

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

Total - 46 Hours

Reading and Literacy, M.A.

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

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

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

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

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

Program Admissions

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

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

After meeting the university admission criteria, in order to continue in the program, students must submit to the College of Education all components of the complete application packet, before completing their first term's course work ([READ-6210](#) or [READ-6220](#)). These are due by August 1 for those students beginning the program during the summer term and by November 1 for those students beginning the program during the fall term. The complete application packet includes:

- transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- syllabi and/or detailed narrative descriptions of previous graduate reading course work to be evaluated for transfer credit (see below for restrictions);
- scores from the Graduate Record Examination (GRE) (General Test), including a score of 4 or higher on the Writing

Subtest;
- a valid Illinois or comparable out-of-state initial, standard or master teaching license;
- evidence of having passed the Test of Academic Proficiency of the Illinois Licensure Testing System or evidence of possessing an Illinois teaching license that required passing this test; and
- evidence of two years teaching experience in a recognized public or private school as directed in the application materials prior to candidacy (READ-7240).

After the student has completed six hours in READ coursework the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or recommend to the division chair that the student be dismissed from the program. To receive a recommendation to continue, the student must meet the knowledge, skills, and disposition standards outlined in the Licensure of Teachers and Other School Professionals section of this catalog, as well as earn a grade of "B" or better in each READ class. Note: Those applicants who previously acquired ISBE 24-hour Reading Teacher endorsements through GSU course work (taken no more than six years prior to application for admission to the M.A. in Reading program) must submit all of the above materials, including GRE scores, prior to enrolling in the first of their additional ISBE Reading Specialist endorsement/certification and M.A. in Reading courses.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record and performance identifies evidence that the student will likely be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each term, and students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, students are informed in writing of the transfer to good standing status. A student may not be admitted to READ-8260, READ-8270, READ-8828, or the culminating project (EDUC-8999) without achieving good standing status.

Candidacy

To continue in the program, the student must apply for and be accepted as a candidate for the M.A. in Reading after completing 12 hours of graduate course work that must include the following four courses: READ-6200, READ-6210, READ-6220 and one additional READ course listed on the student study plan. Candidacy must be attained prior to enrollment in READ-7240, which in most cases will be taken during the student's third term in the program. Students must submit to the Division of Education Graduate Advising Office an application for candidacy by the end of the first month of the term they expect to have completed the courses required for candidacy (i.e., their second term). Application forms are available via the student portal of the GSU website - College of Education Graduate Programs.

To qualify for candidacy, a student must:
- have an approved degree study plan;
- have completed the courses listed above with a grade of "B" or higher; and
- receive a positive recommendation from the reading faculty.

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

Student Progress

The program faculty monitor and evaluate student progress continually. The section Licensure of Teachers and Other School Professionals in this catalog provides a general description of the

standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the reading faculty is available in the Graduate Reading Student Handbook.

Student Handbook

The Graduate Reading Student Handbook referred to in this catalog is available via the student portal of the GSU website - College of Education Graduate Programs.

Program Requirements

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

1. must earn "B" or better in each course;
2. may apply a maximum of nine hours of course credit from other accredited institutions toward the degree requirements, subject to approval by the faculty of the M.A. in Reading program;
3. must complete all required course work, including transfer credits, within eight calendar years;
4. must display the dispositions expected of graduate students as listed in the Licensure of Teachers and Other School Professionals section of this catalog;
5. must have candidacy before being admitted to READ-7240;
6. must take the required comprehensive examination for the program during the term immediately following completion of READ-8260 or READ-8270, whichever is first;
7. must provide evidence of having passed the ILTS Exam (176 Reading Specialist) and/or the program comprehensive exam before being admitted to READ-8260; and
8. be recommended by the M.A. in Reading program faculty.

Course Requirements for M.A. in Reading

- EDUC - 8999 Culminating Experience: (3)
- READ - 6190 Narrative and Expository Writing Instruction, K-12 (3)
- READ - 6200 Language, Culture, and Literacy (3)
- READ - 6210 Survey of Reading: Theory and Practice (3)
- READ - 6220 Teaching Reading in the Content Areas (3)
- READ - 6230 Integrating Children's and Adolescents' Literature Across the Curriculum (3)
- READ - 7240 Literacy Assessment (3)
- READ - 7250 Strategies and Intervention for Struggling Readers (3)
- READ - 7300 Developing and Supervising the School Reading Program (3)
- READ - 8260 Literacy Strategies 1-5 w/Practicum (3)
- READ - 8270 Literacy Strategies 6-12 w/Practicum (3)
- READ - 8828 Seminar in Reading Research (3)

Total - 36 Hours

NOTE: A maximum of nine credit-hours of previous graduate reading course work may be applied to the degree requirements. Only courses potentially equivalent to specific M.A. in Reading courses (READ-6190, READ-6200, READ-6220, and READ-6230) will be considered. Courses must have been taken no longer than six years prior to application for admission to the M.A. in Reading program. Petitions and documents for these applied credits must be submitted before or at the same time as application for admission to the M.A. in Reading program. No courses taken at other institutions after starting course work for the GSU M.A. in Reading may be applied.

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

Doctor of Education

Interdisciplinary Leadership, Ed.D.

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

Admission Requirements

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

In addition to meeting university admission criteria, applicants must:

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

Academic Advisor and Faculty Advisor

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

Program Requirements

Continuous Enrollment - Students must register for a minimum of nine graduate credits per semester.
Time Limit - Students must complete all coursework and capstone project within seven years after admission.
Credits - Minimum 60 graduate credit hours. Additional hours may be required for specialization or prerequisite.
Qualifying Exam and Oral Defense - Students must successfully complete written and oral Qualifying Examinations before granted candidacy.
Candidacy - Candidacy is conferred upon completion of required coursework, passage of written Qualifying Exam and Oral Defense, and prior to capstone project.
Capstone Project - Consists of quantitative or qualitative inquiry into a topic of interest related to student's primary area of study. Continually reviewed by a doctoral committee composed of four tenured/ tenure track faculty members (two from concentration area and two members from outside of area). Student works with his/her chair in an advisory manner to select topic of inquiry and complete the project.

Degree Requirements

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

- LEAD - 9101 Research Literature, Data Analysis, and Decision Making (3)
- LEAD - 9102 Theory and Ethics of Leadership (3)
- LEAD - 9103 Finance and External Funding (3)
- LEAD - 9104 Strategic Planning, Collaboration, Sustainability (3)
- LEAD - 9105 Communicating Strategies for Effective Organizations (3)
- LEAD - 9106 Change, Diversity, and Global Issues (3)
- LEAD - 9201 Qualifying Examination (3)

Capstone Project (9 hours)

- LEAD - 9991 Capstone Seminar (3)
- LEAD - 9998 Capstone Internship I (3)
- LEAD - 9999 Capstone Internship II (3)

Concentrations

Higher Education (33 Hours)

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

Not for Profit/Social Entrepreneurship (33 Hours)

- NPSE - 9007 Special Topics for Not-for-Profits (3)
- NPSE - 9101 Public Relations for Not-for-Profit Organizations (3)
- NPSE - 9102 Policy and Finance for Not-for-Profits, Foundations (3)
- NPSE - 9103 Government and Intergovernmental Relations (3)
- NPSE - 9104 Applied Management for Not-for-Profit Organizations (3)
- NPSE - 9105 Law and Not-for-Profit Organizations (3)
- NPSE - 9106 Issues and Trends for Not-for-Profits (3)
- NPSE - 9201 Public Policy and Finance for Not-for-Profits (3)
- NPSE - 9202 Strategic Planning, Program Evaluation, and Sustainable Collaborations for Not-for-Profit Sector (3)
- NPSE - 9203 Advanced Social Entrepreneurship (3)
- NPSE - 9204 Advanced Organizational Behavior (3)

Public Safety (33 Hours)

- PSAF - 9001 Special Topics in Public Safety (3)
- PSAF - 9101 Budgeting and Planning in Public Safety (3)
- PSAF - 9102 Intergovernmental Relations (3)
- PSAF - 9103 Emerging Trends I (3)
- PSAF - 9104 Emerging Trends II: Public Safety (3)
- PSAF - 9105 Outreach and Collaboration (3)
- PSAF - 9106 Specialized Operations in Public Safety (3)
- PSAF - 9201 Social Action, Cultural Perspectives and Problem Solving (3)
- PSAF - 9202 Public Safety Research (3)
- PSAF - 9203 Interpersonal Leadership (3)
- PSAF - 9204 Ethical Organizational Leadership (3)

Superintendent (33 Hours)

- SUPT - 8836 Administration of School Personnel (3)
- SUPT - 8838 Collective Negotiations (3)
- SUPT - 8842 the Politics of Education (3)
- SUPT - 8860 The Dynamics of School Climate (3)
- SUPT - 9101 School Finance for Superintendents (3)
- SUPT - 9102 Education for Diversity (3)
- SUPT - 9103 Curriculum and Assessment (3)
- SUPT - 9104 The Politics of Education (3)
- SUPT - 9330 Advanced School Law (3)
- SUPT - 9340 The Superintendency - Issues and Trends (3)

- SUPT - 9350 District Improvement Planning (3)

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

Graduate Certificate

Early Childhood Education for Currently Licensed Teachers Certificate
(GSU Post-B.A. leading to ISBE EC License)
The College of Education designed this program for those who already possess an Elementary or Elementary Special Education Teaching License and now wish to pursue licensure in Early Childhood Education. This set of a minimum of six courses (16 hours) meets the ISBE requirements for entitlement leading to teacher licensure in Early Childhood Education (Birth through 3rd grade).

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

Requirements for Transfer of Previous Graduate Coursework
Students with previous graduate early childhood coursework may be allowed to apply a maximum of six credit hours to the entitlement/licensure requirements. Courses must have been completed no longer than six years prior to application for admission to the Entitlement/Licensure Early Childhood Education Option. Petitions and documents for these applied credits must be submitted before or at the same time as application, prior to completion of EDEC-8820 and EDEC-7740. No courses taken at another institution after admission to the entitlement/certificate ECE option may be applied. The M.A. in Early Childhood Education faculty will evaluate all petitions for transfer of coursework, and only courses potentially equivalent to specific GSU Early Childhood courses as listed below will be considered.

Required Courses (16 Hours)
[In prerequisite order]
- EDEC - 8820 Advanced Early Childhood Development (3)
- EDEC - 7740 Issues and Methods for At Risk/Special Needs (3)
- EDEC - 7780 Psycholinguistics (3)
- EDEC - 6650 Preprimary and Special Education Curriculum Development in Early Childhood (3)
- EDEC - 6641 Laboratory 1: Infant and Toddler (1)
- EDEC - 6640 Children with or without Special Needs and Family in the Community (3)

NOTE:
Prior to recommendation for entitlement leading to certification in Early Childhood Education, all candidates must document passing the ILTS Early Childhood Content Exam and ILTS EC APT Exam.

Additional Requirements:
Candidates whose elementary education student teaching experience or minimum one-year full time teaching experience was not at the kindergarten, first, second or third grade level, must also take:
15 additional credit hours
- EDEC - 4510 Beginning Writing and Reading Instruction (3) prior to or concurrently with EDEC-8820; and

- EDUC - 8702 Independent Study (6) (3-6 depending upon experience)

Additional Approval Consideration:

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

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

NOTE:

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

Post-Baccalaureate Certificate in Bilingual/English as a Second Language Education

This set of six courses (18 credit hours) offered through the College of Education meets the ISBE requirements for endorsement in Bilingual or English Second Language through ISBE transcript evaluation processes. This is not an ISBE teaching licensure program, and students must hold an Illinois (or comparable out-of-state) Early Childhood, Elementary, Secondary, or Special Teaching License.

Those who complete the certificate in Bilingual/English as a Second Language Education have the option of applying these credits towards the M.A. in Education with BL/ESL specialization, which is not an ISBE teaching licensure program. Admission requirements to the M.A. in Education will apply, as well as time restrictions. In addition, students may be concurrently enrolled in the M.A. in Education and the Bilingual/English as a Second Language Education certificate programs. If this option is desired, the student should apply to the M.A. in Education and then apply to the Bilingual/English as a Second Language Education certificate program during the first term of coursework.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must hold an Illinois (or comparable out-of-state) Early Childhood Certificate, Elementary, Secondary, or Special Teaching License. Formal application to this certificate program is necessary.

After meeting the university admission requirements, submit to the College of Education a supplemental application packet containing:

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

Faculty Monitoring of Student Progress

The process for evaluating students' progress in the Bilingual/English as a Second Language Education certificate program is the same as that described above for the M.A. in Education program.

Required Courses (18 Hours)

- BBED - 6501 Teaching English as a Second Language (3)
- BBED - 6520 Foundations of Bilingual and ESL Education (3)
- BBED - 6525 Assessment of Language of Minority Students (3)
- BBED - 6530 Methods and Materials for Teaching in Bilingual Programs (3)

- BBED - 6538 Cross Cultural Education (3)
- BBED - 7977 Reading Strategies in the Bilingual and ESL Classroom (3)

Total: 18 Credit Hours

Online Teaching Certificate

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

Admission Requirements

All courses must be taken in sequence; students will be admitted only in the term in which ONTL - 6101 Introduction to Online Learning (3) course is offered.

Certificate Completion Requirements

The Certificate in Online Teaching will be awarded to participants who complete the 18 credit-hour program with a "B" or better in each required course and a 3.0 cumulative grade point average. The required courses include the following:

- ONTL - 6101 Introduction to Online Learning (3)
- ONTL - 6201 The Role of the Online Instructor (3)
- ONTL - 6850 Introduction to Course Design (3)
- ONTL - 7101 Course Design and Assessment (3)
- ONTL - 7105 Technology Tools for Online Educators (3)
- ONTL - 7201 Course Production Practicum (3)

Total - 18 Hours

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

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

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

Special Admission Requirements

In addition to meeting the university admission criteria, applicants must hold an Illinois (or comparable out-of-state) Early Childhood Certificate, Elementary, Secondary, or Special

Teaching License. They should either have completed at least two years of appropriate teaching experience or will have completed two years of teaching experience before being enrolled in READ - 7240 Reading Diagnosis. Formal application to this certificate program is necessary. The Reading Teacher Endorsement program is offered in a cohort format. Admission to the Reading Teacher Endorsement program is available at two points each year: summer term and fall term. Applications for summer term admission are due by February 15; applications for fall term admission are due by May 15.

After meeting the university admission criteria, in order to continue in the program, students must submit to the College of Education all components of the complete application packet before completing the first term's coursework (READ-6210 and READ-6220). The complete application packet includes:

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

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

Faculty Monitoring of Student Progress

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

Certificate Requirements

Required Courses (24 Hours)

- READ - 6190 Narrative and Expository Writing Instruction, K-12 (3)
- READ - 6200 Language, Culture, and Literacy (3)
- READ - 6210 Survey of Reading: Theory and Practice (3)
- READ - 6220 Teaching Reading in the Content Areas (3)
- READ - 6230 Integrating Children's and Adolescents' Literature Across the Curriculum (3)
- READ - 7240 Literacy Assessment (3)
- READ - 7250 Strategies and Intervention for Struggling Readers (3)

Select the practicum appropriate to original certificate:

- READ - 8260 Literacy Strategies 1-5 w/Practicum (3)
- *OR*
- READ - 8270 Literacy Strategies 6-12 w/Practicum (3)

Total - 24 Hours

Requirements for Transfer of Previous Graduate Coursework

Students with previous graduate reading coursework may be allowed to apply a maximum of six credit hours to the program requirements. Only courses potentially equivalent to specific GSU Reading courses (READ-6190, READ-6200, READ-6220, or READ-6230) will be considered. Courses must have been completed no longer than six years prior to application to the certificate

in Reading Teacher Endorsement. Petitions and documents for these applied credits must be submitted before or at the same time as application to the RDTE certificate program. No courses taken at another institution after admission to the certificate may be applied. All petitions for transfer of coursework will be evaluated by the MA in Reading program faculty. Under no circumstances will previous coursework that does not closely match one of the above GSU READ courses be applied for credit to the GSU RDTE certificate program.

Division of Psychology and Counseling

Bachelor of Arts

Psychology, B.A.

The College of Education undergraduate major in Psychology provides students with the opportunity to think as scientists about behavior and experience and develop the skills and values that reflect psychology as both a science and an applied field. In attempting to meet this goal, the program seeks to assist individuals to view themselves along the scientist-practitioner model. The program strives to prepare students for graduate training in psychology and counseling or a baccalaureate level career that draws on an understanding of human behavior and functioning. The curriculum is aligned with the 2006 American Psychological Association's undergraduate psychology learning goals and provides many opportunities to gain the knowledge base, methods, values, skills, and applications in psychology; technological literacy; communication skills; socio-cultural and international awareness; and personal and professional growth.

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

Special Admissions Requirements

In addition to meeting the university admission requirements, applicants must either have a cumulative G.P.A. of 2.0 or higher or their G.P.A. for their last 60 hours must be a 2.0 or higher for admission to the program. Under special circumstances, consideration will be made on a case-by-case basis.

Degree Requirements

Students must meet all university requirements for a bachelor's degree and participate in outcome assessment activities as requested upon admittance to the program, periodically during the program, and upon graduating from the program. Students must have a grade of "C" or higher in required core and selective courses.

General Education Requirement (37 Hours)

These three courses are required for the major. If alternative courses are used to meet the social science and math requirements, these three courses will become part of the required course list.

- PSYC - 1101 Principles of Psychology (3)
- PSYC - 2345 Social Psychology (3)
- STAT - 2100 Statistics (3)

Required Courses (31 Hours)

- PSYC - 2102 Thinking and Writing in Psychology (4)
- PSYC - 2150 Introduction to Research Methods (3)
- PSYC - 2201 Life-span Developmental Psychology (3)
- PSYC - 2410 Personality Theories (3)
- PSYC - 3430 Abnormal Psychology (3)
- PSYC - 4130 Ethics in Psychology (3)
- PSYC - 4750 Applied Research and Statistics (3)
- PSYC - 4950 Psychological Issues and Social Values (3)

Cognitive/Behavioral Psychology:
Select **one** of the following*

- PSYC - 3520 Cognitive Psychology (3)
- PSYC - 3524 Principles of Learning and Behavior (3)

  <u>Biological Psychology:</u>
  Select <u>one</u> of the following*
- PSYC - 3675 Biopsychology (3)
- PSYC - 3680 Introduction to Neuropsychology (3)
  *If you take both courses, one can be used as a Psychology Elective.

Psychology Electives (9 Hours)

Select 9 hours from the following list of courses. A minimum of 6 hours must be at the 3000-4000 level.
- PSYC - 1605 Love: What Everyone Needs to Know (3)
- PSYC - 1606 Sex: What Everyone Needs to Know (3)
- PSYC - 2610 Laboratory in Personal Stress Management (2)
- PSYC - 3201 Child Development (3)
- PSYC - 3202 Adolescence (3)
- PSYC - 3203 Adulthood (3)
- PSYC - 3204 Geropsychology (3)
- PSYC - 3460 Mindfulness Studies (3)
- PSYC - 3465 Psychology of Spiritual Development (3)
- PSYC - 3620 Laboratory in Personal Growth (2)
- PSYC - 3820 Forensic Psychology (3)
- PSYC - 3828 Understanding Men (3)
- PSYC - 3829 Psychology of Women (3)
- PSYC - 3840 Industrial Psychology (3)
- PSYC - 4470 Introduction to Clinical Psychology (3)
- PSYC - 4475 Introduction to Family Dynamics (3)
- PSYC - 4490 Physical and Sexual Abuse of Children (3)
- PSYC - 4520 Cognitive Development (3)
- PSYC - 4775 Principles of Psychological Testing (3)
- PSYC - 4840 History and Systems of Psychology (3)
- PSYC - 4880 Field Experience (2)

Electives (43 Hours*)

* A minimum of 21-30 hours of elective courses must be taken at the 3000-4000 level.

Total - 120 Hours

Psychology, B.A. with a Concentration in Forensic Psychology

The College of Education undergraduate major in Psychology provides students with the opportunity to think as scientists about behavior and experience and develop the skills and values that reflect psychology as both a science and an applied field. In attempting to meet this goal, the program seeks to assist individuals with beginning to view themselves in terms of the scientist-practitioner model. The program strives to prepare students for graduate training in psychology and counseling and a baccalaureate level career that draws on an understanding of human behavior and functioning. The curriculum is aligned with the 2006 American Psychological Association's undergraduate psychology learning goals in the knowledge base, methods, values, and skills related to psychology, including applications in psychology, technological literacy, communication skills, socio-cultural and international awareness, and personal and professional growth.

Students with an interest in the area of forensic psychology may pursue the undergraduate major in Psychology with a Concentration in Forensic Psychology. The forensic psychology concentration is aligned with the same 2006 APA learning goals

as the general B.A. in psychology curriculum, with additional opportunities for acquiring knowledge and skills specific to forensic psychology. The forensic psychology concentration focuses on application of the science and profession of psychology to the criminal justice and legal systems. Forensic psychologists conduct research and consult on psychological issues in the legal process, such as eyewitness testimony, jury selection, psychological assessment, and children's testimony. Forensic psychologists also consult with lawmakers and law enforcement personnel on public policy, criminal justice, and correctional systems issues with psychological implications.

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

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

Special Admissions Requirements

In addition to meeting the university admission requirements, applicants must either have a cumulative G.P.A. of 2.0 or higher or their G.P.A. for their last 60 hours must be a 2.0 or higher for admission to the program. Under special circumstances, consideration on a case-by-case basis will be made.

Degree Requirements

Students must meet all university requirements for a bachelor's degree and participate in outcome assessment activities as requested upon admittance to the program, periodically during the program, and upon graduating from the program. Students must have a grade of "C" or higher in required core and selective courses.

General Education Requirement (37 Hours)

These three courses are required for the major. If alternative courses are used to meet the social science and math requirements, these three courses will become part of the required course list.

- PSYC - 1101 Principles of Psychology (3)
- PSYC - 2345 Social Psychology (3)
- STAT - 2100 Statistics (3)

Required Courses: Psychology Core (31 Hours)

- PSYC - 2102 Thinking and Writing in Psychology (4)
- PSYC - 2150 Introduction to Research Methods (3)
- PSYC - 2201 Life-span Developmental Psychology (3)
- PSYC - 2410 Personality Theories (3)
- PSYC - 3430 Abnormal Psychology (3)
- PSYC - 4130 Ethics in Psychology (3)
- PSYC - 4750 Applied Research and Statistics (3)
- PSYC - 4950 Psychological Issues and Social Values (3)

Cognitive/Behavioral Psychology

Select **one*** of the following:
- PSYC - 3520 Cognitive Psychology (3)
- PSYC - 3524 Principles of Learning and Behavior (3)

Biological Psychology

Select **one*** of the following:
- PSYC - 3675 Biopsychology (3)

- PSYC - 3680 Introduction to Neuropsychology (3)
- *** If more than one course in each area (Cognitive/Behavioral or Biological Psychology) were taken, then the other course can be used as a Psychology Elective.**

Forensic Psychology Concentration (15 Hours)

Required Courses (9 Hours)

- PSYC - 3820 Forensic Psychology (3)
- CJUS - 3100 Foundations of Social Justice (3)
- CJUS - 4411 Theories of Crime and Deviance (3)

Selectives (6 Hours)

Select two of the following:
- PSYC - 4490 Physical and Sexual Abuse of Children (3) *
- PSYC - 4775 Principles of Psychological Testing (3) *
- CJUS - 4230 Health Issues in the Corrections System (3)
- CJUS - 4545 White Collar Crime (3)
- ***If not used for Concentration, can be taken for Psychology Electives.**

Psychology Electives (6 Hours)

Select 6 credit-hours from the following list of courses; a minimum of 3 credit-hours must be taken at the 3000-4000 level.
- PSYC - 1605 Love: What Everyone Needs to Know (3)
- PSYC - 1606 Sex: What Everyone Needs to Know (3)
- PSYC - 2610 Laboratory in Personal Stress Management (2)
- PSYC - 3201 Child Development (3)
- PSYC - 3202 Adolescence (3)
- PSYC - 3203 Adulthood (3)
- PSYC - 3204 Geropsychology (3)
- PSYC - 3460 Mindfulness Studies (3)
- PSYC - 3465 Psychology of Spiritual Development (3)
- PSYC - 3602 Health Psychology (3)
- PSYC - 3828 Understanding Men (3)
- PSYC - 3829 Psychology of Women (3)
- PSYC - 3840 Industrial Psychology (3)
- PSYC - 4470 Introduction to Clinical Psychology (3)
- PSYC - 4475 Introduction to Family Dynamics (3)
- PSYC - 4520 Cognitive Development (3)
- PSYC - 4840 History and Systems of Psychology (3)
- PSYC - 4880 Field Experience (2)

Electives (31* Hours)

* Must include a minimum of 9-12 credit-hours of courses offered at the 3000-4000 level.

Total - 120 Hours

Psychology, B.A. with a Concentration in Industrial/Organizational Psychology

Students with an interest in the area of industrial/organizational psychology may pursue the undergraduate major in Psychology with a concentration in industrial/organizational (I/O) psychology through the College of Education. The I/O concentration adds a focus upon the application of psychological principles in business settings. Graduates are prepared for employment in a variety of workplaces as well as for graduate study in I/O psychology. The curriculum is aligned with the 2006 American Psychological Association's undergraduate psychology learning goals and provides many opportunities to gain the knowledge base, methods,

values, skills, and applications in psychology; technological literacy; communication skills; socio-cultural and international awareness; and personal and professional growth.

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

Special Admissions Requirements

In addition to meeting the university admission requirements, applicants must either have a cumulative G.P.A. of 2.0 or higher or their G.P.A. for their last 60 hours must be a 2.0 or higher for admission to the program. Under special circumstances, consideration on a case-by-case basis will be made.

Degree Requirements

Degree Requirements

Students must meet all university requirements for a bachelor's degree and participate in outcome assessment activities as requested upon admittance to the program, periodically during the program, and upon graduating from the program. Students must have a grade of "C" or higher in required core and selective courses.

General Education Requirement (37 Hours)

These three courses are required for the major. If alternative courses are used to meet the social science and math requirements, these three courses will become part of the required course list.

- PSYC - 1101 Principles of Psychology (3)
- PSYC - 2345 Social Psychology (3)
- STAT - 2100 Statistics (3)

Required Courses: Psychology Core (31 Hours)

- PSYC - 2102 Thinking and Writing in Psychology (4)
- PSYC - 2150 Introduction to Research Methods (3)
- PSYC - 2201 Life-span Developmental Psychology (3)
- PSYC - 2410 Personality Theories (3)
- PSYC - 3430 Abnormal Psychology (3)
- PSYC - 4130 Ethics in Psychology (3)
- PSYC - 4750 Applied Research and Statistics (3)
- PSYC - 4950 Psychological Issues and Social Values (3)

Cognitive/Behavioral Psychology

Select **one*** of the following:

- PSYC - 3520 Cognitive Psychology (3)
- PSYC - 3524 Principles of Learning and Behavior (3)

Biological Psychology

Select **one*** of the following:

- PSYC - 3675 Biopsychology (3)
- PSYC - 3680 Introduction to Neuropsychology (3)
- *** If more than one course in each area (Cognitive/Behavioral or Biological Psychology) were taken, then the other course can be used as a Psychology Elective.**

I/O Psychology Concentration (15 Hours)

- PSYC - 3840 Industrial Psychology (3)
- PSYC - 4775 Principles of Psychological Testing (3)

- MGMT - 2100 Principles of Business Management (3)
- MGMT - 3300 Human Resource Management (3)
- MGMT - 3500 Organizational Behavior (3)

Psychology Electives (6 Hours)

Select 6 credit-hours from the following list of courses; a minimum of 3 credit-hours must be taken at the 3000-4000 level.

- PSYC - 1605 Love: What Everyone Needs to Know (3)
- PSYC - 1606 Sex: What Everyone Needs to Know (3)
- PSYC - 2610 Laboratory in Personal Stress Management (2)
- PSYC - 3201 Child Development (3)
- PSYC - 3202 Adolescence (3)
- PSYC - 3203 Adulthood (3)
- PSYC - 3204 Geropsychology (3)
- PSYC - 3460 Mindfulness Studies (3)
- PSYC - 3465 Psychology of Spiritual Development (3)
- PSYC - 3602 Health Psychology (3)
- PSYC - 3820 Forensic Psychology (3)
- PSYC - 3828 Understanding Men (3)
- PSYC - 3829 Psychology of Women (3)
- PSYC - 4470 Introduction to Clinical Psychology (3)
- PSYC - 4475 Introduction to Family Dynamics (3)
- PSYC - 4490 Physical and Sexual Abuse of Children (3)
- PSYC - 4520 Cognitive Development (3)
- PSYC - 4840 History and Systems of Psychology (3)
- PSYC - 4880 Field Experience (2)

Electives (31* Hours)

* Must include a minimum of 9-12 credit-hours of courses offered at the 3000-4000 level.

Total - 120 Hours

Psychology, B.A. with a Concentration in Mindfulness Studies

Students with an interest in the area of mindfulness meditation may pursue the undergraduate major in Psychology with a concentration in mindfulness studies through the College of Education. The mindfulness studies concentration focuses on recent trends in research and practice that utilize mindfulness as an approach to understand the human mind and to help people solve their problems. The program strives to prepare students for graduate training in psychology and related fields or a baccalaureate-level career that draws on an understanding of mindfulness-related approaches to problem solving. The curriculum is aligned with the 2006 American Psychological Association's undergraduate psychology learning goals and provides many opportunities to gain the knowledge base, methods, values, skills, and applications in psychology; technological literacy; communication skills; socio-cultural and international awareness; and personal and professional growth.

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

Special Admissions Requirements

In addition to meeting the university admission requirements, applicants must either have a cumulative G.P.A. of 2.0 or higher or their G.P.A. for their last 60 hours must be a 2.0 or higher for admission to the program. Under special circumstances, consideration will be made on a case-by-case basis.

Degree Requirements

Students must meet all university requirements for a bachelor's degree and participate in outcome assessment activities as requested upon admittance to the program, periodically during the program, and upon graduating from the program. Students must have a grade of "C" or higher in required core and selective courses.

General Education Requirement (37 Hours)

These three courses are required for the major. If alternative courses are used to meet the social science and math requirements, these three courses will become part of the required course list.

- PSYC - 1101 Principles of Psychology (3)
- PSYC - 2345 Social Psychology (3)
- STAT - 2100 Statistics (3)

Required Courses: Psychology Core (31 Hours)

- PSYC - 2102 Thinking and Writing in Psychology (4)
- PSYC - 2150 Introduction to Research Methods (3)
- PSYC - 2201 Life-span Developmental Psychology (3)
- PSYC - 2410 Personality Theories (3)
- PSYC - 3430 Abnormal Psychology (3)
- PSYC - 4130 Ethics in Psychology (3)
- PSYC - 4750 Applied Research and Statistics (3)
- PSYC - 4950 Psychological Issues and Social Values (3)

Cognitive/Behavioral Psychology

Select **one*** of the following:

- PSYC - 3520 Cognitive Psychology (3)
- PSYC - 3524 Principles of Learning and Behavior (3)

Biological Psychology

Select **one*** of the following:

- PSYC - 3650 Creating a Healthy Lifestyle (3)
- PSYC - 3675 Biopsychology (3)
- *** If more than one course in each area (Cognitive/Behavioral or Biological Psychology) were taken, then the other course can be used as a Psychology Elective.**

Mindfulness Studies (10 Hours)

- PSYC - 2610 Laboratory in Personal Stress Management (2)
- PSYC - 3602 Health Psychology (3)
- PSYC - 3620 Laboratory in Personal Growth (2)
- Choose one of the following courses:
- PSYC - 3460 Mindfulness Studies (3)
- PSYC - 3465 Psychology of Spiritual Development (3)

Psychology Electives (12 Hours)

Select 12 credit-hours from the following list of courses; a minimum of 9 credit-hours must be at the 3000-4000 level.

- PSYC - 1605 Love: What Everyone Needs to Know (3)
- PSYC - 1606 Sex: What Everyone Needs to Know (3)
- PSYC - 3201 Child Development (3)
- PSYC - 3202 Adolescence (3)
- PSYC - 3203 Adulthood (3)
- PSYC - 3204 Geropsychology (3)

- PSYC - 3820 Forensic Psychology (3)
- PSYC - 3828 Understanding Men (3)
- PSYC - 3829 Psychology of Women (3)
- PSYC - 3840 Industrial Psychology (3)
- PSYC - 4470 Introduction to Clinical Psychology (3)
- PSYC - 4475 Introduction to Family Dynamics (3)
- PSYC - 4490 Physical and Sexual Abuse of Children (3)
- PSYC - 4520 Cognitive Development (3)
- PSYC - 4775 Principles of Psychological Testing (3)
- PSYC - 4840 History and Systems of Psychology (3)
- PSYC - 4880 Field Experience (2)

Electives (30* Hours)

* Must include a minimum of 9-12 credit-hours of courses offered at the 3000-4000 level.

Total - 120 Hours

Psychology, B.A. with a Concentration in Pre-Clinical Psychology

Students with an interest in the area of clinical psychology may pursue the undergraduate major in Psychology with a concentration in pre-clinical psychology through the College of Education. The pre-clinical concentration focuses on recent trends and legislation to provide services in the community, providing treatment in the least restrictive environment, and to broaden the perspective of psychology from servicing patients to servicing persons experiencing emotional difficulties because of economic hardships, family problems, or physical or social handicaps. Graduates are prepared for employment in both privately and publicly funded agencies providing mental health services. The curriculum is aligned with the 2006 American Psychological Association's undergraduate psychology learning goals and provides many opportunities to gain the knowledge base, methods, values, skills, and applications in psychology; technological literacy; communication skills; socio-cultural and international awareness; and personal and professional growth.

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

Special Admissions Requirements

In addition to meeting the university admission requirements, applicants must either have a cumulative G.P.A. of 2.0 or higher or their G.P.A. for their last 60 hours must be a 2.0 or higher for admission to the program. Under special circumstances, consideration on a case-by-case basis will be made.

Degree Requirements

Students must meet all university requirements for a bachelor's degree and participate in outcome assessment activities as requested upon admittance to the program, periodically during the program, and upon graduating from the program. Students must have a grade of "C" or higher in required core and selective courses.

General Education Requirement (37 Hours)

These three courses are required for the major. If alternative courses are used to meet the social science and math requirements, these three courses will become part of the required course list.

- PSYC - 1101 Principles of Psychology (3)
- PSYC - 2345 Social Psychology (3)
- STAT - 2100 Statistics (3)

Required Courses: Psychology Core (31 Hours)

- PSYC - 2102 Thinking and Writing in Psychology (4)
- PSYC - 2150 Introduction to Research Methods (3)
- PSYC - 2201 Life-span Developmental Psychology (3)
- PSYC - 2410 Personality Theories (3)
- PSYC - 3430 Abnormal Psychology (3)
- PSYC - 4130 Ethics in Psychology (3)
- PSYC - 4750 Applied Research and Statistics (3)
- PSYC - 4950 Psychological Issues and Social Values (3)

Cognitive/Behavioral Psychology

Select **one*** of the following:
- PSYC - 3520 Cognitive Psychology (3)
- PSYC - 3524 Principles of Learning and Behavior (3)

Biological Psychology

Select **one*** of the following:
- PSYC - 3675 Biopsychology (3)
- PSYC - 3680 Introduction to Neuropsychology (3)
- *** If more than one course in each area (Cognitive/Behavioral or Biological Psychology) were taken, then the other course can be used as a Psychology Elective.**

Pre-Clinical Psychology (12 Hours)

- PSYC - 3470 Introduction to Clinical Psychology (3)
- PSYC - 4490 Physical and Sexual Abuse of Children (3)
- PSYC - 4775 Principles of Psychological Testing (3)
- PSYC - 4880 Field Experience (2)

Psychology Electives (9 Hours)

Select 9 credit-hours from the following list of courses; a minimum of 6 credit-hours must be taken at the 3000-4000 level.
- PSYC - 1605 Love: What Everyone Needs to Know (3)
- PSYC - 1606 Sex: What Everyone Needs to Know (3)
- PSYC - 2610 Laboratory in Personal Stress Management (2)
- PSYC - 3201 Child Development (3)
- PSYC - 3202 Adolescence (3)
- PSYC - 3203 Adulthood (3)
- PSYC - 3204 Geropsychology (3)
- PSYC - 3460 Mindfulness Studies (3)
- PSYC - 3465 Psychology of Spiritual Development (3)
- PSYC - 3602 Health Psychology (3)
- PSYC - 3820 Forensic Psychology (3)
- PSYC - 3828 Understanding Men (3)
- PSYC - 3829 Psychology of Women (3)
- PSYC - 3840 Industrial Psychology (3)
- PSYC - 4475 Introduction to Family Dynamics (3)
- PSYC - 4520 Cognitive Development (3)
- PSYC - 4840 History and Systems of Psychology (3)

Electives (31* Hours)

* Must include a minimum of 9-12 credit-hours of courses offered at the 3000-4000 level.

Total - 120 Hours

Master of Arts

Counseling, M.A.

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

Accreditation and ISBE Certification

All three counseling sequences: clinical mental health counseling, marriage and family counseling, and school counseling are accredited by the Council for the Accreditation of Counselor Education and Related Programs (CACREP).
The Illinois State Board of Education (ISBE) has approved the School Counseling sequence as leading to the Educator License with an endorsement in School Counseling. GSU counseling degree seeking students who wish to be recommended for an Educator license endorsed for school counseling shall either (1) hold or be qualified to hold a teaching license, or (2) have completed the GSU or equivalent teaching competence courses (i.e. EDAD-7801 , COUN-7620, COUN-6622, and SPED-6101). All School Counseling students must provide evidence of successful completion of the Test of Academic Proficiency or ACT, or the SAT prior to candidacy in the program. All School Counseling students must present evidence of passing the ISBE School Counselor Proficiency Test before they are permitted to begin internship and before they are recommended for licensure.

Admission Criteria

In addition to the GSU graduate application for admission, applicants must:
- have a cumulative G.P.A. of 2.75 or higher for all undergraduate course work attempted;
- or have a G.P.A. of 3.0 for the last 60 hours of bachelors degree.
- If a student meets neither of the above minimum requirements, but the cumulative G.P.A. for all undergraduate coursework attempted is between 2.5 and 2.74, a student must:
  - attain a score of at least 302 on the verbal and quantitative portions of the Graduate Record Examination - General Test (score of 1050 if the test was taken prior to August 2011); **OR**
  - take ENGL-1010 (writing course), COUN-6600, and COUN-6630 and complete with "B's" or better. (NOTE: completion of these courses does not guarantee admission.)
- any cumulative G.P.A. below a 2.5 will not be considered.

Admission to the program is determined by the program faculty. Program faculty reserve the right to request personal interviews with applicants to the program. Admission decisions are final and cannot be appealed.

1. have recommendation of the faculty based on the submission of supplementary application packet which includes:
   a. official transcripts of all previous college work;
   b. counseling application form;
   c. three Personal Reference Forms; and
   d. Statement of Character form.

   Information related to the program and special application materials for the Master of Arts in Counseling program are available from the GSU Office of Admission and on the university website at www.govst.edu/counseling or
   Office of Admission
   Governors State University
   1 University Parkway
   University Park, Illinois 60484
   708.534.4490

2. have completed all prerequisite courses with a G.P.A. of 3.0 or higher. If these are not completed at the time of admission, they must be completed prior to attaining candidacy. Prerequisite courses for the Clinical Mental Health and Marriage and Family Counseling sequences include introductory statistics, a course in research methodology, a course in abnormal psychology (PSYC-3430), and course work in Addictions Studies at the 5000 level (Marriage and Family sequence must complete ADDS-6300) or above totaling three credit hours; applicants for the School Counseling

sequence must have completed a course in Introductory statistics, a course in research methodology, and course work in Addictions Studies at the 5000-level or above totaling three credit hours.

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

Admission to Candidacy

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

1. be admitted to the program;
2. complete COUN-6600, COUN-7720, COUN-7810, and COUN-7847 with a grade of "B" or better in each course;
3. show proof of professional liability insurance; and
4. show proof of LiveText account (School Counseling only)

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

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

Degree Requirements

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

Enrollment in COUN-8842, COUN-8844, COUN-8845, COUN-8852, and COUN-8856 requires prior admission to candidacy and completion of course prerequisites.

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

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

Required Courses (33 Hours)

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

Counseling Sequences

Select one of the following sequences:

Clinical Mental Health Counseling Sequence (27 Hours)

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

Marriage and Family Counseling Sequence (27 Hours)

- COUN - 7633 Clinical Mental Health Counseling, Community Counseling, and Professional Orientation (3)
- COUN - 8825 Advanced Family Systems Theory (3)
- COUN - 8842 Practicum 1: Individual and Vocational Counseling (3)

- COUN - 8845 Practicum 2: Advanced Individual and Vocational Counseling (3)
- COUN - 8856 Practicum in Group Counseling: Adult (3)
- COUN - 8859 Family and Couples Counseling (3)
- COUN - 8860 Applied Systems Theory (3)
- COUN - 8981 Counseling Internship I: Marriage and Family Counseling (3)
- COUN - 8982 Counseling Internship II: Marriage and Family Counseling (3)

School Counseling Sequence (24 Hours)

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

Teaching Competency Classes for Non-Certified School Counseling Students

- EDAD - 7801 Organizational Leadership (3) *
- COUN - 6622 Applied Learning Theory for School Personnel (3) *
- COUN - 7620 Lifespan Developmental Issues (3) *
- SPED - 6101 Survey of Students with Exceptionalities (3) *

NOTE:

* or equivalent courses

Required Sequence Courses

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

Total - 60, 60, or 57 Hours

Psychology, M.A.

The College of Education Master of Arts in Psychology program consists of two sequences: Clinical and Theoretical. The program provides students with a strong theoretical and research base in Psychology. Both sequences stress the importance of cultural and individual differences and are designed to prepare students to pursue advanced graduate degrees in psychology.

Clinical Sequence

The Clinical Sequence is designed to develop competent and creative professionals who have the capacity to function in a variety of clinical settings. This sequence is based on the scientist-practitioner model, which calls for clinicians to be trained in both science and applied clinical practice. Students are expected to develop proficiency in the theories and methods of clinical psychology; learn to apply research to clinical practice; gain specialized knowledge of psychological dysfunction and evidence-based assessments and treatments for psychological disorders, and learn and apply the ethical standards of the profession. The Clinical Sequence curriculum is aligned with the course requirements for eligibility to sit for the examination for Licensed Professional Counselor (LPC) in Illinois.

Theoretical Sequence

The Theoretical Sequence in Psychology is designed to provide students with a strong theoretical background in applied general psychology and individually specialized training in conducting ethical, culturally sensitive psychological research. Students will be prepared to pursue advanced graduate studies in psychology (the Ph.D. or Psy.D. degrees), to be employed in research units in business or social services, or to teach at the college level. With the addition of a teaching certificate from another program, graduates may be eligible to teach in a high school. The M.A. in Psychology (Theoretical Sequence) does not lead to licensure.

Required Preparation

While an undergraduate major in psychology is strongly recommended, students without a psychology background may be admitted to the major and enroll for courses. Students must show evidence of having completed the following prerequisites (or their equivalent): Personality Theories (PSYC-2410), Cognitive Psychology (PSYC-3520) or Learning and Behavior (PSYC-3524), Abnormal Psychology (PSYC-3430), Social Psychology (PSYC-2345), Child Development (PSYC-3201/PSYC-2201), Research Methodology (PSYC-4750/PSYC-2150), and Statistics (STAT-2100). These courses may be taken at another institution, and they may not be used to fulfill degree requirements for the M.A. in Psychology.

Special Admission Requirements

New students are admitted to the MA Psychology program once each year. The application deadline for Fall admission is March 15th. In addition to meeting university admission criteria, applicants must:

1. have completed, with an overall G.P.A. of 3.0 or higher, no grade lower than a "C" and no more than two grades of "C," undergraduate courses from a regionally accredited college/university that are comparable to Personality Theories (PSYC-3310/PSYC-2410), Cognitive Psychology (PSYC-3520) or Learning and Behavior (PSYC-3524), Abnormal Psychology (PSYC-3430), Social Psychology (PSYC-3345/PSYC-2345), Human Development (PSYC-3201/PSYC-2201), Research Methodology (PSYC-4750/PSYC-2150), and Statistics (STAT-2100). Please note, these courses are prerequisites and may be taken at another institution, and may not be used to fulfill degree requirements of the M.A; **
2. have earned a grade point average (G.P.A.) of at least 3.0 in the last 60 hours of undergraduate course work; **
3. have a combined score (Verbal and Quantitative) of at least 302 on the Graduate Record Exam (GRE). general test if the GRE is taken after August 2011, or a combined score (Verbal and Quantitative) of 1050 if taken prior to August 2011; **
4. demonstrate evidence of satisfactory professional writing and analysis by one of the following: a grade of "B" or higher in PSYC-2102 (Thinking and Writing in Psychology) or its equivalent, or a score of 4.5 or higher on the Analytical Writing section of the GRE General Test**
5. provide a statement of the applicant's purpose in seeking a master's degree in psychology and his/her long-term goals (applicants should be aware that faculty also evaluate this statement as a professional writing sample);
6. ask three professionals/professors who can speak to the applicant's academic and/or professional capabilities in the field of psychology to complete and submit a Personal Reference Form available on the M.A. Psychology website accessed via the student portal of the GSU website; and
7. Complete a "Statement of Character" Form available on the College of Education, MA in Psychology, Admission and Program Requirements webpage.

 Admission to the program is determined by the program faculty. Program faculty reserves the right to request personal interviews with applicants to the program. Application packets must be received by March 15 for fall admission.

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

Admission to Candidacy

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

1. complete all preparatory courses listed above with the minimum grades required; and
2. complete PSYC-6110, PSYC-6160, PSYC-6221, and PSYC-6229 with a grade of "B" or better and submit core course candidacy evaluation forms for each course to the faculty.

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

Degree Requirements

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

1. maintain a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course and have no more than two courses with a grade of "C";
2. complete PSYC-7240, PSYC-8549, and STAT-8260;
3. receive a passing score on the program comprehensive examination; and
4. receive positive endorsement from the faculty.

Required Courses (21 Hours)

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

Psychology Sequences

Select one of the following sequences:

Clinical Psychology Sequence (31 hours)

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

- ADDS - 7100 Screening Motivation and Referral (3)
- COUN - 7725 Family Systems: Theory and Practice (3)
- COUN - 7730 Life Style and Career Development (3)
- PSYC - 7325 Introduction to Child Therapy (2)
- PSYC - 7320 Theories of Psychotherapy (3)
- PSYC - 7430 Psychotherapy Techniques I (2)
- PSYC - 7431 Psychotherapy Techniques II (3)
- PSYC - 8440 Group Psychotherapy (3)
- PSYC - 8463 Practicum in Psychotherapy (3)
- PSYC - 8920 Internship Program I (3)
- PSYC - 8921 Internship Program II (3)

Theoretical Psychology Sequence (13 hours)

- PSYC - 8500 Thesis Preparation (3)
- PSYC - 8950 Graduate Thesis Project (4)
- 6 hours of electives selected with advisor (6)

Total - 52 or 34 Hours

Doctor of Education

Counselor Education and Supervision, Ed.D.

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

Admission Requirements

Students for Ed.D. in Counselor Education and Supervision will be admitted for the fall term only. Late admissions packets will be accepted on a space available basis. Applications for admission are available from the GSU Admissions Office and the Division of Psychology and Counseling (www.govst.edu/counseling). Due to space availability, this program can only accept a limited number of students each year. All materials must be submitted by January 15 of that year for fall admission. Applicants will meet with an admissions committee prior to acceptance into the program. Applicants will be ranked for admission on the basis of their academic potential and the admission criteria. Applicants must have completed a master's degree in counseling (CACREP approved) or a related field by the time they enter the doctoral program. Students may be admitted to the program even if they do not have all of the prerequisites for the doctoral program, but must complete them before Candidacy.
In addition to meeting university admission criteria, applicants must:

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

Academic advisor and Faculty advisor

Upon admission to the Ed.D. program in Counselor Education and Supervision, each student will be assigned two advisors. All doctoral students will be assigned an academic advisor and a faculty advisor. The academic advisor will assist with the coordination of the student's plan of study and necessary paperwork that is to be filed with the appropriate GSU office for dealing with admission, candidacy, and graduation matters. Together, the academic advisor and faculty advisor work together to decide what courses are allowed to count toward the prerequisite entry-level course work for the doctoral degree. The faculty advisor is

in charge of mentoring the doctoral student and facilitating the comprehensive exam, oral defense, internship, and capstone/dissertation project process. As the student's specialized interest(s) develop, the faculty advisor may be changed by following the procedures outlined in the Program Handbook.

Continuous Enrollment Requirement

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

Time Limit

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

Credits

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

Transfer Credits

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

Comprehensive Exam and Oral Defense

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

Candidacy

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

Teaching Experience

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

Practica and Internship

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

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

Capstone/Dissertation project

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

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

Graduation

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

Requirements:

Masters Degree Coursework:

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

Core Coursework:

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

NOTE:

Must also have a 100 clock hour practicum with 40 direct client contact hours (3-9 credit hours) and a 600 clock-hour internship with at least 240 direct client contact hours (6 credit hours)

The core coursework and minimum number of practicum and internship credit hours equal 42 credit hours. Students with a masters in counseling or a masters in a related field may use 6 other credit hours of counseling-related coursework toward the prerequisites if approved by the academic advisor and faculty advisor. All doctoral students must have 48 credit hours approved entry-level work completed before or during the doctoral program.

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

Total - 48 Hours

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

Professional Identity, Roles and Ethics (12)

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

Practicum (6)

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

Human Development and Biological Bases of Behavior (3)

- PSYC - 6229 Graduate Seminar in Human Development (3)

Multicultural (3)

- COUN - 9320 Advanced Issues in Diversity (3)

Research (9)

- COUN - 8826 Research Literature in Counseling and Psychotherapy (3)

- PSYC - 8549 Advanced Research Seminar (3)
- STAT - 8260 Advanced Statistics in Behavioral Science (3)

Internship (6)
- COUN - 9990 Internship I (3)
- COUN - 9991 Internship II (3)

Capstone/Dissertation Project (9)
- COUN - 9999 Capstone Research Project (3) (repeatable)

Specialist Degree

School Psychology Educational Specialist, Ed.S.

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

The master's degree program (contained within the specialist degree program) typically takes two years of study and involves:
- A minimum of 36 hours of coursework
- A practicum in school psychology (125 hours)
- Completion of a portfolio containing performance-based and knowledge-based evidence demonstrating attainment of the program competencies.

The specialist's degree program typically takes a total of four years (2 beyond masters including internship) and involves:
- A minimum of 66 hours of coursework (30 hours beyond Master's)
- An advanced practicum in school psychology (125 hours)
- Completion of a capstone project providing evidence demonstrating completion of program competencies, as well as consultation, intervention planning, and/or program evaluation evidence.
- A passing score on the National School Psychology Examination or State of Illinois Subject Area Test in School Psychology; applicants will be encouraged to take both examinations.
- A two-semester full-time internship which requires 1200 hours, at least half of which takes place in a school setting.

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

Admission Requirements:

Admission to the program occurs annually (Fall only).

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

1. University Application for Admission.
2. $50 application fee.
3. One set of official (unopened) transcripts from all colleges/universities attended. Applicants must have a grade point average (GPA) of at least 3.0 in the last 60 hours of undergraduate coursework.
4. Proof of having taken the General Test of the Graduate Record Exam (GRE) within five years of intended admission. Applicants are recommended to have GRE combined scores of 316 on the Verbal and Quantitative sections (or a combined Verbal and Quantitative score of 1050 if taken prior to August 2011); and 4.5 on the analytical writing section.
5. Evidence of satisfactory professional writing and analysis by one of the following:
   a. A grade of "B" or higher in PSYC-2102 (Thinking and Writing in Psychology) or its equivalent; or
   b. A score of 4.5 or higher on the Analytical Writing section of the GRE General test. Applicants not meeting this criterion may have to complete PSYC-3102 or its equivalent prior to or upon admission to the program.

6. An essay outlining the applicant's purpose in seeking a specialist degree in School Psychology and long-term goals.
7. Personal Reference Forms from three professionals/professors who can attest to the applicant's academic and/or professional capabilities in the field of School Psychology.
8. Completed Statement of Character Form.
9. Proof of basic competency met by one of the following:
    a. Official evidence of having passed the Test of Academic Proficiency (TAP) of the Illinois Licensure Testing System;
    b. Official ACT Plus Writing score report demonstrating a composite score of at least 22;*
    c. Official SAT score report demonstrating a composite (mathematics and critical reading) score of at least 1030;* or
    d. Official evidence of having passed the previous Illinois Test of Academic Proficiency within five years.

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

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

Additional Admission Requirements:

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

Prerequisite Coursework:

Must be completed prior to admission with no grade below "B" allowed. Equivalent GSU courses are in parentheses.
- Developmental Psychology (PSYC-3201)
- Abnormal Psychology (PSYC-3430)
- Cognitive, Behavioral, or Educational Psychology (PSYC-3520, PSYC-3524 , or EDUC-4440)
- Research Methods (PSYC-4750)
- Statistics for the Social Sciences (STAT-2100)
- Foundations of Education (EDUC-2310)
- Foundations of Special Education (SPED-2100)
- Substance Abuse (ADDS-5100 or equivalent)
- Writing for Psychology (PSYC-2102 , evaluation, or 4.5 on analytical writing section of GRE)

Degree Requirements:

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

Educational and Psychological Foundations (12 Hours)
- PSYC - 6221 Psychopathology (3)
- PSYC - 6229 Graduate Seminar in Human Development (3)
- PSYC - 6606 Cognitive/Educational Psychology (3)
- PSYC - 6635 Seminar in Professional School Psychology (3)

Data Based Decision Making and Assessment (18 Hours)
- PSYC - 7620 Psychoeducational Lab (3)
- PSYC - 7625 Psychoeducational Assessment and Intervention (3)
- PSYC - 7630 Diagnostic Lab I (3)
- PSYC - 7635 Psychodiagnostics I: Intelligence (3)
- PSYC - 7640 Diagnostic Lab II (3)
- PSYC - 7645 Psychodiagnostics II: Psychobehavioral Assessment and Intervention (3)

Intervention, Consultation, and Program Evaluation (3 Hours)
- PSYC - 7320 Theories of Psychotherapy (3)

Field Experiences (3 Hours)
- PSYC - 8910 Practicum in School Psychology (3)

Total - 36 Hours

Educational Specialist (Ed.S.) in School Psychology (30 Hours beyond MA)
Educational and Psychological Foundations (6 Hours)
- PSYC - 7240 Topics in Multicultural Psychology (3)
- PSYC - 8653 Human Neuropsychology I: Brain Function (3)

Data Based Decision Making and Assessment (3 Hours)
- STAT - 8260 Advanced Statistics in Behavioral Science (3)

Intervention, Consultation, and Program Evaluation (12 Hours)
- COUN - 7725 Family Systems: Theory and Practice (3)
- PSYC - 7650 Prevention and Intervention Strategies for School-aged Children (3)
- PSYC - 8858 Advanced Seminar in Assessment and Intervention (3)
- PSYC - 8930 Consultation and Program Evaluation (3)

Field Experiences (9 Hours)
- PSYC - 8910 Practicum in School Psychology (3)
- PSYC - 8960 Internship in School Psychology I (3)
- PSYC - 8961 Internship in School Psychology II (3)

Total - 30 Hours
Program Total - 66 Hours

Minor

Forensic Psychology Minor

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

Requirements for the Minor
Students must:
- 1. complete at least nine hours of course work at Governors State University; and
- 2. submit transfer courses to the minor advisor for approval by the first week of the semester of intended graduation.

Required Core courses (15 Hours) **
- CJUS - 3100 Foundations of Social Justice (3)
- CJUS - 4100 Theories of Crime and Deviance (3)
- PSYC - 1101 Principles of Psychology (3)
- PSYC - 3430 Abnormal Psychology (3)
- PSYC - 3820 Forensic Psychology (3)

Selective courses (3 Hours) **
Select one course of the following:
- CJUS - 2360 Judicial Process and Constitutional Issues in Criminal Justice (3)
- CJUS - 4230 Health Issues in the Corrections System (3)
- CJUS - 4545 White Collar Crime (3)
- PSYC - 3201 Developmental Psychology (3)
- PSYC - 3202 Adolescence (3)
- PSYC - 4490 Physical and Sexual Abuse of Children (3)

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

Total - 18 Hours

Industrial/Organizational Psychology Minor

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

Requirements for the Minor

- PSYC - 1101 Principles of Psychology (3)
- PSYC - 3840 Industrial Psychology (3)
- MGMT - 2100 Principles of Business Management (3)
- MGMT - 3300 Human Resource Management (3)
- MGMT - 3500 Organizational Behavior (3)

NOTE:

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

- HLAD - 3101 Introduction to Healthcare Management Strategies (3)
- MGMT - 4300 Labor Relations (3)
- PSYC - 2150 Introduction to Research Methods (3)
- PSYC - 2410 Personality Theories (3)
- PSYC - 3203 Adulthood (3)
- STAT - 2100 Statistics (3)
- PADM - 2100 Introduction to Public Administration (3)
- PADM - 4300 Public Personnel Administration (3)

Total - 18 Hours

Psychology Minor

An undergraduate minor in Psychology is offered to students majoring in other fields through the College of Education. 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;
2. submit transfer courses to the minor advisor for approval by the first week of the term of intended graduation;
3. complete the minimum number of hours identified in each of the four areas; and
4. complete all coursework applied toward the minor with grades of a "C" or better.

Required Courses (3 Hours)

- PSYC - 1101 Principles of Psychology (3) *

Personality Selective (6 Hours)

Select two courses:

- PSYC - 3310 Personality Theories (3) *
- PSYC - 3430 Abnormal Psychology (3) *

Developmental/Cognitive Selective (6 Hours)

Select two courses

- PSYC - 3201 Developmental Psychology (3) *
- PSYC - 3202 Adolescence (3) *
- PSYC - 3203 Adulthood (3) *
- PSYC - 3204 Geropsychology (3) *
- PSYC - 3520 Cognitive Psychology (3) *
- PSYC - 3524 Principles of Learning and Behavior (3) *
- PSYC - 4520 Cognitive Development (3) *

Applied Psychology Selective (3 Hours)

Select one course:

- PSYC - 1605 Love: What Everyone Needs to Know (3) *
- PSYC - 2102 Thinking and Writing in Psychology (4) *
- PSYC - 3470 Introduction to Clinical Psychology (3)
- PSYC - 3602 Health Psychology (3) *
- PSYC - 3650 Creating a Healthy Lifestyle (3)
- PSYC - 4750 Applied Research and Statistics (3)
- PSYC - 4840 History and Systems of Psychology (3) *
- STAT - 2100 Statistics (3) *

Substitutions for those who completed more than nine hours elsewhere (9 Hours)

Students who have completed the required courses or any selective may choose from the selective areas above for additional courses to meet the requirements of nine hours of course work completed at Governors State University.

NOTE:

* Available as telecourse or online.

Total - 18 Hours

Graduate Certificate

College Career Counseling Certificate

Note: The minimum number of hours for this Certificate Program will increase to 18 beginning Summer 2017. Any Student enrolling in this Certificate Program beginning summer 2017 will be required to meet the revised program credit hours that will be detailed on this page by April 2017.

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

Admission Criteria

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

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

Students will be admitted in the Fall semester only. Applications must be received by July 15 for fall admission.

Student Progress

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

Conditional Continuation

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

Certificate Requirements

Students must meet all university requirements for a certificate. A 100-hour practicum embedded in COUN-8852 is required for all students.

Required Preparation/Prerequisite Courses

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

Counseling Course Prerequisites

- COUN - 7620 Lifespan Developmental Issues (3) *
- COUN - 7730 Life Style and Career Development (3) *
  *or equivalent courses

College Career Coaching Certificate Courses (10 Hours)

- COUN - 7735 Students and the Higher Education Culture: An Introduction (3)
- COUN - 8852 College Career Coaching Academy (3) (Lab: COUN - 3300 My Career Workshop or Community Service Learning Project)
- COUN - 8862 College Admission Counseling (3)

Total - minimum of 10 - 16 Hours

Mindfulness in the Helping Professions Certificate

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

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

Admissions Requirements

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

Applicants must:

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

Requirements for the Certificate

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

- SOCW - 7801 Introduction to Mindfulness in the Helping Professions (3)
  OR
- PSYC - 7801 Introduction to Mindfulness in the Helping Professions (3)

- SOCW - 7802 Laboratory in Mindfulness I (2)
  OR
- PSYC - 7802 Laboratory in Mindfulness I (2)

- SOCW - 7803 Advanced Mindfulness in the Helping Professions (3)

OR
- PSYC - 7803 Advanced Mindfulness in the Helping Professions (3)

- SOCW - 7804 Laboratory in Mindfulness II (2)
  OR
- PSYC - 7804 Laboratory in Mindfulness II (2)

- SOCW - 7806 Laboratory in Mindfulness III (2)
  OR
- PSYC - 7806 Laboratory in Mindfulness III (2)

- SOCW - 7808 Laboratory in Mindfulness IV (2)
  OR
- PSYC - 7808 Laboratory in Mindfulness IV (2)

Total - 14 Hours
Completion
To receive the Mindfulness in the Helping Professions Certificate each student must:
1. Be admitted to the certificate according to the admission requirements;
2. Complete the six required courses with a cumulative GPA of at least a 3.0;
3. Remove all grades of incomplete by the date that the certificate is to be completed;
4. Complete all coursework within two (2) years from the date of admission;
5. Meet all financial obligations to the university; and
6. Submit an application for award of the certificate.

Post Master's Clinical Mental Health Counselor Certification
This College of Education certificate is designed for those who already possess a master's degree in Counseling or Psychology and now wish to pursue certification in Clinical Mental Health Counseling.

Admissions Criteria
In addition to the GSU graduate certificate requirements for admission, applicants must:
1. provide evidence of having completed a master's degree from a regionally accredited institution of higher education in counseling or psychology;
2. be LPC or LPC eligible; and
3. have a graduate GPA of 3.0 or higher.
Students will be admitted In the Fall and the Spring semesters.

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

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

Certificate Requirements
Students must meet all university requirements for a certificate. See the internship manual or materials for additional information.
Required Preparation/Prerequisite Courses (9 Hours)
Counseling Course Prerequisites
- COUN - 6630 Counseling Theories and Ethics (3) *
- COUN - 7810 Beginning Counseling and Human Relations Skills (3) *
- COUN - 7855 Assessment and Treatment Planning (3) *

Clinical Mental Health Counseling Required Certificate Courses (15 Hours)
- COUN - 7633 Clinical Mental Health Counseling, Community Counseling, and Professional Orientation (3)
- COUN - 8842 Practicum 1: Individual and Vocational Counseling (3)
- COUN - 8845 Practicum 2: Advanced Individual and Vocational Counseling (3)

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

Total – 24 Hours

Post Master's Marriage and Family Counselor Certification

This [College of Education](#) certificate is designed for those who already possess a master's degree in Counseling or Psychology and now wish to pursue certification in Marriage and Family Counseling.

Admissions Criteria

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

1. provide evidence of having completed a master's degree from a regionally accredited institution of higher education in counseling or psychology;
2. be LPC or LPC eligible; and
3. have a graduate GPA of 3.0 or higher.

Student Progress

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

Conditional Continuation

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

Certificate Requirements

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

Required Preparation/Prerequisite Courses (6 Hours)

Counseling Course Prerequisites

- [COUN - 7725 Family Systems: Theory and Practice (3)](#) *
- [COUN - 8811 Interventions with Children and Adolescents (3)](#) *
- * *or equivalent courses*

Marriage and Family Required Certificate Courses (12 Hours)

- [COUN - 6625 Sex Therapy (3)](#)
- [COUN - 8825 Advanced Family Systems Theory (3)](#)
- [COUN - 8859 Family and Couples Counseling (3)](#)
- [COUN - 8860 Applied Systems Theory (3)](#)

Total - 18 Hours

Post Master's School Counseling Certification

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

ISBE Certification

The Illinois State Board of Education (ISBE) has approved the School Counseling program to prepare candidates for the Educator License with an endorsement in School Counseling. Candidates seeking to be recommended for this credential shall either (1) hold or be qualified to hold a teaching license from a regionally accredited institution, or (2) have completed the GSU or equivalent teaching competence courses (i.e. EDAD-7801 , COUN-7620, COUN-6622 and SPED-6101).

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

Admissions Criteria

In addition to the GSU graduate certificate requirements for admission, applicants must:
1. Provide evidence of having completed a master's degree from a regionally accredited institution of higher education in counseling or psychology;
2. Provide evidence of having passed the Test of Academic Proficiency of the Illinois Licensure Testing System; and
3. Have a graduate GPA of 3.0 or higher.

Student Progress

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

Conditional Continuation

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

Certificate Requirements

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

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

Required Preparation/Prerequisite Courses (30 Hours)

Counseling Course Prerequisites

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

Teacher Competency Prerequisites

- COUN - 6622 Applied Learning Theory for School Personnel (3) *
- COUN - 7620 Lifespan Developmental Issues (3) *
- EDAD - 7801 Organizational Leadership (3) *
- SPED - 6101 Survey of Students with Exceptionalities (3) *
  * or equivalent courses

School Counseling Required Certificate Courses (24 Hours)

- COUN - 6638 Introduction to School Counseling (3)
- COUN - 8851 Consultation and School Staff Development (3)
- COUN - 8853 Parent Education: Prevention and Intervention (3)
- COUN - 8844 Practicum: School Counseling (K-12) (3)
- COUN - 8852 College Career Coaching Academy (3)

- COUN - 8858 Development of School Counseling Programs (3)
- COUN - 8968 Counseling Internship I: School Counseling (3)
- COUN - 8969 Counseling Internship II: School Counseling (3)

Total - minimum of 24 Hours

College of Health and Human Services

Beth Cada, Dean

Faculty in the College of Health and Human Services

Department of Addictions Studies and Behavioral Health

Cheryl L. Mejta, Department Chairperson

Professor

Cheryl Mejta

Associate Professors

Raven Badger

Assistant Professors

Darrin Aase
Alicia Battle
Serena Wadhwa

Visiting Professor

Mary McClure

Lecturers

James Golding
David O'Donnell
Peter Palanca

Community Health Program

Assistant Professor

Joseph Day

Lecturer

Carolyn Estes-Rodgers

Department of Communication Disorders

Catherine Balthazar, Department Chairperson

Professors

Catherine Balthazar

Associate Professors

Jennifer Armstrong
Jessica Bonner
Ravi Nigam

Assistant Professors

Eileen Brann
Nicole Koonce

Director of Clinical Education

Judith Platt

University Lecturers

Leslie Engstrand-Guca
Lidia Huerta
Annmarie Mead
Claire Thompson

Department of Health Administration

Rupert M. Evans, Sr., Department Chairperson

Professor

Linda Samson
Ning Lu

Associate Professors

Rupert M. Evans, Sr.

Assistant Professors

DeLawnia Comer Hagans
Zo Ramamorijiarivelo

Senior Lecturers

Jennifer Groebner

Lecturers

Dwayne Mitchell
James Munz

Department of Nursing

Nancy MacMullen, Department Chairperson

Professor

Linda Samson

Associate Professors

Nancy MacMullen
Catherine Tymkow

Assistant Professors

Dianne Jamison
Shirley Spencer

Visiting Professor

Somi Nagaraj

University Lecturers

Wyvon Blackwell
Shirley Comer
Karen Fields
Patricia Knowles
Georgiana Thomas

Department of Occupational Therapy

Catherine P. Brady, Department Chairperson

Professor

Elizabeth Cada

Associate Professors

Catherine P. Brady
Cynthia Carr
Divya Sood

Assistant Professors

Caren Schranz
Renee Theiss
Elizabeth Wanka

University Lecturers

Patti Kalvelage, Senior Lecturer
Rebecca Kvasnicka, Lecturer

Department of Physical Therapy

Becky Wojcik, Department Chairperson

Professor

David Diers
Roberta O'Shea
Dale Schuit
Ann Vendrely

Associate Professors

Robin D. Washington
Rebecca Wojcik

Assistant Professor

Renee Theiss

Visiting Professor

Maryleen Jones

University Lecturers

Amy Bala
Joyce Sligar, Senior Lecturer

Department of Social Work

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

Undergraduate Program Coordinator

Lorri Glass

Professors

Gerri Outlaw
Maristela Zell

Associate Professors

Kim Boland-Prom
Elizabeth Essex
Lydia Falconnier
Lorri Glass
Adelle Sanders

Assistant Professors

Linda Campos-Moreira
Vickii Coffey
Giesela Grumbach

Visiting Professors

Michael Bass

University Lecturers

Pamela Brown
Lori Crowder
Levi Glass
Phyllis West
Januari Wilson

Director of Field Education

Pamela Brown

Director of Community Outreach, Program Development & Academic Support

Nancy Burley

Undergraduate Programs Overview

The undergraduate degree programs in the College of Health and Human Services prepare students for a variety of employment opportunities in the health and human services fields or for further education in graduate programs.

Many majors provide extensive community-based field experiences and exposure to, or participation in, research and service activities through a vast network of hospitals and alternative delivery systems in the Chicago region. Courses using both traditional and innovative teaching strategies provide the theoretical bases for clinical and research experiences. The college offers some courses of general and interdisciplinary interest to students in the other colleges, but most courses are designed to meet the professional education needs of the various majors.

"IAI" course designations refer to the statewide Illinois Articulation Initiative previously discussed and found at website www.itransfer.org.

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

Accreditations

The undergraduate Nursing major is accredited by the Accreditation Commission for Education in Nursing (ACEN).

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

The undergraduate Health Administration major has full membership status in the Association of University Programs in Health Administration (AUPHA).

The undergraduate Social Work major is accredited by the Council on Social Work Education (CSWE).

Degree Requirements for Undergraduate Programs in the College of Health and Human Services

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

Requirements for specific degree programs are listed below under Programs Offered.

Graduate Programs Overview

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

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

Accreditation

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

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

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

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

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

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

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

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 are listed below under Programs Offered.

Programs Offered

Department of Addictions Studies and Behavioral Health

Bachelor of Health Science

Community Health, B.H.S.

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

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

Special Admissions Requirements

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

Program Outcomes

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

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

Curriculum

Program Core Curriculum (24)

- HLAD - 3104 Healthcare Statistics (3)
- HLAD - 3105 Healthcare Organization (3)
- HLAD - 3106 Introduction to Epidemiology (3)
- HLAD - 3107 Medical Sociology (3)
- HLAD - 4108 Health Planning (3)
- HLSC - 2100 Contemporary Issues in Health (3)
- HLSC - 3150 Introduction to Community Health (3)
- PHIL - 3333 Ethics in Healthcare (3)

Gerontology-Long Term Care (30)

- HLAD - 3101 Introduction to Healthcare Management Strategies (3)
- HLAD - 4101 Healthcare Organizational Behavior (3)

- HLAD - 4105 Management in the Healthcare Setting (3)
- HLAD - 4103 Legal Aspects of Healthcare (3)
- HLAD - 4106 Healthcare Accounting (3)
- HLAD - 4107 Healthcare Human Resource Management (3)
- HLAD - 4901 Institutional Management for Healthcare Organizations (3)
- HLAD - 5101 Introduction to Long-Term Care (3)
- HLAD - 5102 Nursing Home Administration (3)
- HLSC - 4890 Internship (1-8)

Suggested Electives (6)

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

Gerontology - Healthy Aging (27)

- HLAD - 3101 Introduction to Healthcare Management Strategies (3)
- HLSC - 3300 Cultural Attunement in Healthcare (3)
- HLSC - 3400 Principles of Aging and Physical Activity (3)
- HLSC - 4130 Nutritional Pathways (3)
- HLSC - 4200 Comparative Complementary and Alternative Medicine (3)
- HLSC - 4300 Health and Wellness Programs (3)
- HLSC - 5001 Current Topics (1-3)
- HLSC - 4890 Internship (1-8)
- SOCW - 3101 Interprofessional Teamwork in the Health and Human Services (3)

Suggested Electives (9)

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

Health Promotion Education in the Community (27)

- HLSC - 3200 Introduction to Environmental Health (3)
- HLSC - 3300 Cultural Attunement in Healthcare (3)
- HLSC - 4100 Introduction to Health Promotion (3)
- HLSC - 4101 HIV: The Epidemic: Issues for Healthcare Providers, Educators, Employers, and Consumers (3)
- HLSC - 4130 Nutritional Pathways (3)
- HLSC - 4200 Comparative Complementary and Alternative Medicine (3)
- HLSC - 4300 Health and Wellness Programs (3)
- HLSC - 4890 Internship (1-8)
- See advisor for final course selection (3)

Suggested Electives (9)

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

Pre-Occupational Therapy (31)

- ART - 3310 Ceramics (3)

- CHEM - 1111 Chemical Science Foundations I (3)
  with
- CHEM - 1112 Chemical Science Foundations Laboratory (1)

- CHEM - 3513 Introduction to Organic Chemistry (3)
  with
- CHEM - 3514 Introduction to Organic Chemistry Laboratory (1)

- HLSC - 4400 Medical Terminology (1)
  or
- OCCT - 4400 Computer Application: Medical Terminology for the Health Professional (1)

- OCCT - 4500 Orientation to Occupational Therapy (2)
- HLSC - 4890 Internship (1-8)

- SOCW - 3103 Aging: Policies, Problems, and Services (3)

- PHYS - 2141 Intermediate Physics I (3)
  with
- PHYS - 2142 Intermediate Physics Lab I (1)

Suggested Electives

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

Selected Electives

- COMS - 2100 Foundations of Communication (3)
- HLAD - 4103 Legal Aspects of Healthcare (3)
- HLSC - 4400 Medical Terminology (1)
- OCCT - 4400 Computer Application: Medical Terminology for the Health Professional (1)
- PADM - 2100 Introduction to Public Administration (3)
- PSYC - 3204 Geropsychology (3)
- PSYC - 3602 Health Psychology (3)

Total - 120

Graduation Requirements

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

Master of Health Science

Addictions Studies, M.H.S.

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

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

Program Outcomes

Graduates of the program are expected to:
1. Identify the behavioral, psychological, physical, and social effect of psychoactive substances on the user and significant others.
2. Recognize the social, political, economic, and cultural context within which substance use exists, including risk and resiliency factors that characterize individuals, groups, and living environments.
3. Describe the interaction between substance use disorders and other medical and mental health conditions.
4. Describe the philosophies, practices, policies, and outcomes of evidence-based models of treatment, recovery, relapse prevention, and continuing care for substance use disorders and related problems.
5. Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
6. Understand established screening and assessment criteria for substance use disorders, treatment modalities, and placement criteria within the continuum of care.
7. Adapt helping strategies and treatment modalities to the client's stage of use, dependence, change, or recovery.
8. Incorporate the relevant needs of culturally diverse groups and people with disabilities into clinical practice.
9. Gather and organize data systematically from the client and other sources using a variety of methods that are sensitive to age, developmental level, culture, and gender that can be used for screening and assessment, treatment planning, referral, service coordination, provision of services, and consultation.
10. Adhere to established professional codes of ethics, Federal and State laws, and agency regulations that define the professional context and standards of the counselor and safeguard the client.
11. Recognize and utilize evidence-based practices in their professional activities.

Special Admissions Requirements

In addition to meeting university admission criteria, applicants must:
1. have a cumulative G.P.A. of 2.5 or higher for all undergraduate courses; and
2. have completed the following course work or their equivalent: six hours of study in the behavioral sciences (three hours must be in an introductory psychology course and the additional three hours in psychology, sociology, social work, or anthropology); six hours of biological sciences or chemistry; and a statistics or research methods course.

Prerequisites: nine credit-hours of addiction-related course work, including three credits in multicultural perspective (may be completed after admission to the program).

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

Recommended Preparation

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

Admission to Candidacy

After admission as a degree-seeking student, a student must also apply for candidacy. Application forms are available in the program office. Application for candidacy should be made at the beginning of the term in which the student expects to fulfill the candidacy requirements. Until degree candidacy status is attained, a student will not be permitted to enroll ADDS-8300, or ADDS-8800. To qualify for degree candidacy, a student must:
1. maintain a G.P.A. of 3.0 or higher for all graduate courses attempted; and
2. earn a grade of "B" or better in six of the following eight courses: ADDS-6100, ADDS-6600, ADDS-7200, ADDS-7400, ADDS-6900, ADDS-6500, ADDS-7500, and ADDS-8200.

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.

Required Courses (29 Hours)

- ADDS - 6100 Psychopharmacology (3)
- ADDS - 6500 Planning, Managing, and Evaluating Substance Abuse Programs (3)
- ADDS - 6600 Substance Abuse Prevention (3)
- ADDS - 6900 Etiology and Epidemiology of Substance Abuse (3)
- ADDS - 7200 Substance Abuse Counseling (3)
- ADDS - 7400 Group Techniques (3)
- ADDS - 7500 Clinical Models of Addiction (3)

- ADDS - 7600 Treating Coexisting Disorders (3)
  OR
- ADDS - 8200 Seminar in Substance Abuse (3)

- ADDS - 8300 Comprehensive Examination (1)
- ADDS - 8800 Internship (4)

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.

Total - 32 Hours

Addictions Studies, Addictions Counseling Concentration, M.H.S.

The Master of Health Science in Addictions Studies-Addictions Counseling Concentration is designed to meet the increased professional expectations for addictions counselors as detailed in, Center for Substance Abuse Treatment (2009), Addiction Counseling Competencies: The Knowledge, Skills and Attitudes of Professional Practice.

* The intent of the Addictions Counseling Concentration is to expand the professional opportunities of addictions studies graduate majors and to provide the community with specialized addictions counselors who are educated to address the persistent problems of addictions and related issues.

*Center for Substance Abuse Treatment (2009). Addictions Counseling Competencies: The Knowledge, Skills and Attitudes of Professional Practice. Technical Assistance Publication (TAP) 21. HHS Publication No. (SMA) 08-4171. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Additional Program Outcomes

In addition to the program outcomes for the MHS in Addictions Studies specified above, graduates of the Addictions Counseling Concentration are expected to:

1. Differentiate substance use disorders from other psychopathologies.
2. Identify developmental factors in substance abuse diagnosis and treatment across the lifespan.
3. Incorporate evidenced-based family interventions into clinical work.
4. Apply career theories as related to lifestyle, education, decision-making, and development in substance abuse treatment.
5. Evaluate different models of supervising counselors.

Special Admissions Requirements

You are eligible to apply for the MHS in Addictions Studies- Addictions Counseling Concentration if you meet the following criteria:

1. Current student in the MHS in Addictions Studies Program.
2. Have achieved candidacy.
3. Have no grade of "C" or less in any core courses; and
4. Have a G.P.A. of 3.5 or higher in all completed core courses.
5. Complete the Application Packet for the Addictions Counseling Concentration.

Degree Requirements

Students must meet all university requirements for a master's degree. Students also must have met all requirements for candidacy status in the MHS in Addictions Studies Program.

Required Courses (35 Hours)

- ADDS - 5520 Disparity and Diversity in Substance Abuse (3)
- ADDS - 6140 Professional Practice (3)
- ADDS - 6300 Families and Addictions (3)
- ADDS - 6400 Behavioral Health Across the Life Span (3)
- ADDS - 7100 Screening Motivation and Referral (3)
- ADDS - 7300 Career Foundations and Development (3)
- ADDS - 7600 Treating Coexisting Disorders (3)
- ADDS - 7700 Clinical Supervision in AODA (3)
- ADDS - 8200 Seminar in Substance Abuse (3)
- ADDS - 8700 Independent Study (1-8)
- ADDS - 8800 Internship (4)
- ADDS - 8810 Advanced Clinical Internship (4)

Subtotal for Addictions Studies Candidacy - 25 Hours

Subtotal for Addictions Counseling Concentration - 35 Hours

Total - 60 Hours

Minor

Addictions Studies Minor

An undergraduate minor in Addictions Studies from the College of Health and Human Services is available to students majoring in other fields. This minor is particularly appropriate for those students whose chosen career area will bring them into contact with substance abusers and their collaterals.

Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

1. complete at least nine hours of the required course work listed below at Governors State University; and
2. submit transfer courses to the minor advisor for approval by the first week of the term of intended graduation.

Required Courses (18 Hours)

- ADDS - 5100 Substance Abuse: Current Concepts (3)
- ADDS - 5520 Disparity and Diversity in Substance Abuse (3)
- ADDS - 4150 Addictions: Recovery Process (3)

- ADDS - 3260 The Adolescent Substance Abuser (3)
  OR
- ADDS - 4180 Substance Abuse: A Systems Approach (3)

- ADDS - 3200 Screening, Referral, and Treatment Planning (3)
- ADDS - 4220 Clinical Techniques in Substance Abuse (3)

Total - 18 Hours

Graduate Certificate

Addictions Screening, Assessment, and Referral Certificate

NOTE: This Certificate Program is under revision. Any new applicants to the Program as of Spring 2017 will be required to complete 18 credit hours of coursework to successfully complete this Post-BA Certificate Program.

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

Accreditation/Certification

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

Special Admission Requirements

In addition to meeting university admission criteria, applicants must:
- submit an application for admission to the certificate program; and
- have a bachelor's degree in a health, human services, justice, or education area with a minimum cumulative G.P.A. of 2.50 on a 4.0 scale.

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

Certificate Completion Requirements

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

Required Courses (12 Hours)
- ADDS - 5100 Substance Abuse: Current Concepts (3)
- ADDS - 5520 Disparity and Diversity in Substance Abuse (3)
- ADDS - 7100 Screening Motivation and Referral (3)
- HLSC - 5512 Changing Health Behaviors (3)

Department of Communication Disorders

Bachelor of Health Science

Communication Disorders, B.H.S.

The College of Health and Human Services offers an undergraduate major in Communication Disorders that provides a 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 provides the student with basic knowledge concerning disorders of speech, language, and hearing and approaches to their assessment and remediation. Education at this level is considered prerequisite to a graduate degree program.

Program Outcomes

Upon completion of the undergraduate program in communication disorders, students will be able to:
1. Describe and explain the anatomy, physiology, and neurology of the normal processes of speech, language, hearing and swallowing.
2. Describe and explain the acoustic and psychoacoustic bases and characteristics of normal speech production and perception.
3. Phonetically transcribe American English, including its regional and cultural variations.
4. Explain the roles of linguistic, psycholinguistic, and sociolinguistic (including dialectal, cultural, and economic) factors that influence stages and characteristics of normal communication development and behavior.
5. Explain the effects of dialectal, social, economic, ethnic, and cultural influences on communication behavior.
6. Describe the major communicative characteristics of individuals with disorders of articulation, language, voice, fluency, and hearing.
7. Assess, at a fundamental level, communication behaviors of individuals with disorders of speech, language, and hearing.
8. Design elementary intervention strategies, using a variety of input modalities, for individuals with communication disorders.

Undergraduate Certification

As a preprofessional curriculum, the undergraduate major does not qualify students for state licensure and national certification, but rather provides the foundation necessary for the graduate curriculum which leads to professional credentialing. The student will meet the university's general education requirements for the Professional Educator License endorsed in Non-Teaching Speech-Language Pathology. Refer to the Teacher Licensure section of this catalog for requirements for licensure through approved programs, professional education requirements, and general education requirements that must be met.

The program in Communication Disorders is designed to serve both part-time and full-time students.

For further information, or an appointment with an advisor, call the Program Office at 708.534.4590.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must have a grade point average (G.P.A.) of at least 2.75 for the last 60 hours of undergraduate course work attempted. Applicants who do not have the required G.P.A. may petition for an exception.

Degree Requirements

General Education Requirement for the Professional Educator License (37 to 41 Hours)

Students intending to apply for the Professional Educator License endorsed in Non-Teaching Speech-Language Pathology must meet University General Education Requirements (see requirements).

Core Requirements (54 Hours)

The following courses or their equivalents may be taken at either the lower-division or upper-division level:
- CDIS - 2100 Introduction to Sign Language (3)
- CDIS - 3300 Introduction to Communication Disorders (3)
- CDIS - 3400 Phonetics (3)
- CDIS - 3500 Speech and Hearing Science (3)
- CDIS - 3600 Anatomy and Physiology of Speech and Hearing (3)
- CDIS - 4100 Language Development: Early Stages (3)
- CDIS - 4150 Language Development: Later Stages (3)
- CDIS - 4200 Sociolinguistics (3)
- CDIS - 4300 Neuroscience for the Study of Communication Disorders (3)
- CDIS - 4400 Introduction to Audiology (3)
- CDIS - 4500 Introduction to Assessment and Intervention in Communication Disorders (3)
- CDIS - 4600 Augmentative and Alternative Communication (3)
- EDUC - 2310 Foundations of Education (3)
- EDUC - 3440 Educational Psychology in Action (3)

- PSYC - 1101 Principles of Psychology (3)
- PSYC - 3201 Developmental Psychology (3)
- SPED - 2100 Survey of Students with Exceptionalities (3)
- STAT - 2100 Statistics (3)

Electives (25-29 hours)

Total - 120 Hours

Master of Health Science

Communication Disorders, M.H.S.

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

Program Outcomes

Upon completion of the graduate program in communication disorders, the student will be able to:

1. Assess the communication and relevant behaviors of individuals with disorders of fluency, articulation/ phonology, voice, oral language, hearing, and feeding/swallowing.
2. Develop individualized intervention goals consistent with the requirements of federal and state laws.
3. Design individualized intervention plans for individuals with disorders of fluency, articulation/phonology, voice, oral language, and feeding/swallowing.
4. Provide appropriate speech-language pathology services to culturally diverse client populations.
5. Develop, select, and prescribe multimodal augmentative and alternative communication systems.
6. Apply scientific principles to evaluate the effectiveness of services.
7. Behave in a manner consistent with the ASHA code of ethics and the ASHA Scope of Practice in Speech-Language Pathology.
8. Integrate and apply clinical knowledge by successfully completing the national written certification examination (Praxis) of the American Speech-Language-Hearing Association (ASHA) and the Illinois State Board of Education (ISBE) examinations for the Professional Educator License endorsed in Non-Teaching Speech-language Pathology.

Graduate Accreditation/Certification

The graduate program is accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800.498.2071 or 301.296.5700. The period of accreditation extends through October 31, 2015. Graduates meet all academic and practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). This major also meets the academic requirements for licensure in speech-language pathology in Illinois. The program is approved by the Illinois State Board of Education (ISBE) and meets academic requirements for the Professional Educator License endorsed in Non-Teaching Speech-Language Pathology (formerly the Type 73 school service personnel certificate endorsed in Non-Teaching Speech-Language Pathology). This license is required for any speech-language pathologist employed in Illinois public schools. Students seeking licensure in this content area must meet the Requirements for Licensure through Approved Programs.

The program in Communication Disorders is designed to serve both part-time and fulltime students.

Special Admission Requirements

This program accepts a limited number of applicants and generally admits students only for the fall term. Students must apply for admission by January 15 of the year in which enrollment is sought. Applicants will be ranked for admission on the basis of academic potential. The number admitted will be based on the number of available openings in the program. Priority will be given to the applications of qualified Illinois residents.

In addition to meeting university criteria, applicants must:

1. have completed a bachelor's degree in communication disorders, or its equivalent at a university with regional accreditation;
2. have a cumulative GPA of 3.0 or higher for all undergraduate coursework;
3. have a G.P.A. of 3.0 or higher for all undergraduate courses attempted in communication disorders; and
4. complete the application materials of the Department of Communication Disorders.

Application to the graduate program in Communication Disorders at Governors State University is made through a centralized application service: CSDCAS. To apply to our program, you should access the Communication Sciences and Disorders Centralized Application Service at www.csdcas.org/. All application materials are due by January 15 of the year you wish to begin graduate school.

Additional information about the application process to the graduate program is available on the department's website. http://www.govst.edu/chhs/dcd/mhs/.

Recommended Preparation

In order to meet the general education requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), applicants must demonstrate knowledge of the principles of biological sciences, physical sciences, statistics, and social/ behavioral sciences. Students are required to have the equivalent of at least one 3-hour course in each of the four content areas. Courses with grades below "C" cannot be applied toward general education requirements.

Thesis/Non-Thesis Option

In the non-thesis option, a student enrolls in a least 1-credit hour of CDIS - 8000 Current Topics (1-3). The course explores current clinical and scientific issues in communication disorders. Topics will vary and may be repeated for credit.

With faculty approval, students may choose the thesis option. In the thesis option, a student completes a master's project, prepares a formal thesis manuscript, and presents the study in a formal seminar. The thesis option is designed for students who have focused research interests or who intend to pursue doctoral study. The thesis proposal must be approved before starting the practicum sequence.

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

Admission to Candidacy

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

To qualify for degree candidacy, a student must:
1. apply for candidacy in the term after completing nine graduate credit-hours in Communication Disorders courses;
2. have an approved study plan;
3. complete all undergraduate requirements in the approved study plan;
4. achieve a passing score on Test of Academic Proficiency (TAP).
5. successfully complete graduate Communication Disorders courses taught by at least two different faculty in Communication Disorders;
6. earn a minimum G.P.A. of 3.00 in the first nine credits of graduate Communication Disorders courses;
7. earn no more than one grade of "C" in graduate Communication Disorder courses;
8. demonstrate acceptable speech, language, and hearing abilities; and
9. demonstrate interpersonal skills appropriate for the profession.

More detailed candidacy information is available in the Communication Disorders Graduate Student Handbook and through the student's academic advisor.

Degree Requirements

Students must meet all university requirements for a master's degree. In addition, students must:
1. complete all required graduate Communication Disorders courses with a G.P.A. of at least 3.0;
2. satisfactorily complete all practicum requirements. Information about these requirements is available through the Communication Disorders program;
3. pass written qualifying examinations; and
4. graduate with no more than one grade of "C" in graduate Communication Disorders academic courses.

Required Courses (54 Hours)

- CDIS - 6100 Professional and Scientific Foundations of Communication Disorders (3)
- CDIS - 6200 Advanced Assessment and Intervention in Speech-Language Pathology (3)
- CDIS - 7100 Fluency Disorders: Evaluation and Treatment (3)
- CDIS - 7200 Voice and Resonance Disorders (3)
- CDIS - 7300 Aural Rehabilitation: Principles and Procedures (3)
- CDIS - 7400 Speech Sound Disorders in Children (3)
- CDIS - 7500 Child Language Disorders: Early Stages (3)
- CDIS - 7550 Child Language Disorders: Later Stages (3)
- CDIS - 7600 Adult Language and Cognitive Disorders (3)
- CDIS - 7700 Motor Speech Disorders: Differential Diagnosis and Treatment (3)
- CDIS - 7800 Dysphagia in Adults and Children (3)
- CDIS - 8100 Professional Development Seminar in Communication Disorders (1)
- CDIS - 8200 Foundations of Clinical Practice (1)
- CDIS - 8300 Qualifying Exams in Communication Disorders (1)
- CDIS - 8810 Practicum in Speech-Language Pathology: Special Populations (6)
- CDIS - 8820 Practicum in Speech-Language Pathology: Public School (6)
- CDIS - 8830 Practicum in Speech-Language Pathology: Medical Setting (6)

Thesis/Non-Thesis Option (1 or 4 Hours)
Select one of the following options:
Non-Thesis Option:
- CDIS - 8000 Current Topics (1-3)

Thesis Option:
- CDIS - 8700 Independent Study (1-8)
- CDIS - 8900 Graduate Thesis/Project: (3)

Total Required with Thesis Option - 58 Hours
Total Required with Non-Thesis Option - 55 Hours

Department of Health Administration

Bachelor of Science

Health Informatics, B.S.
Mission

The 2+2+1 concept allows students to begin coursework at the Associate level at a participating community college, transfer that coursework into a Bachelor's in Health Informatics to GSU, and then ultimately apply that coursework toward a Master's in Health Informatics. The 2+2+1 Master of Science in Health Informatics (MSHI) program seeks to provide students at Governors State University (GSU) with a complete education in understanding the role of informatics (i.e. the application of technological devices, resources, methods/techniques) in transforming the healthcare delivery field. This program is designed to assist students in developing their academic and professional skills through their general education experiences at GSU or the local Community Colleges; through upper-division and graduate courses at GSU; and through opportunities to participate in civic engagement.

The College of Health and Human Services undergraduate major in Health Informatics is a program devoted to understanding how information technology (IT) can be used to transform the way that healthcare is delivered. It influences patients, providers, payers, policy-makers, and technology vendors. The health informatics program's central academic objectives are:

- Academic Objective 1: To enable students to understand the inter-relationships between information technology and healthcare services delivery, and the ways in which they mutually influence and transform each other.
- Academic Objective 2: To provide students with technical skills necessary to succeed in an entry-level health informatics role.

The curriculum is structured as follows:

Year 1 is heavily centered on the GSU themes related to the cohorts of civic engagement, global citizenship and sustainability. Students will choose appropriate courses based on their interests and input from their academic advisors. From the standpoint of the BSHI degree, during the first year students will take the healthcare vocabularies course.

Year 2 entails more courses centered on the GSU themes and several health informatics courses including an introduction to health informatics, healthcare organization and administration, statistics, introduction to computer literacy and a finance course. These courses chiefly address Academic Objectives 1 and 2.

Year 3 contains courses in healthcare operations management, health information technology / systems analysis and design, economics, clinical foundations, health IT

standards, project management, healthcare ethics, statistics and healthcare information systems. These courses address Academic Objectives 1 and 2.

Year 4 contains courses in human computer interaction, networks and database technology, health IT leadership, concepts of research methods, knowledge management, IT security, legal issues in technology and a capstone course. These courses address Academic Objectives 1 and 2.

In the GSU design a student can earn: 1) a Bachelor of Science in Health Informatics at the end of year 4, and then complete 2) a Master of Health Informatics at the end of year 5. A total of 123 credit hours are required for the BS in Health Informatics degree. For completion of the MS in Health Informatics degree a total of 155 credit hours are required (123 BS + 32 MS).

Admission Requirements

Persons may be eligible for admission as undergraduate degree seeking first year students if they:
1. Have earned a high school diploma or equivalent.
2. Provide an official high school transcript showing a minimum 2.75 GPA on a 4.0 scale. In absence of a high school diploma and/or high school GPA, the following admission requirements apply:
   o For those with General Education Equivalency (GED) credentials, a minimum score on the GED of 410 on each of the five tests and an Average Battery score of 450.
   o For those with a home school history, applications will be reviewed for evidence of meeting the minimum high school curricular and achievement criteria.
3. Provide an official score report of a minimum ACT composite score of 18 or SAT equivalent (minimum SAT score range of 860-890 when combining Critical Reading plus Math)*.
   o * Students 21 years and older who do not submit ACT or SAT scores will be admitted based on high school GPA and other elements of the admission criteria
4. Submit a personal letter of application articulating their interest in pursuing the health informatics degree.
5. Have satisfied any collegial and/or major criteria, if applicable, for undergraduate study in a specific major.
6. Applicants must show successful completion of the minimum high school subject requirements of 4 years of English, 3 years of Math, 2 years of Lab Sciences, 2 years of Social Sciences, 2 years of Fine Arts or 2 year of a Foreign Language and 2 years of Elective Academic Units.
7. Conditional admission will be determined on a case-by-case basis. Conditions may include, but are not limited to, successful completion of Early Start sessions.

Undergraduate transfer students may be entered into the program if they meet the requirements in the university's standard admission policy. Students will be able to transfer credits up to the equivalent of the first 2 years of the program. Students with an AAS degree wishing to enter the BSHI program in year 3 will need to have completed the following courses (or their equivalent) for a minimum of 33 credit hours prior to entry into the BSHI program:
- Healthcare Organization
- Healthcare Vocabularies
- Introduction to Computer Literacy
- Healthcare Operations Management
- Healthcare Information Technology and Systems Analysis & Design
- College mathematics (including algebra)
- Economics
- Basic Finance
- College level written communications
- College level oral communications
- Statistics I

Program Outcomes

Upon completion of the program students are expected to:
1. Have knowledge to access health data, use it to describe current performance and apply it to healthcare organizations to forecast trends and patterns to improve operations.
2. Develop leadership and change management skills.

3. Explain the conceptual models of healthcare informatics and how they are used in healthcare organizations to transform care.
4. Demonstrate the capacity to make sound and ethical decisions related to healthcare informatics.
5. Gain insight into the resources needed to optimize the use of information technology in areas of healthcare research and clinical services delivery.
6. Be eligible for entry-level administrative / coordinator positions in healthcare delivery systems, consulting firms, governmental organizations and research organizations.

General Education Requirements (43-44 Hours)

The GE requirements are completed during Year 1 and 2 of college - either at Governors State University or a partnering Community College. At GSU the General Education Coursework is taken as part of a themed cohort. The General Education requirements include completing the following courses distribution with a grade of "C" or better in each course and a total of 37-38 semester hours:

- Communication: three courses including two courses in written communications (6 semester hours) and one course in oral communications(3 semester hours);
- Mathematics: one course (3 semester hours);
- Physical and Life Science three to four courses (7 to 8 semester hours) with one course selected from the life sciences, one course from the physical sciences, and at least one laboratory course;
- Humanities and Fine Arts: First Year Seminar (3 semester hours), one additional course in the humanities (3 semester hours), and one course in the fine arts (3 semester hours); and
- Social and Behavioral Sciences: Three courses (9 semester hours) from at least two disciplines.

Completed during Year 3 and 4 within the major 6 semester hours:

- A Junior Seminar course within the major (HLAD - 3109 Ethics in Healthcare Admin (3))
- A Senior Capstone/Internship course (HLAD-5099 Health Informatics Capstone - 3 semester hours)

Health Informatics Application (67 Hours)

- HLAD - 3102 Principles of Healthcare Microeconomics (3)
- HLAD - 3103 Basics of Healthcare Informatics (3)
- HLAD - 3104 Healthcare Statistics (3)
- HLAD - 3099 Healthcare Organization (3)
- HLAD - 3201 Healthcare Vocabularies (3)
- HLAD - 3202 Healthcare Operations Management (3)
- CPSC - 2005 Introduction to Computer Technology (3)
- HLAD - 7110 Healthcare Financial Management (3)
- HLAD - 3203 Health Information Technology and Systems Analysis and Design (3)
- HLAD - 5103 Introduction to Managed Care (3)
- HLAD - 4110 Health IT Standards (3)
- IT - 3310 Information Technology Project Management (3)
- HLAD - 4111 Healthcare Information Systems (3)
- HLAD - 4112 Healthcare Statistics II (3)
- HLAD - 5105 Human Computer Interaction (3)
- CPSC - 6712 IT Networks (1)
- HLAD - 7106 Database Design and Administration of Healthcare System (3)
- *Or* MIS - 7401 Database Development and Application (3)
- HLAD - 7105 Applied Research Methods for Health Administration (3)
- HLAD - 5104 Health IT Leadership (3)
- CPSC - 6790 Data Mining and Business Intelligence (3)
- CPSC - 6581 Information Security Policy and Management (3)
- *Or* MIS - 6801 Information Security Policy and Management (3)
- HLAD - 6101 Legal Issues in Health Technology (3)
- HLAD - 6102 Issues in Health IT Seminar (3)

Electives (12 Hours)

One elective must include a 3 semester hour Basic Finance course; additional 9 hours of elective credit may come from HLAD or CPSC courses.

Total - 123 Hours

Bachelor of Health Administration

Health Administration, B.H.A.

The College of Health and Human Services undergraduate major in Health Administration educates administrators to develop and manage health services organizations and programs. The curriculum is designed to be an educational mechanism through which students obtain the understanding and skills necessary for health administration. Specifically, the major is designed to prepare administrators for unit or department head positions in large and complex health care institutions such as hospitals; and for executive director positions in small and/or less complex healthcare institutions, such as clinics, nursing homes, insurance, medical group management, ambulatory care management, and family service agencies.

Program Outcomes

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

Special Admission Requirements

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

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

Accreditation

The undergraduate major has full certified undergraduate status granted by the Association of University Programs in Health Administration (AUPHA).

Degree Requirements

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

All required courses and the upper-division selectives must be completed with a grade of "C" or better.

In addition, all students must complete a pre-graduation survey.

General Education Requirement (37 Hours)

Health Administration Application (54 Hours)

- HLAD - 3101 Introduction to Healthcare Management Strategies (3)
- HLAD - 3102 Principles of Healthcare Microeconomics (3)
- HLAD - 3103 Basics of Healthcare Informatics (3)
- HLAD - 3104 Healthcare Statistics (3)
- HLAD - 3105 Healthcare Organization (3)
- HLAD - 3106 Introduction to Epidemiology (3)
- HLAD - 3107 Medical Sociology (3)
- HLAD - 3108 Policy Politics in Healthcare (3)
- HLAD - 3109 Ethics in Healthcare Admin (3)
- HLAD - 4099 Health Administration Practicum (3)

- HLAD - 4101 Healthcare Organizational Behavior (3)
- HLAD - 4103 Legal Aspects of Healthcare (3)
- HLAD - 4104 Healthcare Economics (3)
- HLAD - 4105 Management in the Healthcare Setting (3)
- HLAD - 4106 Healthcare Accounting (3)
- HLAD - 4107 Healthcare Human Resource Management (3)
- HLAD - 4108 Health Planning (3)
- HLAD - 4901 Institutional Management for Healthcare Organizations (3)

Optional Electives (6 Hours)

Students who wish to pursue a Long-Term Care Certificate must take HLAD-5101 and HLAD-5102, grade "C" or higher required.

- HLAD - 5101 Introduction to Long-Term Care (3)
- HLAD - 5102 Nursing Home Administration (3)

Total - 120 Hours

Master of Science

Health Informatics, M.S.
Mission

The 2+2+1 concept allows students to begin coursework at the Associate level at a participating community college, transfer that coursework into a Bachelor's in Health Informatics at the university level, and then ultimately apply that coursework toward a Master's in Health Informatics at the university level. The 2+2+1 Master of Science in Health Informatics (MSHI) program provides students at Governors State University (GSU) with a complete education in understanding the role of informatics (i.e., the application of technological devices, resources, methods/techniques) in transforming the healthcare delivery field. The program is designed to assist students in developing their academic and professional skills through their general education experiences at GSU or the local Community Colleges; through upper-division and graduate courses at GSU; and through opportunities to participate in civic engagement.

The College of Health and Human Services graduate program in Health Informatics is a science devoted to understanding how information technology (IT) can be used to transform the way that healthcare is delivered. It influences patients, providers, payers, policy-makers, and technology vendors. The health informatics program's central academic objectives are:

Academic Objective 1: To enable students to understand the inter-relationships between information technology and healthcare services delivery, and the ways in which they mutually influence and transform each other.

Academic Objective 2: To provide students with technical, management and quantitative skills necessary to succeed in a mid-level health informatics role.

Academic Objective 3: To enable students to conceptualize and implement research designs and methodologies allowing them to expand their knowledge in health informatics and contribute to knowledge in the field (research option).

Academic Objective 4: To enable students to conceptualize and design a practical experience allowing them to expand their knowledge in health informatics and contribute to the operations of a health IT or health informatics department in a healthcare organization (practicum option).

The 2+2+1 curriculum is structured as follows:

Year 1 is heavily centered on the new GSU themes related to the cohorts of civic engagement, global citizenship and sustainability. Students will choose appropriate courses based on their interests and input from their academic advisors. From the standpoint of the MSHI degree, during the first year students will take the healthcare vocabularies course.

Year 2 entails more courses centered on the GSU themes and several health informatics courses including an introduction to health informatics, healthcare organization and administration, statistics, introduction to computer literacy and a finance course. These courses chiefly address Academic Objectives 1 and 2.

Year 3 contains courses in healthcare operations management, health information technology / systems analysis and design, economics, clinical foundations, health IT standards, project management, healthcare ethics, statistics and healthcare information systems. These courses address Academic Objectives 1, 2 and 4.

Year 4 contains courses in human computer interaction, networks and database technology, health IT leadership, concepts of research methods, knowledge management, IT security, legal issues in technology and a capstone course. These courses address Academic Objectives 1, 2, 3 and 4.

Year 5 contains courses in research, quality management, finance, quantitative decision making, strategy and several electives from health administration, computer science or management information systems. These courses address Academic Objectives 1, 2, 3 and 4.

In the GSU design a student would earn: 1) a Bachelor of Science in Health Informatics at the end of year 4, and then complete 2) a Master of Health Informatics at the end of year 5. A total of 123 credit hours are required for the BS in Health Informatics degree. For completion of the MS in Health Informatics degree a total of 155 credit hours are required (123 BS + 32 MS).

Admission Requirements

1. Have earned a degree in Health Informatics, B.S. or equivalent.
2. GPA of 3.0 or higher for the last 60 hours of undergraduate course work or a cumulative 3.0 GPA.
3. Submit three letters of recommendation that support the applicant for graduate study in health informatics. Recommendation letters must be from previous academic faculty and/or from current or previous employers. If the applicant has been out of school or unemployed for more than five years, he/she may petition for a waiver or a substitution of references.
4. Submit a 1000 word personal statement for pursuing the MS in Health Informatics.
5. Complete an interview with the Admissions Committee scheduled on a mutually agreeable date and time. International students may request an interview via telephone, Skype, or web conference.
6. All international applicants must submit official academic credentials with an evaluation from Educational Credentials Evaluation (ECE) or World Education Services (WES) and may be required to submit a minimum acceptable score on the Test of English as a Second Language (TOEFL) or International English Language Testing System (IELTS).

Program Outcomes

Upon completion of the program students are expected to:
1. Have knowledge to access health data, use it to describe current performance and apply it to healthcare organizations to forecast trends and patterns to improve operations
2. Develop leadership and change management skills
3. Explain the conceptual models of healthcare informatics and how they are used in healthcare organizations to transform care.
4. Demonstrate the capacity to make sound and ethical decisions related to healthcare informatics

5. Demonstrate the capacity to advance the overall delivery of quality patient care through the use of data and analytics
6. Gain insight into the resources needed to optimize the use of information technology in areas of healthcare research and clinical services delivery.
7. Be eligible for mid-level administrative / management positions in healthcare delivery systems, consulting firms, governmental organizations and research organizations

Admission to Candidacy

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

- have earned a grade of "B" or better in three of the following five courses: HLAD-7110 , HLAD-8101 , HLAD-8103 , HLAD-8108 , HLAD-8900;
- complete all prerequisite course work listed in the Required Preparation Section;
- apply for candidacy after earning a minimum of 9 and a maximum of 15 graduate-level credit-hours;
- demonstrate adequate oral and written communication abilities appropriate for the profession; and
- demonstrate adequate interpersonal skills appropriate for the profession.

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

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

Required Preparation

Students should have completed the following prerequisite course work (or equivalent) within the last five years:

- HLAD - 3202 Healthcare Operations Management (3)
- HLAD - 3109 Ethics in Healthcare Admin (3)
- HLAD - 4112 Healthcare Statistics II (3)
- HLAD - 6102 Issues in Health IT Seminar (3)
- HLAD - 7105 Applied Research Methods for Health Administration (3)
- Oral Communications (3)
- Written Communications (3)
- Basic Finance (3)

Total: 24 credit hours

Students are also expected to be computer literate and may be required to take a computer course or workshop to achieve literacy. Students without this or acceptable equivalent course work may be admitted to the program, but can only enroll in graduate courses for which they have satisfied the appropriate prerequisites. Students may seek a waiver for prerequisites by submitting a written request with supporting documentation to the advisor for evaluation during their first semester of enrollment.

Students who complete the BS in Health Informatics at GSU are eligible to complete the MS in Health Informatics provided they have a GPA of 3.0 or higher for the last 60 hours of undergraduate course work or a cumulative 3.0 GPA. Students will also need to complete the university graduate application.

Degree Requirements (32 Hours)

The degree requirements for the **Master of Science in Health Informatics** require that a candidate must have completed all of the coursework identified for the Health Informatics, B.S. (or equivalents) and complete at the Master Degree level the courses below. All required courses must be completed with a grade of "B" or better. Students must meet all university requirements for a

master's degree.

Core Courses (12 Hours)

- HLAD - 7110 Healthcare Financial Management (3)
- HLAD - 8101 Quantitative Decision-Making for Health Administration (3)
- HLAD - 8103 Healthcare Quality Improvement Concepts and Tools (3)
- HLAD - 8108 Strategic Planning and Marketing for Health Administration (3)

Culminating Courses (20 Hours)

Practicum concentration

- HLAD - 8900 Health Informatics Practicum Experience I (3)
- HLAD - 8903 Health Informatics Practicum Experience II (2)
- HLAD - 8112 Health Informatics Research Thesis (3)
- HLAD/CPSC/MIS electives (12 hours)

Research Concentration

- HLAD - 8904 Health Informatics Research Experience I (3)
- HLAD - 8906 Health Informatics Research Experience II (2)
- HLAD - 8112 Health Informatics Research Thesis (3)
- HLAD/CPSC/MIS electives (12 hours)

Thesis Concentration

- HLAD - 8905 Health Informatics Practicum Thesis (3)
- HLAD/CPSC/MIS electives (15 hours)

Total - 32 Hours

Total hours for the 2+2+1 MS in Health Informatics = 155 credit hours

2 years Community College or lower level coursework (1000 and 2000) + 2 years at GSU in upper level (3000 - 6000) course work and complete the BS + 1 year of graduate (7000-8000) level coursework

Master of Health Administration

Health Administration, M.H.A.

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

Program Outcomes

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

1. Explain various frameworks of viewing healthcare systems, delivery systems, and health policy.

2. Demonstrate business and non-business aspects of managing and measuring healthcare organizational processes and outcomes.
3. Demonstrate abilities to collect, analyze data, and communicate findings effectively.
4. Demonstrate capacity to assume leadership positions in healthcare delivery systems, healthcare product development organizations, or both public and private healthcare organizations.
5. Explain the conceptual models of healthcare organizational processes and outcomes.
6. Demonstrate the capacity to make sound, thoughtful, and ethical decisions related to health administration.
7. Apply available tools to assess and measure organization-specific environment and outcomes.
8. Value organizational diversity and population differences.
9. Demonstrate commitment to health equity and patient-centered healthcare.
10. Integrate clinical knowledge and management skills necessary to improve organizational effectiveness.
11. Engage in life-long learning.

Accreditation

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

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must:
1. have a G.P.A. of 3.0 or higher for the last 60 hours of undergraduate course work or a cumulative 3.0 G.P.A. for all previous graduate course work; applicants with an undergraduate G.P.A. below 3.0 may be advised to take six hours of graduate course work as undeclared students, achieve grades of "B" or better in the course work, and re-apply for admission. The Admissions Committee will evaluate the applicant's work and determine eligibility for admission;
2. submit three letters of recommendation that support the applicant for graduate study in health administration; Recommendation letters must be from previous academic faculty and/or from current or previous employers. If the applicant has been out of school or unemployed for more than five years, he/she may petition for a waiver or a substitution of references;
3. submit a 1000 word Personal Statement for pursuing the Master's Degree of Health Administration;
4. complete an interview with the Admissions Committee scheduled on a mutually agreeable date and time. International students may request an interview via telephone, Skype, or web conference.
5. All international applicants must submit official academic credentials with an evaluation from the Educational Credentials Evaluation (ECE) in Milwaukee, WI, and may be required to submit a minimum acceptable score on the Test of English as a Second Language (TOEFEL).

Required Preparation

An undergraduate major in one of the following fields is recommended: health administration, business administration, public administration, allied health disciplines, or social/behavioral sciences.
Students should have completed the following prerequisite course work within the last five years: three hours in Healthcare Accounting (HLAD-4106); three hours in Statistics (HLAD-3104); three hours in Economics (HLAD-3102); three hours of Basic Management (HLAD-3101); and three hours in Policy and Politics in Healthcare (HLAD-3108). Students are also expected to be computer literate and maybe required to take a computer course or workshop to achieve literacy. Students without this or acceptable equivalent course work may be admitted to the program, but can only enroll in graduate courses for which they have satisfied the appropriate prerequisites. Students may seek a waiver from prerequisites by submitting a written request with supporting documentation to their advisor for evaluation during their first semester of enrollment.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available from the student's advisor. Application for candidacy should be made during the trimester in which the student expects to fulfill the candidacy requirements. Unsuccessful applicants to candidacy will not be permitted further registration in courses in the degree program. To qualify for degree candidacy, a student must:
1. have earned a grade of "B" or better in six of the following nine courses: HLAD-7101, HLAD-7102, HLAD-7104, HLAD-7105, HLAD-7107, HLAD-7109, HLAD-7110, HLAD-7111, and HLAD-7112;
2. complete all prerequisite course work listed in the Required Preparation Section;
3. apply for candidacy after earning a minimum of 18 and a maximum of 27 graduate-level credit-hours;
4. demonstrate adequate oral and written communication abilities appropriate for the profession; and
5. demonstrate adequate interpersonal skills appropriate for the profession.

Skill levels noted in items four and five above are evaluated based on the professional judgment of the faculty and administrators through regular review of student progress.
More detailed candidacy information is available from the student's advisor.

Degree Requirements

Required Courses (51 Hours)

- HLAD - 7101 Introduction to Healthcare Organization (3)
- HLAD - 7102 Community Health and Managerial Epidemiology (3)
- HLAD - 7105 Applied Research Methods for Health Administration (3)
- HLAD - 7107 Economics of Health Administration (3)
- HLAD - 7108 Healthcare Policy (3)
- HLAD - 7109 Healthcare Informatics (3)
- HLAD - 7110 Healthcare Financial Management (3)
- HLAD - 7111 Organizational Theories in Health Administration (3)
- HLAD - 7112 Healthcare Management I (3)
- HLAD - 8101 Quantitative Decision-Making for Health Administration (3)
- HLAD - 8102 Healthcare Program Planning and Evaluation (3)
- HLAD - 8103 Healthcare Quality Improvement Concepts and Tools (3)
- HLAD - 8105 Healthcare Human Resource Management (3)
- HLAD - 8106 Healthcare Law (3)
- HLAD - 8107 Healthcare: Financial Management II (3)
- HLAD - 8108 Strategic Planning and Marketing for Health Administration (3)
- HLAD - 8901 Healthcare Management II (3)

Integrative Field Experience Option (3 Hours)
Select three hours:
- HLAD - 8902 Health Administration Field Experience (3)
- HLAD - 8110 Internship (1-8) (minimum of six months)
- HLAD - 8111 Graduate Thesis/Project: (1-8)

Graduate Certificate

Health Care Informatics Certificate

The Health Care Informatics Certificate program in the College of Health and Human Services, is designed to prepare healthcare professionals to work with information management systems. The program consists of an 18 credit-hour sequence of courses that provides career training and skills development for working professionals, career changers, and recent college graduates. The program is designed to supplement, rather than to replace, degree education. It allows students to explore new career opportunities and to stay current in the field.

Admission Requirements

Admission to the Health Care Informatics program occurs once a year and in the fall semester only.
In addition to meeting all relevant university requirements, applicants must:
- possess a bachelor's degree at the undergraduate level (preferably, health administration, business/public administration, allied health disciplines, or computer science) from a regionally accredited college or university; and
- complete the prerequisite courses, including CPSC-2005 (or equivalent course or professional experience) and a research methods course (HLAD-7105 or equivalent).

Certificate Requirements

To receive a certificate in HCI, students must:
1. complete all required course work;
2. earn a grade of "C" or higher for all course work; and
3. maintain a "B" (3.0) average or higher for all course work.

Required Courses (18 Hours)
- CPSC - 6578 Networking Essentials (3)
- HLAD - 7103 Information Systems for Healthcare Managers (3)
- HLAD - 7106 Database Design and Administration of Healthcare System (3)
- HLAD - 7109 Healthcare Informatics (3)
- HLAD - 8100 Health Information System Analysis and Design (3)
- HLAD - 8104 Medical Records, Information Security, and the Law (3)

Total - 18 Hours

Courses of Study

All courses are currently listed in the catalog. Students will take the required courses in the following sequence:

Fall Semester

- CPSC - 6578 Networking Essentials (3)
- HLAD - 7103 Information Systems for Healthcare Managers (3)

Spring Semester

- HLAD - 7106 Database Design and Administration of Healthcare System (3)
- HLAD - 7109 Healthcare Informatics (3)

Summer Session

- HLAD - 8100 Health Information System Analysis and Design (3)
- HLAD - 8104 Medical Records, Information Security, and the Law (3)

Health Services Research Certificate

The College of Health and Human Services Health Services Research Certificate program prepares students for entry-level research positions in the healthcare field. The curriculum is designed for part time students and can be completed in three terms. The first term is dedicated to providing a base of knowledge in both statistics and fundamental areas of research concern in health care. The second term takes students to the first level of applying this base of knowledge. Second term courses focus on applying research strategies to healthcare problems and on beginning the process of identifying a suitable research project in conjunction with a faculty member in a mentor/student relationship. Finally, during the third term, the process is completed through instruction in computerized data analysis and the completion of a final project with the same faculty member. The final project will be a publishable, journal length article that will be submitted to an appropriate outlet. Students are admitted to the certificate program in fall term only.

Admission Requirements

In addition to meeting all relevant university requirements, applicants must:

- have graduated from a regionally accredited college or university with a minimum of a 2.5 grade point average for the last 60 hours of undergraduate course work; and
- submit three standard letters of recommendation that support the applicant's ability to complete the certificate program.

Certificate Requirements

To receive a certificate in HSR, students must:

1. complete all required course work;
2. earn a grade of "C" or higher for all course work;
3. maintain a "B" (3.0) average or higher for all course work;
4. successfully submit a research paper written in collaboration with a full-time faculty member for publication; and
5. submit an application for the certificate to the program director for approval upon successful completion of all requirements.

Required Courses (18 Hours)

- HLAD - 7104 Introduction to Health Services Research (3)
- HLAD - 7105 Applied Research Methods for Health Administration (3)
- HLAD - 8109 Independent Study (1-8)
- HLAD - 8111 Graduate Thesis/Project: (1-8)
- STAT - 6110 Data Analysis in the Social Sciences Using SPSS (3)
- STAT - 6219 Statistical Methods (3)

Total - 18 Hours

Department of Nursing

Bachelor of Science in Nursing

Nursing, B.S.N.

The College of Health and Human Services undergraduate major in Nursing provides registered nurses who are graduates from either an associate degree or a diploma program an opportunity to obtain a baccalaureate degree in Nursing. This major is designed to prepare nurses to practice as generalists in health care settings with clients of all ages and acquaints the nurse with the historical development of nursing and trends affecting nursing and health care delivery. Leadership abilities of the professional nurse are emphasized. The theoretical basis of nursing and the changing scope of nursing practice are analyzed. Beginning research activities are developed. This major also prepares students for future graduate nursing education.

Program Outcomes

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

Accreditation

This major is accredited by the:
Accreditation Commission for Education in Nursing
(ACEN)
3343 Peachtree Road. NE
Suite 850
Atlanta, GA 30326
Website: www.nlnac.org

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must:

1. have earned an associate's degree in nursing or have graduated from a diploma nursing program; and
2. be currently licensed as registered professional nurse in the state of residence.

Individuals who recently graduated from an associate's degree nursing program and are in the process of obtaining a Registered Professional Nurse License may be admitted conditionally, with the provision that licensure shall be obtained by the end of the first term of enrollment in order to continue in the program.

Applicants with credentials from countries other than the United States must have their credentials evaluated through a university approved evaluation organization. Contact the Admissions Office for a listing of approved evaluation organizations. The evaluated credentials must be submitted with one's application.

Applicants must assume all responsibility for fees associated with testing.

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

Degree Requirements

Students must meet all university requirements for a bachelor's degree, but a minimum of 35 credits must be completed at the upper-division level; up to 85 lower-division credits may be transferred to GSU.

In addition, all nursing courses must be completed with a grade of "C" or better. A student may repeat only two nursing courses once to earn a grade of "C" or better without being academically dismissed from the program.

General Education Requirements

The curriculum fulfills the general education requirements of the university as stated in the catalog.

Required Courses

Lower-Division Course Work

The following courses are required at the lower-division level unless specified by *: Nursing Courses (30 Hours) (Granted for the associate degree nursing coursework as a block)

- General Education and Other Courses (55 Hours)
- Anatomy and Physiology (4)

- General Chemistry (4)
- Organic Chemistry (4)*
- Microbiology (4)
- Written Composition I (3)
- Written Composition II (3) *
- Speech/Oral Communications (3)*
- Writing Intensive Elective (3)*
- General Psychology (3) *
- General Sociology (3) *
- Human Growth and Development or Life-Span Development (3)*
- Statistics (3)*
- Humanities Elective (3)*
- Basic Computer Applications (3)*
- Fine Arts Elective (3)*
- Multicultural Elective (3)

NOTE:

* These courses may be taken at either the lower-division or upper-division level. Individuals may choose to be admitted conditionally and take these courses at the upper-division level. However, this will extend the total time for program completion at GSU.

Upper-Division Courses (35 Hours)

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

- NURS - 3140 Conceptual Basis for Professional Nursing (3)
- NURS - 3150 Pathophysiology (3)
- NURS - 3160 Gerontological Nursing (3)
- NURS - 3170 Basic Nursing Informatics (3)
- NURS - 3300 Health Assessment (3)
- NURS - 4110 Evidence-Based Research (3)
- NURS - 4120 Public Health Promotion (3)
- NURS - 4130 Public Health Practicum (3)
- NURS - 4501 Leadership for Patient Safety (3)
- Fine Arts Elective (3)**
- Humanities Elective (3)**
- Free Electives (3)**

NOTE:

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

Total - 120 Hours

Master of Science in Nursing

Nursing, M.S.N.

The College of Health and Human Services graduate major in Nursing provides a master's degree program for nurses who have a baccalaureate degree in nursing. The degree provides the opportunity to focus as a clinical nurse specialist in adult health, as a nurse administrator, or as a family nurse practitioner.

The Clinical Nurse Specialist in Adult/Gerontological Health sequence prepares the advanced practice nurses to serve the health needs of adults/geriatric clients in a variety of settings. The graduate will be able to synthesize advanced knowledge of health-illness states of clients; integrate research-based problem solving and decision making in designing care for clients, families, and communities; use advanced therapeutic intervention skills in one's clinical practice;

and implement effective communication strategies in collective management of client care. The graduate will be prepared to assume the role of clinical specialist that reflects contemporary nursing practice standards. The graduate will also be prepared to apply for certification as a clinical nurse specialist in Adult/Gerontological Health. The program consists of core courses at the 6000-7000 level designed to provide the knowledge and skills required of any advance practice nurse. Specialty courses at the 8000 level provide preparation for role as clinical specialist in adult/Gerontological health.

The sequence in the Family Nurse Practitioner prepares the advanced practice nurse to serve the health needs of clients across the life span in a variety of primary care settings. The graduate will be able to synthesize theoretical and evidence-based clinical knowledge to provide professional comprehensive primary and specialty client care across the domains of client health and illness management; client-practitioner relationship; teaching and coaching; managing and negotiating health care delivery systems; monitoring and ensuring quality of health care practice, and culture competence. The graduate will be prepared to assume the role of Family Nurse Practitioner as reflected by contemporary advanced practice nursing standards. The graduate will also be prepared to apply for national certification examination as a Family Nurse Practitioner. The program consists of core courses at the 7000 level designed to provide the knowledge/skills required of any advanced practice nurse. Specialty courses at the 8000 level provide didactic and practicum preparation for the role as Family Nurse Practitioner.

The Family Nurse Practitioner Certificate is an option for nurses already prepared at the advanced practice level who have a master's degree.

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

Accreditation

Both undergraduate and graduate programs are accredited by: Accreditation Commission for Education in Nursing, Inc. (ACEN)
3343 Peachtree Road NE
Suite 500
Atlanta, Georgia 30326
Web site: http://www.nlnac.org
For further information, or an appointment with an advisor, email the Department of Nursing at nursingadvisor@govst.edu or call 708.534.4040.

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must:
1. have a baccalaureate degree with a major in Nursing from an accredited nursing program in a regionally-accredited college or university;
2. have completed the following undergraduate courses or their equivalent: Nursing Research, Statistics, and Health Assessment;

3. have a current and valid license as a registered professional nurse in the State of Illinois;
4. submit a one-page biographical sketch and a statement of personal goals for pursuing a graduate degree in nursing; and
5. have a cumulative GPA of 2.50 or higher in all undergraduate courses and a GPA of 3.0 or higher with a grade of "C" or better in all upper-division nursing courses. Applicants who do not meet the GPA requirements or who have graduated from non-graded baccalaureate programs will be conditionally admitted. A GPA of 3.0 must be maintained for the first nine hours of work completed. If a 3.0 GPA is not maintained, the student must petition the Nursing program for continued enrollment. Please address your formal request to continue enrollment to Dr. Nancy MacMullen, Chair, Department of Nursing, Governors State University, 1 University Parkway, University Park, IL 60484.

Applicants must submit initially all transcripts through NursingCAS. The Admissions Processing Office of Governors State University may require an additional official copy.

Applicants with credentials from countries other than the United States must have their credentials evaluated through a university approved evaluation organization. Contact the Admission Office for a listing of approved evaluation organizations. The evaluated credentials must be submitted through NursingCAS with the application.

Applicants must assume all responsibility for fees associated with testing.

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

Other Requirements

1. Once accepted into the program, information regarding health and other program specific requirements will be sent to the student. These requirements must be met within the first term of enrollment.
2. The **Clinical Nurse Specialist and Nursing Administration** sequences require at the minimum, 500 clinical hours that must be completed prior to graduation.
3. The **Family Nurse Practitioner** sequence requires 540 clinical hours that must be completed prior to graduation across the following settings:
    o 500 must be direct patient care.
    o The majority of the hours should be divided between pediatrics, adult/ geriatrics.
    o You must have a minimum of 65 hours of OB (prenatal care).
    o You must have a minimum of 65 hours of pediatrics-however if you have an opportunity do get more experience in this area, please do so. You can have a maximum of 135 pediatric hours. The intent is for you to have exposure to patients throughout the lifespan.
    o You are responsible for finding/identifying the clinical site and providing the information needed to secure a contract with the site. Clinical settings include Family Practice, Internal Medicine, Pediatrics and OB/Gyn. **Acute care settings (hospitals) are not allowed.**
    o *Typhon Nurse Practitioner Student Tracking System* (Typhon-NPST) is the repository for maintaining all clinical data. Prior to your first two courses (NURS-8221 & NURS-8222) you must purchase Typhon-NPST
    o You must purchase malpractice insurance stating that the policy covers you as a **Family Nurse Practitioner student** with $1 million of liability for each occurrence and a minimum of $6 million per annual aggregate.

Admission to Candidacy

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

1. meet all conditions of admission; and
2. complete all core nursing courses specific to concentration: CNS and FNP - NURS-6145, NURS-6150, NURS-7180, NURS-7181, and NURS-7182; Nurse Administrator - NURS-6145, NURS-7182, NURS-8350, ONTL-5101, HLAD-7101, HLAD-7109.

Degree Requirements

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

1. pass, during the last term of the student's program, comprehensive examination over the major area of study. This examination will be administered by three faculty and it may be repeated only once; and
2. complete a minimum of 500 clinical hours for the CNS and CNA sequence, 540 clinical hours for the FNP sequence;
3. complete all clinical courses with a grade of "B"; and
4. a student may repeat only one nursing course in which a grade of "D" or less is received without being academically dismissed from the program.

Required Courses Clinical Nurse Specialist Sequence (42 Hours)

- NURS - 6145 Theoretical Perspectives for Advanced Practice Nursing (3)
- NURS - 6150 Advanced Clinical Pathophysiology (3)
- NURS - 7180 Advanced Health Assessment (4)
- NURS - 7181 Pharmacotherapy in Nursing (3)
- NURS - 7182 Healthcare Policy and Nursing (3)
- NURS - 8102 Clinical Issues for Advanced Nursing Practice (3)
- NURS - 8103 Advanced Nursing Research (3)
- NURS - 8107 Adult Health and Illness I (5)
- NURS - 8108 Adult Health and Illness II (5)
- NURS - 8210 Clinical Nurse Specialist in Adult Health (5)
- NURS - 8946 Adult Health Internship and Project (5)

Required Courses Nursing Administration Sequence (42 Hours)

- HLAD - 7101 Introduction to Healthcare Organization (3)
- HLAD - 7109 Healthcare Informatics (3)
- HLAD - 8102 Healthcare Program Planning and Evaluation (3)
- HLAD - 8103 Healthcare Quality Improvement Concepts and Tools (3)
- HLAD - 8105 Healthcare Human Resource Management (3)
- NURS - 6145 Theoretical Perspectives for Advanced Practice Nursing (3)
- NURS - 7182 Healthcare Policy and Nursing (3)
- NURS - 8102 Clinical Issues for Advanced Nursing Practice (3)
- NURS - 8103 Advanced Nursing Research (3)
- NURS - 8350 Nursing Administration I (3)
- NURS - 8400 Nursing Financial Management (3)
- NURS - 8550 Nursing Administration II Seminar (3)
- NURS - 8956 Nursing Administration Practicum (3)
- ONTL - 5101 Introduction to Online Learning (2)

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

Health Sciences
  Communication Studies
  Addictions Studies
  Management Information Systems

Required Courses for the Family Nurse Practitioner Sequence (44 Hours)

- *The following courses serve as prerequisites to the first set of clinical courses:*
- NURS - 6145 Theoretical Perspectives for Advanced Practice Nursing (3)
- NURS - 6150 Advanced Clinical Pathophysiology (3)
- NURS - 7180 Advanced Health Assessment (4)
- NURS - 7181 Pharmacotherapy in Nursing (3)
- NURS - 7182 Healthcare Policy and Nursing (3)
- *Clinical set 1:*

*Requires a minimum of **90 clinical hours** focused on understanding the role of the FNP along with health promotion and prevention.*
NURS-8221, NURS-8222, and NURS-8102 are required co-requisites.

- NURS - 8221 Family Nurse Practitioner Role Practicum (2)
- NURS - 8222 Family Nurse Practitioner Role (3)
- NURS - 8102 Clinical Issues for Advanced Nursing Practice (3)
- *Clinical set 2:*
*Requires a minimum of **135 clinical hours** focused on managing episodic and acute conditions of the client 18 years and older in an ambulatory care setting.*
NURS-8111, NURS-8112, NURS-8103 are required co-requisites.
- NURS - 8111 Adult Family Practicum (3)
- NURS - 8112 Adult Family Health and Illness (3)
- NURS - 8103 Advanced Nursing Research (3)
- *Clinical set 3:*
*Requires a minimum of **135 clinical hours** focused on managing the pregnant/post-partum client and episodic and acute conditions of the pediatric client 1 week-18 years in an ambulatory care setting. It is our intent for each student to spend a minimum of 65 hours in an OB/GYN practice and a minimum of 70 hours in a pediatric practice.*
NURS-8119 and NURS-8120 are required co-requisites.
- NURS - 8119 Young Family in Health and Illness Practicum (3)
- NURS - 8120 Young Family in Health and Illness (3)
- *Clinical set 4:*
*Requires a minimum of **180 clinical hours** focused on gaining independence in the role of the family nurse practitioner. It is expected that the student will begin to manage simple to complex chronic diseases with minimal assistance from their preceptor. The population focus is across the life span.*
NURS-8949 and NURS-8950 are required co-requisites.
- NURS - 8949 Clinical Practicum for Family Nurse Practitioner Residency & Project (4)
- NURS - 8950 Family Nurse Practitioner Residency Project (1)

Thesis Option (3 Hours)

- NURS - 8900 Graduate Thesis/Project (1-8)

NOTE:

Students who have focused research interests or who intend to pursue doctoral study may wish to conduct formal thesis/project research. Students may begin in the sixth semester by registering for NURS-8900 for one hour. A minimum of three hours is required. More information about this option is available from the academic advisor.

Total Required - 42 - 44 Hours; Thesis Option Total = 45-47 Hours

Doctor of Nursing Practice

Nursing Practice, D.N.P.

The College of Health and Human Services doctor in nursing practice (DNP) provides a professional practice doctorate in nursing that is designed for applicants to matriculate at two entry points: post baccalaureate or post master's degree with a major in nursing. The degree prepares the graduate for a career with a focus on one of the following advanced professional practice specialties: direct practice, community behavior, leadership/administration, or practitioner/educator. The sequence of courses provides the DNP graduate with the skills to assume leadership in meeting the healthcare needs of clients in a variety of settings; the program has an emphasis on the care of vulnerable populations.

Program Outcomes

Graduates will be able to:
1. Demonstrate advanced levels of clinical judgment/scholarship in nursing practice.
2. Critically analyze complex clinical situations and practice systems.
3. Evaluate and apply conceptual models, theories, and research in order to improve healthcare of diverse populations.
4. Systematically investigate a clinically focused area of nursing in order to order advanced healthcare.

5. Analyze the social, economic, political, and policy components of healthcare systems, which affect care planning and delivery.
6. Assume leadership roles in the development of clinical practice models, education models, health policy, and standards of care.
7. Integrate professional values and ethical decision-making in advanced nursing practice.

Admissions Requirements: Post-Baccalaureate

Students requesting entry to the Doctor of Nursing Practice Program (DNP) at the post-baccalaureate level must meet all the requirements for graduate admission. In addition, students must have at least a 3.0 GPA before progression into DNP-8171.

Post Master's

Students requesting entry to the Doctor of Nursing Practice Program (DNP) at the post-master's level must be accepted into the doctoral program and provide a transcript of completion of a master's in nursing program from an accredited institution.

Licensure

Students must produce evidence of nursing licensure in the appropriate jurisdiction prior to enrolling in clinical courses.

Special Admission Requirements

Applications with all supporting documents must be submitted by March 1 for fall semester admission. Late applications will be placed on a waiting list and will not be reviewed until all timely applicants have been processed. No action will be taken until all admission documents have been received. Admission to the Doctor of Nursing Practice is limited and competitive.

1. All required credentials must be on file in the Office of Admission before applicants can be admitted to the program.
2. Applicants whose credentials are from countries other than the United States must have their credentials evaluated through the Office of Admission.
3. Applicants are expected to meet the following admission requirements:
   a. graduation from an accredited baccalaureate program in nursing. International students must graduate from a nursing program that has undergone comparable review per AACN Baccalaureate Essentials criteria and must score a minimum of 213 on the computer-based TOEFL;
   b. a minimum undergraduate nursing cumulative Grade Point Average of 3.0, on a four-point scale, or equivalent "B" average. Note: Applicants not meeting this criterion may be considered for conditional admission status;
   c. evidence of current registered nurse licensure in the State of Illinois (for students planning to complete the program in Illinois) or from an appropriate jurisdiction (for out-of-state students intending to complete practice requirements outside the state of Illinois);
   d. evidence of successful completion with a grade of B or better of an upper division statistics course taken within the last five years. Alternately, one may be taken concurrently with the first term of graduate coursework;
   e. a personal interview with a graduate admissions committee;
   f. basic computer competency as follows: Students should be able to use e-mail with attachments; access online course materials and navigate BlackBoard courses; demonstrate intermediate competency with Microsoft Word, Excel, PowerPoint; be able to effectively use clinical simulation modules; have beginning competency with a statistical package preferably SPSS; and be able to navigate the Web including access to online library materials, Nursing Blog, and similar sites. Students who are unfamiliar with web-supported instruction are encouraged to take ONTL - 5101 Introduction to Online Learning (2) prior to or during the first term of enrollment;
   g. grades in all previous master's course work of "B" or better; and
   h. submit an application packet which includes:
      i. the Graduate School Application form. This is to be completed online;
      ii. official (original) transcripts showing the award of the BSN and the MS in Nursing (if a post MS applicant) and any other program pre-requisites;
      iii. a 300-500 word essay, which addresses your reasons for pursuing the Doctor of Nursing Practice, career goals, and practice interests;
      iv. three letters of recommendation evaluating your scholarly potential. One should be from a clinical advisor or supervisor, one from an academic advisor or faculty member, and one from a nursing peer;
      v. a curriculum vita or resume; and
      vi. a copy of your current registered nurse license.

Other Requirements

1. Once accepted into the program, information regarding health and other program specific requirements will be sent to the student. These requirements must be met within the first semester of enrollment.
2. Applicants are responsible for all doctoral level tuition and fees. Applicants must assume all responsibility for fees associated with testing.

Admission to Candidacy

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

1. meet all conditions of admission; and
2. complete all core courses: DNP-8171, DNP-8172, DNP-8173, DNP-9180, DNP-9181, HLSC-7500, HLSC-8300, HLSC-8350, HLSC-8400, and STAT-8260.

Degree Requirements

Students must meet all university requirements for a doctoral degree. In addition, students must: pass, during the last semester of the student's program, the capstone project which will be reviewed by a panel of three nursing faculty members complete degree requirements within five (5) years of application for candidacy; and may repeat only one course in which a grade of "F" is received.

Required Courses Post-Master's Entry (44 - 47 Hours)

A. Core Courses (29 Hours)

- DNP - 8171 Healthcare Leadership (3)
- DNP - 8172 Diversity, Spirituality, and Social Issues (3)
- DNP - 8173 Policy, Power, and Politics in Nursing (3)
- DNP - 9180 Nursing Leadership Internship (2)
- DNP - 9181 Advanced Evidence-Based Nursing Practice (3)
- HLSC - 7500 Interprofessional Collaboration (3)
- HLSC - 8300 Epidemiology (3)
- HLSC - 8350 Responsible Conduct of Research (3)
- HLSC - 8400 Information Management Nursing Decision Support (3)
- STAT - 8260 Advanced Statistics in Behavioral Science (3)

B. Role Development Courses (10 - 13 Hours)

(Select 1 area)

Practitioner/Educator Role

- DNP - 9510 Practitioner/Educator Role Residency (4)
- NURS - 8610 Curriculum Development in Nursing (3)
- NURS - 8611 Instructional Methods in Nursing (3)
- NURS - 8612 Measurement and Evaluation in Nursing Education (3)

Community Behavior

- HLSC - 8750 Healthcare Organizational Behavior (3)
- DNP - 9280 Population Based Healthcare Delivery Systems (3)

- DNP - 9281 Risk Management in Population Health (3)
  OR
- HLSC - 9200 Healthcare Security and Disaster Preparedness (3)

- DNP - 9520 Community Role Residency (4)

Leadership/Administration Role

- DNP - 9380 Nursing Leadership Innovation and Entrepreneurship (3)
- DNP - 9480 Advanced Practice Role: Care of Vulnerable Populations (3)
- DNP - 9530 Nursing Leadership Role Residency (4)

Direct Practice Role

- DNP - 9540 Advanced Practice Role Residency (4)
- HLAD - 7107 Economics of Health Administration (3)

C. Capstone Courses (5 Hours)

- DNP - 9600 Doctorate of Nursing Practice Introduction to Capstone Proposal (1)
- DNP - 9601 Doctorate of Nursing Practice Capstone Proposal Development I (1)
- DNP - 9602 Doctorate of Nursing Practice Capstone Proposal Development II (1)
- DNP - 9961 Doctorate of Nursing Practice Capstone Project (2)

Total - 44 - 47 Hours

Required Courses Post-Baccalaureate Entry (86- 89 Hours)

The post-baccalaureate option requires that the following courses be completed prior to and in addition to those required for the Post-Master's Option:

A. Clinical Nurse Specialist (42 Hours)

- NURS - 6145 Theoretical Perspectives for Advanced Practice Nursing (3)
- NURS - 6150 Advanced Clinical Pathophysiology (3)
- NURS - 7180 Advanced Health Assessment (4)
- NURS - 7181 Pharmacotherapy in Nursing (3)
- NURS - 7182 Healthcare Policy and Nursing (3)
- NURS - 8102 Clinical Issues for Advanced Nursing Practice (3)
- NURS - 8103 Advanced Nursing Research (3)
- NURS - 8107 Adult Health and Illness I (5)
- NURS - 8108 Adult Health and Illness II (5)
- NURS - 8210 Clinical Nurse Specialist in Adult Health (5)
- NURS - 8946 Adult Health Internship and Project (5)

OR

B. Nursing Administration (42 Hours)

- HLAD - 7101 Introduction to Healthcare Organization (3)
- HLAD - 7109 Healthcare Informatics (3)
- HLAD - 8102 Healthcare Program Planning and Evaluation (3)
- HLAD - 8103 Healthcare Quality Improvement Concepts and Tools (3)
- HLAD - 8105 Healthcare Human Resource Management (3)
- NURS - 6145 Theoretical Perspectives for Advanced Practice Nursing (3)
- NURS - 7182 Healthcare Policy and Nursing (3)
- NURS - 8102 Clinical Issues for Advanced Nursing Practice (3)
- NURS - 8103 Advanced Nursing Research (3)
- NURS - 8350 Nursing Administration I (3)
- NURS - 8400 Nursing Financial Management (3)
- NURS - 8550 Nursing Administration II Seminar (3)
- NURS - 8956 Nursing Administration Practicum (3)
- ONTL - 5101 Introduction to Online Learning (2)

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

- Health Sciences
- Communication Studies
- Addictions Studies
- Management Information Systems
- Required Courses Post-Master's Option
- (44-47 Hours) (Listed Above)

Total - 86 - 89 Hours

Graduate Certificate

Family Nurse Practitioner Certificate

The [College of Health and Human Services](#) Department of Nursing offers a Certificate to prepare nurses with Master of Science in Nursing CNS concentration to meet the requirements for licensure as a Family Nurse Practitioner. The program is intended for nurses who have attained a master's or doctoral degree in a clinical specialty and who aspire to work as a nurse practitioner in an advanced practice setting.

Admission Requirements

1. A master's or doctoral degree in nursing with current Illinois Advanced Practice Nursing (APN) Licensure and/or a current Specialty Certification in an Adult Clinical Focus qualifying the applicant for state APN licensure; OR

2. A master's or doctoral degree in nursing with a clinical focus and a minimum of 500 hours of documented clinical activity that would qualify the applicant to apply for an Adult Specialty Certification and APN state licensure.
3. Transcripts and adequate, appropriate clinical activity hours will be reviewed on an individual basis.
4. Transcripts must support advanced pharmacology, pathophysiology and physical assessment courses at the master's or doctoral level.
5. Licensure as a registered professional nurse in the State of Illinois or the jurisdiction in which clinical practice will occur.

Requirements for the Certificate

The curriculum leading to the Family Nurse Practice Certificate consists of the following graduate courses:

- NURS - 8111 Adult Family Practicum (3)
- NURS - 8112 Adult Family Health and Illness (3)
- NURS - 8119 Young Family in Health and Illness Practicum (3)
- NURS - 8120 Young Family in Health and Illness (3)
- NURS - 8221 Family Nurse Practitioner Role Practicum (2)
- NURS - 8222 Family Nurse Practitioner Role (3)
- NURS - 8949 Clinical Practicum for Family Nurse Practitioner Residency & Project (4)
- NURS - 8950 Family Nurse Practitioner Residency Project (1)

Total - 22 Hours

A student may repeat only one nursing course in which a grade of "D" or less is received without being academically dismissed from the program.
Student must complete all clinical courses with a grade of "B"

Department of Occupational Therapy

Master of Occupational Therapy

Occupational Therapy, M.O.T.

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

Program Outcomes

Students who have completed all required academic and fieldwork education in the Master of Occupational Therapy (MOT) program will be able to:

1. demonstrate entry-level competence of an occupational therapist through a combination of critical reasoning, comprehensive skills and knowledge and effective communication;
2. articulate and apply occupational therapy theory and science based evidence in occupational therapy service across the life span and in multiple areas of health and human service;
3. uphold the ethical standards and values of the occupational therapy profession and embrace a commitment to life-long learning;
4. promote health, wellness, and participation in life roles for all, but especially for those with illness, injury or disability;
5. advocate for occupational therapy services and those served to enable people of all ages to live life to their fullest.

Accreditation

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is 301.652.AOTA. Web address is www.acoteonline.org.

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). All states, including Illinois, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Caution: a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure.

Special Admissions Requirements

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

- Social and Behavioral Sciences (9 hours total) to include General Psychology (3 hours) and Abnormal Psychology (3 hours). The following courses are strongly recommended: developmental psychology, or other related sociology or anthropology courses.
- Natural Sciences; (16 credit-hours total) to include 4 credits of general physics I with lab, 8 credits of anatomy and physiology with lab; 4 credits of general chemistry with lab.
- Other course work: (6 hours total)
  - Medical Terminology (1 hour)
  - Orientation to Occupational Therapy (2 hours)
  - Survey of Research or Statistics course (3 hours)

Applicants must have a minimum undergraduate cumulative GPA of 2.75 and a minimum prerequisite GPA of 3.00. The Graduate Record Exam (GRE) is a prerequisite requirement for the MOT program. An essay and three letters of recommendation are required in the application process.

Application to the MOT program is through an occupational therapy centralized application service: OTCAS (www.otcas.org) Admission is by application and is competitive. Review the program website (www.govst.edu/mot) for current information regarding application procedures and timelines.

Recommended Preparation

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

Admission to Candidacy

Following acceptance and progression in the MOT program, a student must apply for candidacy. Application must be made when a student has completed at least 75 credit-hours and maintained a G.P.A. of 3.0 or higher for all courses in the MOT program.

Master's Final Project

The Occupational Therapy Level II Fieldwork A and B (OCCT-8910 and OCCT-8920) are graduate practica that provide students with the opportunity to evaluate the relevance of theoretical and academic perspectives in the profession and meet entry-level competence and, therefore, meet the requirement of the master's final project.

Degree Requirements

Required Courses (102 Hours)

Degree Requirements (102 Hours)

- OCCT - 6601 Gross Anatomy I (3)
- OCCT - 6602 Gross Anatomy I Laboratory (1)
- OCCT - 6611 Gross Anatomy II (3)
- OCCT - 6612 Gross Anatomy II Laboratory (1)
- OCCT - 6626 Neuroscience (4)
- OCCT - 6705 Professional Formation I - Dynamics of Occupational Therapy (1)
- OCCT - 6706 Professional Formation II - OT Process (3)
- OCCT - 7707 Professional Formation III Ethics and Policy and Advocacy (2)
- OCCT - 6730 Theories of Occupation (3)
- OCCT - 7110 Conditions in OT I (3)
- OCCT - 7120 Conditions in OT II (3)
- OCCT - 7130 Conditions in Occupational Therapy Practice III (3)
- OCCT - 7210 Occupational Therapy Level I Fieldwork A (1)
- OCCT - 7220 Occupational Therapy Level I Fieldwork B (1)
- OCCT - 7230 Occupational Therapy Level I Fieldwork C (1)
- OCCT - 7705 Kinesiology Laboratory I (1)
- OCCT - 7706 Kinesiology Laboratory II (1)
- OCCT - 7715 Kinesiology I: Theory and Application for Occupational Therapy (3)
- OCCT - 7716 Kinesiology II: Theory and Application for OT (3)

- OCCT - 7730 Environmental Factors Impact on Participation Across the Life Span I (1)
- OCCT - 7732 Environmental Factors Impact on Participation Across the Life Span II (2)
- OCCT - 7740 Psychosocial Knowledge (3-4)
  Recommend registering for 3 credit hours.
- OCCT - 7742 Psychosocial Knowledge Laboratory (1)
- OCCT - 7750 Human Development and Performance I (3)
- OCCT - 7760 Human Development and Performance II (3)
- OCCT - 7780 Models of Health (3)
- OCCT - 7790 Research Methods for Occupational Therapy (3)
- OCCT - 7810 Occupational Therapy Assessment and Intervention I (3)
- OCCT - 7811 Occupational Therapy Assessment and Intervention Laboratory I (1)
- OCCT - 7820 Occupational Therapy Assessment and Intervention II (3)
- OCCT - 7821 Occupational Therapy Assessment and Intervention Laboratory II (1)
- OCCT - 7830 Assistive Technology: Methods and Tools (3)
- OCCT - 7835 Methods and Tools for Promoting Performance (2)
- OCCT - 7840 Managing Occupational Therapy Services (3)
- OCCT - 7400 Integrative Seminar In OT (1)
  Must be taken at three different times throughout the degree program to earn a total of three 1-hour credits for this course.
- OCCT - 8900 Occupational Therapy Independent Research Study (1-8)
  Maximum required hours for this course to meet degree requirements is 3 credit-hours. The credits may be taken over two terms, e.g. register for 1 credit-hour one term and 2 credit-hours in another term.
- OCCT - 8910 Occupational Therapy Level II Fieldwork A (3-10)
  Minimum number of hours required to meet degree requirements is 10. Must register for all ten hours within one term.
- OCCT - 8920 Occupational Therapy Level II Fieldwork B (10)

NOTE:
* All Occupational Therapy students must complete Level II fieldwork within 24 months following completion of academic preparation and achieving candidacy.

Doctor of Occupational Therapy

Occupational Therapy, Dr.O.T.

The Doctorate in Occupational Therapy (DrOT) is a post-professional practice degree offered through the College of Health and Human Services. Occupational therapists will advance skills and knowledge to enhance current practice and prepare to be an innovator in traditional and emerging areas of occupational therapy. The student will also have the opportunity to develop and/or refine academic, research, and clinical teaching skills.

This program is designed for occupational therapists seeking a post professional advanced practice doctorate in occupational therapy.

The DrOT will have three points of entry:

- Master of Occupational Therapy degree;
- Baccalaureate of Occupational Therapy with a masters degree in an area of study other than occupational therapy;
- Baccalaureate of Occupational Therapy without additional master degree completion. The post baccalaureate entry requires completion of all prerequisite courses for the DrOT core sequence.

Program Outcomes

Students who have completed the Doctorate in Occupational Therapy (DrOT) will be able to:

1. Synthesize research, theory and models of practice as a foundation for evidenced based occupational therapy practice in a variety of settings/systems.
2. Analyze and theorize the implications of history, culture and the sociopolitical environment influence in the practice of occupational therapy.
3. Contribute to the growth and dissemination of knowledge in current and/or emerging areas of occupational therapy practice.
4. Advance the practice of occupational therapy.
5. Develop personal, collegial, and interdisciplinary approaches to delivering culturally relevant and responsive occupational therapy services.

6. Select the appropriate teaching-learning theories to design educational experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public.
7. Critically evaluate and address the various contexts of health care, education, community, and political and social systems as they relate to the practice of occupational therapy.

Admission Requirements:

Applicants must meet the following admission requirements:
1. provide or show evidence of:
   a. a minimum graduate GPA of 3.0, on a 4.0 point scale;
      note: applicants not meeting this criterion may be considered for conditional admission status;
   b. initial certification from NBCOT;
   c. current state occupational therapy license;
   d. successful completion (3.0 on a 4.0 scale) of an upper division statistic course within the past five years; alternately, one may be taken concurrently with the first semester of graduate coursework;
   e. basic computer competency including word processing and use of the Internet; (students who are unfamiliar with web-supported instruction are encouraged to take ONTL - 5101 Introduction to Online Learning (2) prior to or during the first term of enrollment);
   f. application essay;
   g. curriculum vita or resume;
   h. three letters of recommendation; and
   i. a personal interview with a graduate program faculty advisor/mentor.
   AND
2. provide evidence of an occupational therapy masters degree.
   a. a masters degree from an occupational therapy program accredited by ACOTE;
   b. a baccalaureate degree in occupational therapy from an occupational therapy program accredited by ACOTE and a masters degree in occupational therapy or a related field;
   c. International students must have graduated from a masters level program accredited by the World Federation of Occupational Therapy (WFOT).
   OR
3. provide evidence of a baccalaureate of occupational therapy degree.
   a. a baccalaureate degree from an occupational therapy program accredited by ACOTE;
   b. International students must have graduated with a bachelors degree from a World Federation of Occupational Therapy (WFOT) approved program;
   c. All bachelors prepared occupational therapists who have not earned an additional master's degree must complete the DrOT transitional prerequisite courses.

Application Procedure:

Application for admission to the DrOT program is rolling allowing students to enter each semester, A cutoff date for application will be posted on the DrOT web site for each semester and for summer session. The application process will consist of:
1. completion of the DrOT graduate application;
2. submission of official copies of all transcripts from schools attended;
3. an essay addressing the applicant's reasons) for pursuing the Doctor of Occupational Therapy degree;
4. three letters of recommendation that address the applicant's potential for post professional study; one letter should be from an employer or supervisor, one from an occupational therapy colleague, and one from an individual who can attest to your scholarly potential;
5. proof of initial NBCOT certification;
6. proof of current state occupational therapy license;
7. submission of the application fee.

Applications will be reviewed by members of the DrOT
Program Admission Committee and applicants will be invited to interview. Committee recommendation will be based on the review of the admission materials, recommendations, course work to date, essay and interview. The committee will recommend those candidates who are the best qualified to the DrOT Program Coordinator. Applicants will be notified of the decision via letter.

Degree Requirements

A. Required Courses (33 hours)

- OCCT - 6100 Introduction to Academic Writing (3) (may be repeated up to 6 credits)
- OCCT - 8220 Research Methods for Occupational Therapy (3)
- OCCT - 8310 Advanced Theories in Occupational Therapy (3)
- OCCT - 8320 Occupation Centered Practice and Process (3)
- OCCT - 8340 Instructional Methods in Occupational Therapy (3)
- OCCT - 8345 Program Develop and Evaluation (3)

- OCCT - 8350 Leadership and Entrepreneurship in Occupational Therapy (3)
- OCCT - 8360 Advocacy: Legal and Ethical Policy and Leadership (3)
- OCCT - 8370 Funding Occupational Therapy Research (3)
- OCCT - 8415 Advanced Research In OT (4)
- OCCT - 8510 Pro-Seminar I (1)
- OCCT - 8520 Pro-Seminar II (1-3) (may be repeated two times for a total of 9 credits)
- OCCT - 8530 Pro-Seminar III (1-3) (may be repeated one time for a total of 6 credits)

B. Specialty Concentration Elective Required:

(6 Credit hours minimum) Specialty concentration electives will be developed as part of the doctoral student study plan.

C. Culminating Project Required Courses (6 hours)

- OCCT - 9910 Doctorate in Occupational Therapy Capstone I (1-3) (may be repeated up to 6 credit hours)
- OCCT - 9920 Doctorate in Occupational Therapy Capstone Research Project II (1-3) (may be repeated up to 6 credit hours)

Total - Minimum 45 Hours

Applicants who have a baccalaureate of occupational therapy without additional master degree completion will be required to complete the DrOT transition prerequisite courses before starting the DrOT core courses.

- OCCT - 6100 Introduction to Academic Writing (3)
- OCCT - 6730 Theories of Occupation (3)
- OCCT - 6800 Health and Human Services Arena (3)
- OCCT - 7790 Research Methods for Occupational Therapy (3)

Admission to Candidacy

Candidacy is awarded by a committee of the DrOT faculty. Candidacy serves as the gateway for student progression to the capstone research project sequence.

Capstone Research Project I will give the student the opportunity to incorporate theory, research and best practice methods in a specialty concentration.

Capstone Research Project II will be grounded in theory and evidence. Through the capstone research project the student will contribute to the occupational therapy body of knowledge.

Department of Physical Therapy

Doctor of Physical Therapy

Physical Therapy, D.P.T.

The College of College of Health and Human Services professional doctoral degree in Physical Therapy (D.P.T.) is designed for the student who has completed a bachelor's degree in any major and specific prerequisite course work. The curriculum employs a systems approach, with emphasis on the musculoskeletal, neurological, cardiopulmonary, and integumentary systems. The specific responsibilities of patient screening, examination, evaluation, diagnosis, prognosis, plan of care, interventions, and outcomes assessment in physical therapy practice are related to the whole person. The curriculum integrates educational experiences in the classroom, laboratory, community, and clinical settings.

The purpose of the Doctor of Physical Therapy program is to prepare students to be entry-level physical therapists practitioners who base decisions on scientific and clinical evidence for their roles as clinicians, leaders, advocates, and teachers. Within the broadening scope and increasing autonomy of physical therapy practice, graduates of the program will be prepared to become leaders in the community, profession, and healthcare who will advocate for patients and influence health policy.

Program Objectives

At the conclusion of the DPT program, the student will be able to:
1. Screen, examine, evaluate, and diagnose individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
2. Plan and implement standard and innovative interventions for individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.

3. Determine the optimal level of improvement in function and the amount of time to reach that level for a patient with an impairment, functional limitation, or disability related to movement.
4. Instruct individuals and groups in the prevention of impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
5. Demonstrate social responsibility, citizenship, and advocacy, including participation in community and human service organizations and activities.
6. Integrate scientific and clinical evidence in physical therapy practice, and contribute to the evidence for practice.
7. In professional interactions:
   a. exhibit moral, ethical, and legal behavior;
   b. display sensitivity to individual differences and values;
   c. communicate appropriately;
   d. display effective leadership skills;
   e. display effective administrative and consultative behaviors; and
   f. effectively use contemporary technology.
8. Demonstrate effective teaching skills that are culturally appropriate and meet the needs of the learner.

Accreditation

The Illinois Board of Higher Education approved the Doctor of Physical Therapy degree in January of 2006. The Higher Learning Commission of the North Central Association of Colleges and Universities approved the Doctor of Physical Therapy degree in January of 2007. The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 N. Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245; email: accreditation@apta.org; website: http://www.capteonline.org.

Licensure

After graduation from an accredited program, a student must pass a national examination and meet licensure requirements of the state in which they wish to practice.

Special Admissions Requirements

Applications for admission are due by October 15. Late admissions packets will be accepted on a space available basis. Application to the Doctor of Physical Therapy (DPT) curriculum is now made through a centralized application service of the American Physical Therapy Association (APTA). To apply to our program, you should access the physical therapy centralized application service (PTCAS) at www.ptcas.org where you will find the information on applying to our DPT curriculum. As part of our application, you will have to have a copy of Graduate Record Examination (GRE) scores mailed directly to us from the GRE agency.

Additionally, you will have to have official transcripts from all schools you have attended mailed directly to us from those schools you have attended Applicants to the DPT curriculum are reminded that they must apply for admission to the university when applying to the DPT curriculum.

In addition to meeting university admission criteria, applicants must:
1. have a bachelor's degree, any major, with a minimum cumulative G.P.A. of 2.8 on a 4.0 scale;
2. achieve a minimum of 1,000 points combined on the verbal reasoning and quantitative reasoning sections of the Graduate Record Examination (GRE) or 300 on the GRE revised General Test;
3. have appropriate prerequisite course work with a minimum prerequisite G.P.A. of 3.0 on a 4.0 scale. The GSU equivalent course is given in parenthesis. The following courses (in semester credit-hours) or their equivalents are minimum prerequisites for entry into the D.P.T. program:
   - General biology with lab (8)
   - General chemistry with lab (8)
   - One additional biology or chemistry course with lab (4).
     This must be a 2000-level or higher course such as Organic Chemistry with lab (CHEM-3513/CHEM-3514), Cell Biology with lab (BIOL-3370/BIOL-3371), or Human Physiology I and II with lab (BIOL-4444/BIOL-4445/BIOL-4446/BIOL-4447)
       - Anatomy with lab (4-8); two semester sequence of 1000-level Human Anatomy and Physiology with lab (8) OR one semester of 2000-level or higher with lab (4) such as Comparative Anatomy (BIOL-3360/BIOL-3361)
       - General Physics with lab (8) (PHYS-2141 /PHYS-2142 and PHYS-2143 /PHYS-2144)
       - Statistics (3) (STAT-6219)
       - Medical Terminology (1) (HLSC-4400) (OCCT-4400)
       - General Psychology (3) (PSYC-1101)
       - Abnormal Psychology (3) (PSYC-3430)
       - Developmental Psychology (3) such as Cognitive/Educational Psychology (PSYC-6606)
       - Orientation to Physical Therapy (2) (PHYT-2320)
4. submit a supplementary application packet which includes:
   - official transcripts of ALL previous college-level work;

- supplemental information form;
- official GRE scores;
- three letters of recommendation;
- a personal essay; and
- official TOEFL scores (if applicable);
5. submit the payment of the non-refundable application fee; and
6. participate in personal interviews conducted by the Physical Therapy Department admissions committee.

Technical Standards for the Doctor of Physical Therapy Program

To perform the essential functions of a physical therapist in an independent manner, accepted applicants and candidates for graduation from the Department of Physical Therapy in the College of Health and Human Services are required to certify that they understand and meet the technical standards of the Doctor of Physical Therapy Program (full text available from the department office or the department website). Applicants or students who are unable to independently meet any of the technical standards must be able to direct others in the safe and effective execution of any task. Applicants or students who may not meet the technical standards should contact the Department Chair to identify what reasonable accommodations, if any, the Department of Physical Therapy could make to enable the accepted applicant or candidate to meet the standards.

Admission to Candidacy

After an approved study plan is on file in the Department of Physical Therapy Office, each student must apply for admission to candidacy. Application forms are available in the department office. Application for candidacy must be made at the beginning of the third semester in which the student is enrolled and before participation in Clinical Practicum (PHYT-7729). Students must have completed 38 credit-hours with a minimum G.P.A. of 3.0 to be accepted into candidacy and progress to the first clinical education experiences.

Degree Requirements

Required Courses: (108 hours)

A. Basic Sciences:
- BIOL - 7706 Physiology of Disease I (3)
- BIOL - 7707 Physiology of Disease I Laboratory (1)
- BIOL - 7716 Physiology of Disease II (4)
- PHYT - 6601 Gross Anatomy I (3)
- PHYT - 6602 Gross Anatomy I Laboratory (1)
- PHYT - 6611 Gross Anatomy II (3)
- PHYT - 6612 Gross Anatomy II Laboratory (1)
- PHYT - 6626 Neuroscience (4)

B. Physical Therapy:
- PHYT - 6701 Patient Management I (2)
- PHYT - 6702 Patient Management I Laboratory (1)
- PHYT - 6705 Movement Analysis I (2)
- PHYT - 6706 Movement Analysis I Laboratory (1)
- PHYT - 6710 Integrative Physical Therapy Seminar I (1)
- PHYT - 6711 Patient Management II (2)
- PHYT - 6712 Patient Management II Laboratory (1)
- PHYT - 6715 Movement Analysis II (2)
- PHYT - 6716 Movement Analysis II Laboratory (1)
- PHYT - 6720 Integrative Physical Therapy Seminar II (1)
- PHYT - 6721 Patient Management III (2)
- PHYT - 6722 Patient Management III Laboratory (1)
- PHYT - 6724 Pharmacology for Physical Therapy (2)
- PHYT - 6742 Psychomotor Development Throughout the Lifespan (3)
- PHYT - 6743 Research in Physical Therapy Practice (3)
- PHYT - 6745 Exercise Physiology (2)
- PHYT - 6746 Exercise Physiology Laboratory (1)
- PHYT - 7717 Clinical Orthopedics I (2)
- PHYT - 7718 Clinical Orthopedics I Laboratory (1)
- PHYT - 7727 Physical and Electrical Agents Laboratory (1)
- PHYT - 7728 Physical and Electrical Agents in Physical Therapy (2)

- PHYT - 7729 Clinical Practicum (3)
- PHYT - 7730 Integrative Physical Therapy Seminar III (1)
- PHYT - 7737 Clinical Orthopedics II (3)
- PHYT - 7738 Clinical Orthopedics Laboratory II (1)
- PHYT - 7740 Integrative Physical Therapy Seminar IV (1)
- PHYT - 7755 Cardiopulmonary Physical Therapy (3)
- PHYT - 7756 Neuroscience Therapeutics I (2)
- PHYT - 7757 Neuroscience Therapeutics Laboratory I (1)
- PHYT - 7760 Interaction and Education for Patient Care (3)
- PHYT - 7762 Integumentary Physical Therapy (3)
- PHYT - 7766 Neuroscience Therapeutics II (3)
- PHYT - 7767 Neuroscience Therapeutics Laboratory II (1)
- PHYT - 7770 Ethical, Leadership, and Policy Dimensions of Physical Therapy (3)
- PHYT - 7772 Orthotics and Prosthetics (2)
- PHYT - 7780 Physical Therapy in the Healthcare Team (3)
- PHYT - 7782 Imaging for Physical Therapists (2)
- PHYT - 7786 Physical Therapy Management of Medical/Surgical (2)
- PHYT - 7788 Comprehensive Patient Management (2)
- PHYT - 8792 Wellness and Human Performance (3)
- PHYT - 8801 Clinical Internship I (4)
- PHYT - 8802 Integrative Physical Therapy Seminar V (1)
- PHYT - 8803 Clinical Internship II (4)
- PHYT - 8804 Integrative Physical Therapy Seminar VI (1)
- PHYT - 9783 Applied Research in Physical Therapy (2)
- PHYT - 9808 Integrative Physical Therapy Seminar VII (1)

Selectives (Select two, 11 hours)
- PHYT - 9805 Clinical Internship III (4)
  and
- PHYT - 9807 Clinical Internship IV (5)
  OR
- PHYT - 9809 Clinical Internship III and IV (9)
  and
- PHYT - 8811 Current Issues in Physical Therapy (2)

In addition to completing the required courses, students must also:
a. satisfactorily complete all clinical internships in a variety of settings; and
b. complete and present a graduate research project.

Total - 119 Hours

Transitional - Doctor of Physical Therapy

Transitional Doctorate in Physical Therapy, t-D.P.T.

The College of Health and Human Services transitional Doctoral degree in Physical Therapy (t-DPT) is designed for the student who has completed a bachelor's or master's degree in physical therapy and has at least six months of full-time work experience in physical therapy practice.

The purpose of the t-DPT is to prepare licensed physical therapists to meet the challenges of a changing practice environment. Completion of this degree program will enhance the ability of practicing physical therapists to be leaders, educators and clinicians who incorporate evidence and cultural competence into practice. This program serves as a bridge between the content taught in bachelors and masters level programs and current physical therapy practice at the doctoral level.

Program Objectives

At the conclusion of the t-DPT program, the student will be able to:
1. Screen, examine, evaluate, and diagnose individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.

2. Plan and implement standard and innovative interventions for individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
3. Determine the optimal level of improvement in function and the amount of time to reach that level for a patient with an impairment, functional limitation, or disability related to movement.
4. Instruct individuals and groups in the prevention of impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
5. Demonstrate social responsibility, citizenship, and advocacy including participation in community and human service organizations and activities.
6. Integrate scientific and clinical evidence in physical therapy practice, and to contribute to the evidence for practice.
7. In professional interactions:
    a. exhibit moral, ethical, and legal behavior;
    b. display sensitivity to individual differences and values;
    c. communicate appropriately;
    d. display effective leadership skills;
    e. display effective administrative and consultative behaviors; and
    f. effectively use contemporary technology.
8. Demonstrate effective teaching skills that are culturally appropriate and meet the needs of the learner.

Accreditation

The Physical Therapy program has been granted Accreditation Status for the first-professional DPT by the Commission on Accreditation in Physical Therapy Education (CAPTE), at 1111 N. Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245, or by e-mail at accreditation@apta.org; website: http://www.capteonline.org. The program is not required to seek additional approvals for the t-DPT through the CAPTE.

Admission Requirements

Applications for admission will be accepted at any time during the year. Applications for admission are available from the Physical Therapy Department Office and online at www.govst.edu/tdpt. The Department of Physical Therapy Admissions Committee will review applications before an offer of admission is extended.

In addition to meeting the university admission criteria for graduate students, the following are required of applicants:
1. current licensure as a Physical Therapist in the United States or its territories;
2. a bachelor's or master's degree in physical therapy, with a minimum cumulative GPA of 2.8 on a 4.0 scale;
3. a minimum of six months of experience in full time practice as a physical therapist (1,000 hours);
4. two letters of recommendation;
5. computer access to complete online course work; and
6. approval for prior course work of up to six credit hours may be awarded based on individual qualifications and completion of the following:
    - Previous coursework at Governors State University
    - Award of American Board of Physical Therapist Specialties certification
    - Completion of a credentialed clinical residency program
7. Internationally educated physical therapists must submit official academic credentials with evaluation from the Educational Credentials Evaluation (ECE) organization in Milwaukee, WI and may be required to submit a minimum acceptable score on the Test of English as a Second Language (TOEFL).

Degree Requirements

Clinical Management Courses (12 credit hours)
- PHYT - 6820 Clinical Decision Making I (3)
- PHYT - 6821 Clinical Decision Making II (3)
- PHYT - 7830 Teaching and Learning in Physical Therapy (3)
- PHYT - 7840 Management and Administration in Physical Therapy (3)

Clinical Science Courses (9 credit hours)
- PHYT - 6824 Pharmacology for Licensed Physical Therapists (3)
- PHYT - 7842 Imaging for Licensed Physical Therapists (3)
- PHYT - 8832 Human Performance and Wellness (3)

Evidence Based Practice Courses (9-12 credit hours)
- HLSC - 8350 Responsible Conduct of Research (3)
- PHYT - 6790 Introduction to Healthcare Research (3) (required for BA trained)
- PHYT - 7825 Research I: Evidence Based Physical Therapy Practice (3)
- PHYT - 9875 Research II: Clinical Project (3)

Electives (3-9 credit hours)

- ONTL - 6101 Introduction to Online Teaching (3)
- PHYT - 6800 Independent Study (3)
- PHYT - 7850 Advocacy and Leadership in Physical Therapy (3)
- PHYT - 7852 Integumentary Physical Therapy (3)
- PHYT - 7860 Topics in Physical Therapy (3) (topics vary)
- Approved courses from other graduate programs (3)

Total Credits - 33 Hours for physical therapists who entered the program with a master's degree

Total Credits - 42 Hours for physical therapists who entered the program with a bachelor's degree

NOTE:

In addition to successful completion of the courses, students must complete a Capstone Project to be reviewed by three faculty members.

Graduate Certificate

Principles of Conductive Education Certificate

NOTE: This certificate program is being phased out, therefore no new applications will be accepted as of Spring Term 2017.

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

Special Admissions Requirements

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

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

Requirements for Completion of the Certificate

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

- PHYT - 4510 Principles of Conductive Education (3) **OR**
- PHYT - 6510 Principles of Conductive Education (3)
  OR
- OCCT - 4510 Principles of Conductive Education (3) **OR**
- OCCT - 6510 Principles of Conductive Education (3)

- PHYT - 4520 Disease Processes Relevant to Conductive Education (2) **OR**
- PHYT - 6520 Disease Processes Relevant to Conductive Education (2)
  OR
- OCCT - 4520 Disease Processes Relevant to Conductive Education (2) **OR**
- OCCT - 6520 Disease Processes Relevant to Conductive Education (2)

- PHYT - 4530 Advances in Motor Control and Motor Learning (3) **OR**
- PHYT - 6530 Advances in Motor Control and Motor Learning (3)
  OR

- OCCT - 4530 Advances in Motor Control and Motor Learning (3) **OR**
- OCCT - 6530 Advances in Motor Control and Motor Learning (3)

- PHYT - 4550 Research in Conductive Education (2) **OR**
- PHYT - 6550 Research in Conductive Education (2)
  OR
- OCCT - 4550 Research in Conductive Education (2) **OR**
- OCCT - 6550 Research in Conductive Education (2)

- PHYT - 4560 Practicum in Conductive Education (3) **OR**
- PHYT - 6560 Practicum in Conductive Education (3)
  OR
- OCCT - 4560 Practicum in Conductive Education (3) *OR*
- OCCT - 6560 Practicum in Conductive Education (3)

- PHYT - 4570 Learning Processes in Conductive Education (3) **OR**
- PHYT - 6570 Learning Processes in Conductive Education (3)
  OR
- OCCT - 4570 Learning Processes in Conductive Education (3) **OR**
- OCCT - 6570 Learning Processes in Conductive Education (3)

Completion Requirements

In addition to completing the online classroom hours, students will engage in 16 contact hours of laboratory experience held at the Center for Independence through Conductive Education (Countryside, IL) learning hands-on handling techniques, and practical knowledge of how CE works. These 30 hours are included into the regularly scheduled CE program.
A capstone project of 45 hours will accompany the practicum experience (PHYT-4560/OCCT-6560). The Practicum will take place at the Center of Independence through Conductive Education.

Total - 16 Hours

Department of Social Work

Bachelor of Social Work

Social Work, B.S.W.

The College of Health and Human Services undergraduate major in Social Work prepares students for entry-level professional social work practice as generalists. Generalist practice differs from advanced practice in its particular focus on concrete direct services and case management, and generalist practitioners are not prepared for advanced social work practice in specialized areas of concentration. Generalist practitioners work under close supervision than advanced practitioners. The bachelor of social work program is grounded in a social justice ethic scrupulously attentive to social and economic disparities encompassing planned interventions with people at multiple levels (individuals, families, groups, organizations, and communities) through engaged, inclusive, culturally appropriate practice methods at all levels to affect systemic social and economic change and "just" outcomes for people at greatest risk. Requirements include the acquisition of an ecological perspective on human behavior for understanding the ways people influence and are affected by the social, political, and economic environmental contexts. A belief in the capacity of people to grow and change, and to make positive decisions on their own and others behalf, as well as and an appreciation of the value of human capacities and diversity is emphasized. Students are provided learning opportunities for the development of cultural, social and political competence, critical thinking skills, research knowledge and skills, especially those which facilitate the evaluation of one's own practice. Professional values and ethics, systems theories and principles, practice theories and methods, social policy issues and processes, and knowledge and skills for effective social work generalist practice are important aspects of the social work curriculum. Agency experiences, including field practicum, provide the student with opportunities for integration and synthesis of learning, as well as exploration of fields of social work practice. Graduates have the background to pursue graduate studies in social work, psychology, addictions, law, and other related fields.

Program Outcomes

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

1. Apply knowledge of the relationship between individuals, and their environment including historical, cultural, biological, psychological, spiritual and social contexts.
2. Apply critical thinking skills within the context of professional social work practice.
3. Understand the value base of the profession and its ethical standards and principles and practice accordingly.
4. Practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
5. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
6. Understand and interpret the history of the social work profession and its contemporary structures and issues.
7. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
8. Use theoretical frameworks supported by empirical evidence to understand human development, behavior and agency across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.
9. Analyze, formulate, and influence social policies.
10. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
11. Use communication skills differentially across client populations, colleagues, and communities to enhance human well-being, and prevent social injustice, and alleviate human suffering.
12. Use supervision and consultation appropriate to social work practice.
13. Function as a positive change agent within the structure of organizations and service delivery systems and achieve organizational change.
14. Be committed to personal growth, including the professional use of self.

Accreditation

The Bachelor of Social Work Program is nationally accredited by the Council on Social Work Education.

Illinois Articulation Initiative

"IAI" course designations refer to the statewide Illinois Articulation Initiative discussed on the Admission Information page of the catalog and found at www.itransfer.org.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

1. have obtained a minimum of 2.25 GPA for the last 60 hours;
2. submit two completed recommendation forms, at least one of which must be from a current or former college instructor. Recommendation forms are available in the Admission Office and on the website at http://www.govst.edu/chhs/socialwork/bachelors/; and
3. participate in an interview to develop a study plan that will review academic preparation and appropriateness of a social work career choice.

Degree Requirements

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

1. take at least two courses a term, unless a variance of their requirements is expressly approved by the program;
2. maintain a cumulative GPA of 2.5 or higher; and
3. earn a grade of "C" or better in all social work courses.

All undergraduate social work courses for which a student receives a grade lower than a "C" may be repeated a maximum of two times.

General Education Requirement (37 Hours)

The following courses must be taken to meet major and general education requirements:

- American Literature (IAI H3 914 or 915) (3)
- Logic (IAI H4 906) (3)
- U.S. National Government (IAI S5 900) (3)
- Cultural Anthropology (IAI S1 901N) (3)
- Introduction or General Psychology (IAI S6 900) (3)
- Human Biology (IAI L1 904 or 904L) (3)
- Statistics (IAI M1 902) (3)

Required Courses (51 Hours)

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

- Sociology (3)
- Macroeconomics (3)

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

- SOCW - 2100 Introduction to Social Work (3)

The following courses must be taken at the upper-division level:
- ADDS - 4150 Addictions: Recovery Process (3)
- SOCW - 3100 Social Welfare Policy I (3)
- SOCW - 3200 Interviewing Skills (3)
- SOCW - 3300 Diversity and Social Justice (3)
- SOCW - 3400 Human Behavior in the Social Environment I (3)
- SOCW - 3500 Human Behavior in the Social Environment II (3)
- SOCW - 3600 Generalist Social Work Practice I (3)
- SOCW - 3700 Generalist Social Work Practice II (3)
- SOCW - 4200 Social Welfare Policy II (3)
- SOCW - 4300 Social Work Research (3)
- SOCW - 4500 Field Practicum I (3)
- SOCW - 4501 Field Integrative Seminar I (3)
- SOCW - 4600 Field Practicum II (3)
- SOCW - 4601 Field Integrative Seminar II (3)

Upper-Division and Social Work Selectives (15 Hours)
Select fifteen hours from among the following courses or other courses that support student interests, with approval of advisor:
- SOCW - 3101 Interprofessional Teamwork in the Health and Human Services (3)
- SOCW - 3102 Children and Families: Problems, Issues, and Services (3)
- SOCW - 3103 Aging: Policies, Problems, and Services (3)
- SOCW - 4100 Law for Human Service Professionals (3)
- SOCW - 4101 Urban Dynamics (3)
- SOCW - 4102 Child Welfare Practice (3)
- SOCW - 4103 Management and Supervision in the Human Services (3)
- SOCW - 4104 Social Work in Healthcare (3)
- SOCW - 5000 Topics in Social Work (1-4)

Child Welfare Electives
Students interested in generalist practice in the field of child welfare have an opportunity to select a particular cluster of courses. To complete the cluster of child welfare courses BSW majors must include these courses in their study plan, which is developed in consultation with the faculty advisor.

For students interested in child welfare based generalist practice the following courses must be completed:
- SOCW - 3102 Children and Families: Problems, Issues, and Services (3)
- SOCW - 4102 Child Welfare Practice (3)

NOTE:
In addition to the above courses, the required Field Practicum I & II must be completed in a child welfare agency.

Electives (17 Hours)

Total - 120 Hours

Master of Social Work

Social Work, M.S.W.
The Master of Social Work program in the College of Health and Human Services prepares advanced social work professionals to provide services to at-risk socially and economically diverse children, adults, and families. Graduates are prepared for professional practice in social service agencies serving children, adolescents, adults, and families and communities in the southern urban/suburban/rural region of metropolitan Chicago. The primary goal of the GSU M.S.W. program is to prepare highly qualified, competent advanced social work professionals to engage in critical practice grounded in a social justice ethic. The Master of Social Work degree has two programs:

1) The Full M.S.W. Program degree consisting of 60 credit-hours in the foundation and advanced curriculum for students who have not earned the baccalaureate social work degree.

2) The Advanced Standing Degree program consisting of 32 credit-hours in the advanced curriculum. This option is available

for students who have a baccalaureate social work degree within seven years of the date of application to the M.S.W. program from a Council on Social Work Education accredited program.

Both a full-time and a part-time option are available for the completion of the M.S.W. degree. The full-time program is offered over a two-year period for students employed less than full-time. The part-time programs are designed for students employed full-time and cannot complete their graduate studies on a full-time basis. The part-time programs are offered over three or four years.

Program Outcomes

After completing the concentration curriculum at Governors State University the student will:

1. Analyze the differential effects of cultural, historical, political, globalization, technological changes, and social-economic influences on children, adults, and families.
2. Integrate knowledge of social work values and ethics into an autonomous practice with children and families.
3. Demonstrate effective leadership skills in social and human services organizations, including application of leadership theories, interpersonal skills, problem-solving skills, and decision-making techniques.
4. Conduct multidimensional assessments on complex issues with children and families that include environmental stressors such as cultural, economic, political, spiritual, and social relationship factors.
5. Analyze, integrate, and differentially apply various treatment models and techniques used in practice with families, children, and adolescents.
6. Differentially apply theoretical perspectives to child and family practice and to assess the impact of these theoretical views on policy, programs, organizations, practitioners, and clients.
7. Appropriately conduct, critically analyze, and utilize qualitative and quantitative research to evaluate practice interventions and to inform social welfare policy development with children and families.
8. Apply knowledge of discrimination and social and economic injustice, and integrate principles of empowerment, advocacy, and a strengths-perspective with vulnerable children and families in multicultural communities.
9. Integrate knowledge of various policy practitioner roles (including legislative, administrative, and advocacy activities) to improve services to and promote the well-being of children and families.
10. Develop and expand programs and services for children and families in communities where resources to meet client needs are scarce.
11. Utilize and provide supervision and consultation in the delivery of advanced practice with vulnerable children and families within organizational and community contexts.

Accreditation

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

Admission to the M.S.W. Program

Applicants to the Master of Social Work degree program must submit an application to the M.S.W. program office, three letters of recommendation, essay responses to questions posed by the M.S.W. program faculty, and transcripts from all post-secondary institutions from which the applicant completed course work. Students are admitted to the Full M.S.W. Program and the Advanced Standing Degree Program in the Fall term.

Special Admissions Requirements

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

1. A bachelor's degree with a minimum cumulative G.P.A. of 2.50 on a 4.0 scale
2. A liberal arts foundation that includes course work in the following areas:
   a. behavioral/social sciences (equivalent of nine credit-hours);
   b. science/mathematical reasoning, which must include human biology and statistics (equivalent of six credit-hours); and
   c. humanities/fine arts (equivalent of six credit hours).
3. Submission of supplementary application packet which includes:
   a. official transcripts of all previous college work;
   b. M.S.W. application form;
   c. prerequisite Evaluation form with required catalog descriptions, if not GSU course work;
   d. three letters of recommendation; and
   e. essay responses.

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

Information related to the program and special application materials for the Master of Social Work program are available from the MSW website: www.govst.edu/chhs/dsw/msw or Governors State University Office of Admission.

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

Admission occurs once a year. There are set due dates each academic year for the Advanced Standing Application and for the Full Program Application. Please refer to the GSU MSW webpages for details on application due dates for both applications.

Due to accreditation guidelines regarding faculty/student ratio, admission to the program is limited each year. Applicants are ranked for admission on the basis of:
1. undergraduate grade point average;
2. commitment to the mission of the M.S.W. program;
3. personal value system consistent with that of the social work profession;
4. prior employment and/or volunteer experience serving the needs of vulnerable, at-risk, population groups; and
5. need for a part-time program due to the inability to leave employment to pursue professional education.

Degree Requirements

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

Master of Social Work (M.S.W.) Curriculum - Full Program Degree Requirements

Foundation Curriculum

- SOCW - 6100 The Social Work Profession in a Diverse Society (3)
- SOCW - 6200 Human Behavior in the Social Environment I (3)
- SOCW - 6300 Human Behavior in the Social Environment II (3)
- SOCW - 6400 Social Welfare Policies and Provisions (3)
- SOCW - 6500 Social Work Research (3)
- SOCW - 7200 Social Work Practice I (3)
- SOCW - 7100 Social Work Practice II (3)
- SOCW - 7500 Field Practicum I (2)
- SOCW - 7501 Field Practicum I: Integrative Seminar (2)
- SOCW - 7600 Field Practicum II (2)
- SOCW - 7601 Field Practicum II: Integrative Seminar (2)
- SOCW - 7050 Foundation Topics in Social Work (1-3)

Total - 32 Credit-Hours

Practice with Children and Families Advanced Curriculum

- SOCW - 8100 Contexts and Theories in Practice with Children and Families (3)
- SOCW - 8200 Social Work Practice with Families (3)
- SOCW - 8300 Social Work Practice with Children and Adolescents (3)
- SOCW - 8400 Practice Evaluation (3)
- SOCW - 8500 Policy Practice with Children and Families (3)
- SOCW - 8600 Field Practicum III (3)
- SOCW - 8601 Field Practicum III: (2)
- SOCW - 8700 Field Practicum IV (2-3)
- SOCW - 8701 Field Practicum IV: Integrative Seminar (2)
- SOCW - 8060 Advanced Topics in Social Work (1-3)

Total Advanced Credit-Hours - 28

Total Foundation and Advanced - 60 Hours

School Social Work Concentration Curriculum

- SPED - 6101 Survey of Students with Exceptionalities (3)
- SOCW - 8100 Contexts and Theories in Practice with Children and Families (3)
- SOCW - 8210 Social Work Practice in Schools (3)
- SOCW - 8300 Social Work Practice with Children and Adolescents (3)
- SOCW - 8400 Practice Evaluation (3)
- SOCW - 8510 Policy for School Social Workers (3)
- SOCW - 8600 Field Practicum III (3)
- SOCW - 8601 Field Practicum III: (2)
- SOCW - 8700 Field Practicum IV (2-3)

- SOCW - 8701 Field Practicum IV: Integrative Seminar (2)

Total Concentration Credit-Hours - 28

Total Foundation and Concentration - 60 Hours

Holistic Practice Concentration Curriculum

- SOCW - 8060 Advanced Topics in Social Work (1-3)
- SOCW - 8100 Contexts and Theories in Practice with Children and Families (3)
- SOCW - 8220 Advanced Holistic Practice and Wellness (3)
- SOCW - 8225 Complimentary Alternative, and Indigenous Healing Practices (3)
- SOCW - 8400 Practice Evaluation (3)
- SOCW - 8515 Holistic Policy Practice (3)
- SOCW - 8600 Field Practicum III (3)
- SOCW - 8601 Field Practicum III: (2)
- SOCW - 8700 Field Practicum IV (2-3)
- SOCW - 8701 Field Practicum IV: Integrative Seminar (2)

Total Concentration Credit-Hours - 28

Total Foundation and Concentration - 60 Hours

M.S.W. Advanced Standing Degree Requirements

- SOCW - 8000 Transition to Advanced Social Work (1) [Module 1]
- SOCW - 8001 Transition to Advanced Social Work (1) [Module 2]
- SOCW - 8002 Transition to Advanced Social Work (1) [Module 3]
- SOCW - 8003 Transition to Advanced Social Work (1) [Module 4]
- Advanced Curriculum (28)

Total Advanced Standing Credit-hours - 32 Hours

Student Candidacy Requirement

Graduate students seeking degrees at Governors State University must apply and be approved for candidacy in the degree program in which they have been admitted. The M.S.W. Full Program students apply for advancement to candidacy in the last term of the foundation curriculum. Advanced Standing students apply for candidacy during the fall term of their first year. Advancement to candidacy occurs when students have demonstrated in their application for candidacy that they are progressing satisfactorily in the M.S.W. program and have maintained a 3.0 G.P.A. Application forms for this purpose are provided to students by the M.S.W. program.

Master's Final Project

The advanced field practicum (SOCW-8600 and SOCW-8700) is a graduate practicum that provides students with the opportunity to evaluate the relevance of theoretical and academic perspectives in the profession, and therefore meets the requirement of the master's final project.

Field Practicum

The field practica require the completion of supervised social work practice experiences at the foundation and advanced levels. While work-site field placements are permitted, restrictions are placed on such practica.

The foundation field practica consist of two consecutive field practicum experiences concurrent with classroom experiences in the form of integrative seminars. Field Practicum I and its concurrent integrative seminar take place during the 15-week fall semester, and Field Practicum II and its concurrent integrative seminar occur over the 15-week spring semester. The foundation field requires 420 clock-hours under the supervision of a field instructor with a master of social work degree. The field experience provides students with the opportunity to apply knowledge, values, and skills acquired in the foundation course work. The advanced field practica are designed to assist students with the integration and synthesis of practice knowledge, the internalization of social work professional values, and the application of practice skills as they become critically conscious and self-reflective and competent practitioners. There are two advanced field practica: Field Practicum III and IV that span over two terms beginning with the fall semester and ending with the spring semester. As in the foundation field placement, students are also required to enroll concurrently in the field integrative seminars. The advanced field practica require 480-600 clock-hours under the supervision of a field instructor who has met the criteria that qualifies a professional to serve in this role.

Minor

Social Work Minor

Requirements for the Minor

Students must meet all university requirements for a minor in Social Work offered through the College of College of Health and Human Services. Approval for entrance into the minor must be given by the program director.

Required Courses (12 Hours)

- SOCW - 2100 Introduction to Social Work (3)
- SOCW - 3100 Social Welfare Policy I (3)
- SOCW - 3101 Interprofessional Teamwork in the Health and Human Services (3)
- SOCW - 3300 Diversity and Social Justice (3)

Elective Courses (6 Hours)

- SOCW - 3102 Children and Families: Problems, Issues, and Services (3)
- SOCW - 4100 Law for Human Service Professionals (3)
- SOCW - 4101 Urban Dynamics (3)
- SOCW - 4103 Management and Supervision in the Human Services (3)
- SOCW - 4104 Social Work in Healthcare (3)
- SOCW - 5000 Topics in Social Work (1-4)

Total - 18 Hours

Graduate Certificate

Mindfulness in the Helping Professions Certificate

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

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

Admissions Requirements

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

Applicants must:

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

Requirements for the Certificate

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

- SOCW - 7801 Introduction to Mindfulness in the Helping Professions (3)
  OR
- PSYC - 7801 Introduction to Mindfulness in the Helping Professions (3)

- SOCW - 7802 Laboratory in Mindfulness I (2)
  OR
- PSYC - 7802 Laboratory in Mindfulness I (2)

- SOCW - 7803 Advanced Mindfulness in the Helping Professions (3)

OR
- PSYC - 7803 Advanced Mindfulness in the Helping Professions (3)

- SOCW - 7804 Laboratory in Mindfulness II (2)
  OR
- PSYC - 7804 Laboratory in Mindfulness II (2)

- SOCW - 7806 Laboratory in Mindfulness III (2)
  OR
- PSYC - 7806 Laboratory in Mindfulness III (2)

- SOCW - 7808 Laboratory in Mindfulness IV (2)
  OR
- PSYC - 7808 Laboratory in Mindfulness IV (2)

Total - 14 Hours
Completion
To receive the Mindfulness in the Helping Professions Certificate each student must:
1. Be admitted to the certificate according to the admission requirements;
2. Complete the six required courses with a cumulative GPA of at least a 3.0;
3. Remove all grades of incomplete by the date that the certificate is to be completed;
4. Complete all coursework within two (2) years from the date of admission;
5. Meet all financial obligations to the university; and
6. Submit an application for award of the certificate.

Course Information Description

The university uses a discipline-oriented course numbering system. Courses are identified by academic discipline (e.g., Accounting, Art, Biology). Courses are arranged alphabetically and in ascending numerical order.

Course Numbering

The first digit of a course indicates scholastic level and also provides information regarding restriction to undergraduate and/or graduate student enrollment.

0000-0999	Remediation courses with no credit toward degree
1000-1999	First year/Introductory or Foundation Lower Division
2000-2999	Sophomore/Advanced Lower Division
3000-3999	Junior/Introductory or Foundation Upper Division
4000-4999	Senior/Advanced Upper Division
5000-5999	Graduate/Advanced Undergraduate
6000-6999	Introductory Graduate
7000-7999	Intermediate Graduate
8000-8999	Advanced Graduate including Master's Capstone
9000-9999	Post Masters including Doctoral Capstone

Application to Degree Requirements

Credit earned in courses with the EDPD prefix cannot be applied toward degree requirements of the M.A. in Education.

Explanation of Course Descriptions

Topics Courses

These courses may be offered with different subjects and may be taken more than once.

Credit-hours and Credit Options

Credit-hours (cr.) are shown in parentheses following the course title. Where courses are offered for variable credit, the range of credit-hours is shown.

Description

Following the title line of each course is a brief description of the content of the course.

Course Prerequisites/Corequisites and Restrictions/Requirements

A prerequisite is a course that must be completed before registration in a particular course. In most cases, an equivalent transfer course may be substituted for a listed Governors State course prerequisite. A corequisite is a course that is taken at the same time as another course. Several courses have prerequisites or corequisites. It is the responsibility of the students to comply with any prerequisite and corequisite requirements for courses that they plan to take. Courses may also have specific restrictions or requirements. It is the responsibility of the students to comply with any restrictions or requirements for courses that they plan to take. Students are responsible for contacting their academic advisors for specific information about course restrictions and/or requirements.

Cross Listed Courses

Some courses are cross-listed. Many majors allow the student to take either course to meet the degree requirements. Students are responsible for contacting their academic advisors for additional information about cross listed courses. Students cannot take more than one course of a group of cross listed courses for credit.

Online Course Catalog

The online catalog of courses offered by term is located at http://classes.govst.edu.

Accounting

ACCT - 2110 Financial Accounting (3)

Focuses on the use of accounting information by outside stakeholders (investors, creditors, government, etc.) for decision making. Emphasizes basic accounting principles used to prepare, analyze, and interpret financial statements. Equivalent to ACCT-301.

ACCT - 2111 Managerial Accounting (3)

Focuses on the use of accounting information by managers for decision making, including planning, budgeting, and controlling operations. Emphasizes accumulation, analysis, and control of product and service costs. Equivalent to ACCT-302. Prerequisite: take ACCT-2110.

ACCT - 3000 Special Topics in Accounting (1-3)

Special topics course exploring issues in Accounting.

ACCT - 3111 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. Equivalent to ACCT-331. Prerequisite: take ACCT-2110.

ACCT - 3151 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. Equivalent to ACCT-351. Prerequisite: take ACCT-2110.

ACCT - 3152 Intermediate Accounting II (3)

Continuation of ACCT-3151. Focuses on the study of problems in financial accounting measurement, including plant and equipment, depreciation, intangible assets, current and long-term liabilities, and stockholder's equity, including earnings per share and investments. Equivalent to ACCT-352. Prerequisite: take ACCT-3151.

ACCT - 3252 Accounting Information System (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. Equivalent to ACCT-452. Prerequisites: take ACCT-3152, MIS-2101.

ACCT - 4112 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. Equivalent to ACCT-332. Prerequisite: take ACCT-3111.

ACCT - 4154 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. Equivalent to ACCT-410. Prerequisite: take ACCT-3152.

ACCT - 4251 Tax I (3)

Covers the study of individuals' federal income taxation with an emphasis on the following topics: income, exclusions from income, deductions, exemptions, credits, property transactions, and depreciation. Explores the tax structure and its role, both as a source of revenue and as a device to control the economy. Emphasizes Form 1040 tax return preparation using tax preparation software including common schedules and worksheets. Equivalent to ACCT-424. Prerequisite: take ACCT-2110.

ACCT - 4252 Tax II (3)

Covers advanced topics in the federal income taxation of individuals with an emphasis on Form 1040 tax preparation using tax preparation software. Explores federal gift and estate taxation and the federal income taxation of fiduciaries. Introduces computerized tax research using a state of the art online tax research database. Equivalent to ACCT-425. Prerequisite: take ACCT-4251.

ACCT - 4354 Auditing I (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. Equivalent to ACCT-440. Prerequisite: take ACCT-3152.

ACCT - 4355 Auditing II (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. Equivalent to ACCT-441. Prerequisite: take ACCT-4354.

ACCT - 4461 Government and Nonprofit Accounting (3)

An overview of accounting and financial reporting for state and local governmental units and nonprofit organizations. Equivalent to ACCT-561. Prerequisite: take ACCT-2110.

ACCT - 4805 Internship (3)

Designed to provide accounting students with supervised practical experiences in applied settings. Equivalent to ACCT-480. Prerequisite: take ACCT-3152.

ACCT - 4820 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. Equivalent to ACCT-470.

ACCT - 5000 Special Topics in Advanced Accounting (1-3)

Special topics course exploring advanced issues in accounting.

ACCT - 6100 Foundations of Accounting and Finance (3)

Emphasis on the foundation of financial accounting and finance, including the accounting cycle, time value of money, types of financial statements (their format, content, and use), comparison of capital sources (debt versus equity); and managerial

accounting concepts: cost-volume-profit analysis, performance measures, and budgeting. Emphasizes using information to make financial and managerial decisions, and lesser emphasis on how accounting information is developed and processed. Intended for non-accountants. Equivalent to ACCT-601.

ACCT - 6201 Seminar in Financial Accounting Theory and Practice (3)

Contemporary financial accounting issues, including liabilities, pensions, tax allocation, leases, price level reporting, investments, and capital transactions. Equivalent to ACCT-813. Prerequisite: take ACCT-3152.

ACCT - 6252 Advanced Taxation of Individuals (3)

Focuses on advanced topics in the federal income taxation of individual and fiduciaries, and gift and estate taxation with increased emphasis on tax planning. Emphasizes computerized tax research and Form 1040 tax return preparation using tax software. Equivalent to ACCT-725. Prerequisite: take ACCT-4251.

ACCT - 6253 Federal Income Taxation of Partnerships and Corporations (3)

Explores the federal income taxation of a) regular "C" corporations and their shareholders, b) "S" corporations and their shareholders, and c) partnerships and their partners. Emphasizes computerized tax research using a state of art online tax research database. Equivalent to ACCT-726. Prerequisite: take ACCT-4251 or ACCT-6252.

ACCT - 6331 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. Equivalent to ACCT-851. Prerequisite: take ACCT-3252 or ACCT-7101.

ACCT - 6354 Advanced Auditing (3)

In-depth study of professional standards and regulatory agencies; audit planning; evidence gathering and evaluation. Equivalent to ACCT-841. Prerequisite: take ACCT-4354.

ACCT - 6355 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. Equivalent to ACCT-842. Prerequisite: take ACCT-4354.

ACCT - 6461 Government and Nonprofit Accounting (3)

An overview of accounting and financial reporting for state and local governmental units and nonprofit organizations. Equivalent to ACCT-861. Prerequisite: take ACCT-2110.

ACCT - 7101 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. Equivalent to ACCT-801. Prerequisites: take ACCT-6100 or take ACCT-2110, ACCT-2111, and FIN-3110.

ACCT - 7111 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. Equivalent to ACCT-831. Prerequisite: take ACCT-7101.

ACCT - 7254 Advanced Tax Research (3)

Focuses on applied research in federal taxation. Emphasizes computerized tax research using a state of the art online tax research database to locate primary and secondary source materials. Analyzes primary source materials including the Internal Revenue Code, Treasury Regulations Revenue Rulings, and Supreme Court decisions. Final course for master level specialization in taxation. Equivalent to ACCT-827. Prerequisite: take ACCT-6253.

ACCT - 7815 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. Equivalent to ACCT-815. Prerequisite: take ACCT-2110.

ACCT - 8260 Estate Planning (3)

Reviews property titling, methods of transfer and estate documents. Examines gifting strategies, tax compliance and incapacity planning. Reviews estate tax compliance, liquidity and powers of appointment. Explores the taxation of trusts, valuation, the marital deduction, transfer techniques, generation-skipping transfer tax, fiduciaries, income in respect of a decedent and other planning issues.

ACCT - 8265 Employee Benefits and Retirement (3)

Explores benefit plans including group life, disability and medical. Will review stock options, stock plans and deferred compensation. Examines the retirement decision, social security benefits and various types of plans. Reviews the qualified plan rules, other tax-advantaged retirement plans, regulatory considerations, factors affecting plan selection, investment considerations and distribution rules.

ACCT - 8301 Independent Study (3)

Independent study is intended to provide better students the opportunity to study a topic of their own choice in accounting under professional supervision. Only the student who is prepared to devote considerable time and effort should undertake an independent study. The student contemplating an independent study should first choose a definite area for investigation within accounting and an instructor to sponsor the work. Equivalent to ACCT-870.

ACCT - 8965 Integrative Perspective on Accounting Issues (3)

Synthesis of auditing, information systems, financial, managerial, and taxation accounting concepts. Accountant's responsibilities, ethics, and functions in organizations and society. Analysis and applications to business situations. Equivalent to ACCT-865. Prerequisites: take ACCT-3111, ACCT-4251, ACCT-6201, ACCT-6355, ACCT-6331.

ACCT - 8999 Graduate Thesis/Project (6)

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of three faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate degree in business should select the thesis option. Equivalent to ACCT-890.

Addictions Studies

ADDS - 3160 Community Based Prevention (3)

Reviews historical developments in substance abuse and violence prevention strategies. Addresses planning, implementing, and evaluating school-based and community-based prevention programs. Examines risk and protective factors of the individual, family, schools, and community. Considers current prevention strategies and future directions of prevention programs. Explores controversial topics in the field of prevention. Prerequisite: HLSC-3300.

ADDS - 3200 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. Equivalent to ADDS-521, ADDS-5200.

ADDS - 3260 The Adolescent Substance Abuser (3)

Examines the prevalence of substance use and abuse in the schools; the etiology of such use/abuse; the pharmacology of abusable drugs as it relates to the physiological, psychological, and social development of youth; and methods of preventing, intervening, and/or treating substance use/abuse among youth and adolescents. Designed for teachers, counselors, and administrators in K-12 schools, as well as parents and other interested members of the community. Equivalent to ADDS-526, ADDS-5260.

ADDS - 4150 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. Equivalent to ADDS-505, ADDS-5150.

ADDS - 4180 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. Equivalent to ADDS-518, ADDS-5180.

ADDS - 4220 Clinical Techniques in Substance Abuse (3)

Provides instruction in clinical skills and techniques that are basic to interviewing, assessing and counseling substance-abusing clients. Students will recognize and identify techniques and work toward applying positive skills in counseling situations as well as learn to recognize personal strengths and counseling situations as well as learn to recognize personal strengths and weaknesses. These skills will serve useful to almost any counseling or communication situation and can be used with most counseling approaches. Prerequisites: 60 or more undergraduate semester credit hours.

ADDS - 4300 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. Equivalent to ADDS-530.

ADDS - 4400 Society and Drugs: Controversial Issues (3)

Introduces controversial issues regarding drug use and misuse in contemporary society. Reviews the issues followed by opposing views from addiction professionals, social scientists, and healthcare professionals. Analyzes opposing viewpoints and reach considered judgments. Equivalent to ADDS-540.

ADDS - 5100 Substance Abuse: Current Concepts (3)

Examines the physiological, psychological, and sociological aspects of drug abuse and includes historical and contemporary patterns. Examines past and present drug abuse treatment modalities and analyzes the factors and institutions at the local, state, and national level that affect the delivery of drug abuse services. Includes legal and ethical issues in drug abuse. Equivalent to ADDS-500.

ADDS - 5250 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. Equivalent to ADDS-525.

ADDS - 5500 Substance Abuse Issues in Healthcare (3)

Provides an introduction to the substance abuse concerns that have an impact on health care. Focuses on the interactions between healthcare professionals and their substance-abusing patients. Equivalent to ADDS-550.

ADDS - 5510 Substance Abuse Screening in Healthcare (3)

Prepares health care professionals to screen and appropriately refer patients with suspected substance use disorders. Presents

standardized screening instruments applied to cases across healthcare delivery systems. Explains basic principles of motivational interviewing to assist patients in developing a commitment to change. Equivalent to ADDS-551. Prerequisite: take ADDS-5500 or NURS-5500.

ADDS - 5520 Disparity and Diversity in Substance Abuse (3)

Introduces the concept of health disparities as applied to substance abuse. Focuses on disparities in access to substance abuse care. Develops skills for intervening more effectively with a diverse group of patients. Equivalent to ADDS-552. Prerequisite: take ADDS-5500 or NURS-5500.

ADDS - 6100 Psychopharmacology (3)

Reviews the functions of the human nervous system before exploring the basic principles of psychopharmacology. Examines the historical patterns of use and development, the physiological mechanisms of action, and the various effects resulting from drug use. Equivalent to ADDS-610.

ADDS - 6140 Professional Practice (3)

This course addresses federal and state regulations which govern the treatment of substance abusing clients, ethical guidelines for professional practice, and the use of self-help groups with substance-abusing clients. Elements of professional communication and effective case management are addressed. Equivalent to ADDS-604.

ADDS - 6200 Gender and Addiction (3)

Examines current research trends and approaches on gender issues in the substance abuse field. The concept of gender will be explored and topics related to a variety of women and men's issues will be examined from a theoretical and clinical perspective. Students will learn strategies to work effectively with gender sensitive topics in the treatment realm. Equivalent to ADDS-620.

ADDS - 6300 Families and Addictions (3)

Provides an overview of the interactions between substance abuse and family dynamics. Students learn about the impact that drinking and drug use can have on family life. They also learn how family systems, in turn, may enable addictive drinking or drug use to continue. Equivalent to ADDS-630.

ADDS - 6400 Behavioral Health Across the Life Span (3)

This course provides an overview of the human life span from birth to death in relation to behavioral health and addictions. We will examine how abilities, needs, problems, and concerns of people change through life, and how human development is shaped by one's experience within the greater family, social, and cultural systems. Considerations of gender, race, and ethnicity will be explored. Equivalent to ADDS-640.

ADDS - 6500 Planning, Managing, and Evaluating Substance Abuse Programs (3)

Discusses the philosophy and historical development of alcoholism and drug abuse services. Reviews the processes involved in planning, managing, and evaluating programs. Equivalent to ADDS-835.

ADDS - 6600 Substance Abuse Prevention (3)

Reviews historical developments in substance abuse prevention strategies. Deals with planning, implementation, and evaluation of both school-based and community-based prevention programs. Considers current prevention strategies and future prospects of prevention programming. Equivalent to ADDS-720.

ADDS - 6869 Sex, Drugs, Rock and Recovery (3)

Explores the concept of sexual health and examines related multicultural topics from theoretical and clinical perspectives. Develops strategies to work with sensitive sexual topics in the treatment realm and examine personal attitudes toward atypical sexual behaviors. Fosters increased comfort in discussing sexual issues with clients.

ADDS - 6900 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. Equivalent to ADDS-825.

ADDS - 7100 Screening Motivation and Referral (3)

Presents methods to screen, assess, motivate, and refer clients with suspected substance use disorders. Presents standardized screening and assessment instruments. Describes treatment settings and modalities. Discusses the recovery process from the perspective of the stages of change through which clients progress. Explains the basic principles of motivational interviewing which can be used to assist clients in developing a commitment to change. Equivalent to ADDS-602.

ADDS - 7200 Substance Abuse Counseling (3)

Examines issues related to counseling clients with substance abuse problems. Focuses on the analysis of state-of-the-art methods for assessment, treatment planning, client motivation, and behavior change. Equivalent to ADDS-815.

ADDS - 7300 Career Foundations and Development (3)

Provides advanced Addictions Studies students with fundamental knowledge of Career Development Theory as applied to clients who suffer from addiction related disorders.

ADDS - 7400 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. Equivalent to ADDS-821.

ADDS - 7500 Clinical Models of Addiction (3)

Examines clinical theories in current use for addressing addiction-related issues. Models presented include disease models, psychoanalytic formulations, behavioral models, cognitive models, systems theories, and socio-cultural perspectives. Equivalent to ADDS-845.

ADDS - 7600 Treating Coexisting Disorders (3)

Reviews the prevalence of coexisting mental and substance use disorders within the United States population. Examines treatment issues and needs of patients with these coexisting disorders. Evaluates current approaches to identifying, assessing, and treating patients with these coexisting disorders. Equivalent to ADDS-850. Prerequisites: take ADDS-7200, ADDS-7500.

ADDS - 7700 Clinical Supervision in AODA (3)

Clinical supervision is an essential aspect of developing and maintaining professional AODA services. This course is designed to help students to better understand the role of clinical supervisor in agency activities. Prerequisites: take ADDS-6500, ADDS-7200.

ADDS - 8100 Internship: Assessment and Referral (3)

This course provides students with hands-on experience in screening, assessment, and referral of substance-abusing clients in a state licensed (OASA) facility. Equivalent to ADDS-605. Prerequisite: take ADDS-5510 or ADDS-7100.

ADDS - 8200 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. Equivalent to ADDS-855. Prerequisite: take ADDS-6900.

ADDS - 8300 Comprehensive Examination (1)

Final course in the Addictions Studies major. Intended to assess students' ability to analyze, synthesize, and evaluate diverse

content materials and apply their knowledge to selected issues and problems in the substance abuse field. Equivalent to ADDS-869.

ADDS - 8400 Practicum in Addictions Counseling (3)

Provides students with an opportunity to develop basic clinical skills to work with clients who may have substance use disorders. Emphasis placed on identifying people who are at risk for substance use disorders through screening; determining the nature and severity of the substance use disorder through assessment; and modifying substance use behaviors through brief intervention and referral. Equivalent to ADDS-770. Prerequisite: take ADDS-7100.

ADDS - 8700 Independent Study (1-8)

Individual reading, research, and/or project in addictions under the supervision of faculty. Equivalent to ADDS-870.

ADDS - 8800 Internship (4)

Designed to provide the Addictions Studies major with supervised practical experiences in treatment, administration, research, prevention, or education in applied settings. Equivalent to ADDS-880.

ADDS - 8810 Advanced Clinical Internship (4)

Offers more breadth in approach to the clinical experience. Intensifies focus on clinical services applied to specific target populations and/or levels of care. Presents case studies including clinical interventions and methods of specific populations. Equivalent to ADDS-881. Prerequisite: take ADDS-8800.

ADDS - 8980 Directed Scholarship (1-2)

Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing requirements for their degree and must have received a grade of CR in a designated capstone course. Note: This course is variable (1-2) in credit hours, repeatable (not replaceable), and is P/NC option. Equivalent to ADDS-898.

Alternative Certification - General

ACA - 6110 Initial Field Experiences (1)

Provides opportunities for students to make, implement, and evaluate decisions under supervision while teaching individuals and small groups of children. Placements will be at elementary, middle, and high schools in rural, suburban, and rural settings, including working with students with exceptionalities. Requires a minimum of 30 hours of field experiences. Equivalent to ACA-611, ALTC-603. Prerequisites: take EDUC-3320, EDUC-3321.

ACA - 6230 Field Experience Application I (1)

Provides structured formative assessment opportunities for candidates working with their mentors. Specific protocols to facilitate strengthening instruction will be utilized aligned with appropriate standards. This will be aligned with the mentors' work in the Lead Teacher Mentor Learning Community. Prerequisites: take ACA-6110, ACA-6420, ACA-7110.

ACA - 6340 Field Experience Application II (1)

Builds on the formative assessment work in Field Experience Application I. In addition to continued work on improving instruction, candidates work with their mentors on additional analyses of student work and data driven instructional strategies as well as action research. This will be aligned with appropriate standards and with the mentors' work in the Lead Teacher Mentor Learning Community. Prerequisites: take ACA-6230, ACA-8110.

ACA - 6410 Middle School Curriculum and Instructional Strategies (1)

Explores curriculum and instructional strategies for teaching in the middle school, focusing on the needs of the early adolescent. Note: Students must be capable of working online during the duration of this independent study course. Equivalent to ALTC-609.

ACA - 6420 Theory to Practice (3)

Incorporates concepts of effective practice in instruction. Explores theory regarding educational policy, educational psychology, children with exceptionalities, assessment, technology, classroom management, motivation, and educational standards, with particular focus on working with students of promise. Equivalent to ACA-642, ALTC-602. Prerequisites: take EDUC-3320, EDUC-3321.

ACA - 7110 Research Based Reading Instruction (3)

Focuses on the application of research-based methods for teaching reading and writing in grades K-8 and 6-12. Emphasis is on teaching skills and strategies in early reading and their continued reinforcement and extension in upper grade content area reading. Special attention is given to secondary mathematics and science teachers as they incorporate reading and writing into their subject areas. Equivalent to ACA-711. Prerequisites: take EDUC-3320, EDUC-3321.

ACA - 7220 Teaching English Language Learners (3)

Examines application of linguistic principles and various methods and techniques of language instruction to the teaching of English language skills to individuals learning English as a second language. Emphasizes techniques for effective use of first language skills in second language learning. Examines current curricular, materials, and evaluation best practices. Prerequisites: take ACA-6340, ACA-8220.

ACA - 8110 Student Learning and Assessment (3)

Examines current theories of learning, intelligence, and motivation. Provides students with a working knowledge of assessment techniques and how to relate student assessment and views of learning to educational practices and teacher efficiency. Prerequisites: take ACA-6110, ACA-6420, ACA-7110.

ACA - 8220 Action Research in Schools (3)

Provides candidates an opportunity to develop a research plan; collect, analyze and interpret their data; and report their findings. Based on findings, candidates will develop and action plan to implement. The course will culminate with candidates presenting their research to an authentic audience of colleagues, principals, and teacher educators. Prerequisites: take ACA-6230, ACA-8110.

ACA - 8430 Teacher Leadership (3)

Investigates the role of the reflective teacher leader in improving different facets of school, curriculum, and instructional programs. Provides candidates the opportunity to reflect upon and develop alternative solutions to educational problems while building skills in reflection, collaboration, and leadership. Prerequisites: take ACA-6340, ACA-8220.

ACA - 8990 Best Practice in Urban Settings (3)

This is the capstone course of the Master of Arts in Urban Teacher Education. Candidates will present their program portfolios, including four major projects, to a committee of three faculty in order to demonstrate their proficiency in applying theory to practice aligned with the Illinois Professional Teaching Standards. Equivalent to ALTC-607. Prerequisites: take ACA-6340, ACA-8220.

Alternative Certification - Education

ACE - 6130 Strategies for Teaching in the Content Areas (3)

Explores integrated content methods including core concepts and teaching strategies in the areas of reading/language arts, science, math, and social sciences for the Governors State University Alternative Certificate Partnership. Equivalent to ACE-613, ALTC-601. Corequisite courses: ACA-6110, ACA-6420, ACA-7110.

ACE - 7230 Reflective Teaching I - Management, Planning, and School Culture (3)

Analyzes material in previous coursework as applied to the teaching internship experience. Focuses on classroom management,

lesson planning and adapting to school culture based on research on beginning teachers' needs. Equivalent to ALTC-605. Prerequisite: take ACE-6130.

ACE - 8330 Reflective Teaching II - Quality Instruction in High Need Schools (3)

Focuses on quality instruction in an urban setting. Analyzes their teaching practice through portfolio development based on the Illinois Professional Teaching Standards and the Elementary Education Content Standards. Equivalent to ALTC-606. Prerequisite: take ACE-7230.

Alternative Certification - Mathematics

ACM - 6140 Methods of Teaching Mathematics I (3)

Investigates the content and various models of the mathematics curriculum for middle school grades (6-8) and high schools (9-12) in the U.S. Includes an in-depth study of the NCTM Standards, the Illinois Learning Standards, the Common Core Standards, and the use of various forms of technology as tools for exploring mathematics. Includes clinical experience in secondary schools. Corequisite courses: ACA-6110, ACA-6420, ACA-7110.

ACM - 7240 Methods of Teaching Mathematics II (3)

Introduces prospective teachers to the methodology of teaching middle and secondary school mathematics including the use of instructional materials and media (curricular, manipulatives, and technology). Discusses performance-based assessment and the constructivist viewpoint of learning. Explores ways to integrate mathematics into various disciplines (science, social studies, economics.) and apply mathematics to real-world situations. Prerequisite: take ACM-6140.

Alternative Certification - Science

ACS - 6150 Methods of Teaching Science I (3)

Surveys the role of science education in the total curriculum. Students will become familiar with contemporary science curricula and methods for teaching science to diverse learners. Corequisite courses: ACA-6110, ACA-6420, ACA-7110.

ACS - 7250 Methods of Teaching Science II (3)

Focuses on students creating positive science classroom climates which promote a pluralistic approach to teaching and eliminating gender biases. Students develop inquiry-bases activities to motivate secondary school students and involve them in learning. Technology is utilized as a tool and resource for teaching and learning. Diverse methods of learning assessment are developed. Assessment in science education is thoroughly addressed. Prerequisite: take ACS-6150.

ACS - 8345 Advanced Methods Secondary Teaching (3)

Examines the use of various forms of technology for exploring mathematics and science. Candidates will develop curricular materials using principals of RtI and differentiated instruction (DI). They will explore different models of best practice in teaching and have opportunities to prepare and present lesson plans and plan high quality assessment to meet the needs of students with diverse learning characteristics. Prerequisite: take ACM-7240 or ACS-7250.

Anthropology

ANTH - 1100 Cultural Anthropology (3)

Introduces the discipline of cultural anthropology. Introduces foundational concepts including culture, adaptation, human evolution, and diversity from a comparative and global perspective. Inquires about culture through topics on technology, economics, symbols, language, and/or worldviews as used by various peoples, both past and present.

ANTH - 2100 Trends in Cross-Cultural Analysis (3)

Acknowledges the centrality of race, culture and ethnicity, religion, and migration in the formation and development of diverse societies. Emphasizes the importance of art, science, anthropology, and history as the "story tellers" of human drama, truth, and change. Equivalent to ANTH-310.

ANTH - 2500 Archaeology (3)

Introduces history, goals, concepts, principles and methods used to reconstruct cultural history and prehistory. Explores sequences of cultural development that have been learned through archaeological analysis.

ANTH - 3200 Humanity and Human Dynamics: A Comparative Study (3)

Examines social and cultural development in a comparative framework. The emphasis is on interdisciplinary theory and approaches concerned with the articulation of collective human consciousness, the political economy, and collective action as they relate to constructing the past and present. Equivalent to ANTH-320.

ANTH - 3300 Ecology, Environment, and Culture (3)

Explores cultural models that define the natural order and inform how local people use natural resources to sustain their way of life. Emphasis on the bio-cultural connection, adaptation, and sustainability. Case studies across subsistence systems and settlement patterns are examined. Prerequisite: take ANTH-3100.

ANTH - 3400 Language and Culture (3)

Provides a detailed overview of the way in which the language and culture of human groups affect each other. Focus is on the consequences of language diversity as a code, linked to a society, found in verbal interaction, and influenced by differences In power. Prerequisite: take ANTH-2100.

ANTH - 3501 Beliefs and Believers (3)

An exploration into the nature and function of belief structures or "worldviews" with representatives from a wide variety of religious and secular perspectives. Students will gain some initial exposure to the religious systems of major world religious institutions and develop an understanding of their personal beliefs. Equivalent to ANTH-350.

ANTH - 3800 Visual Anthropology (3)

Explores the use of visual media to conduct research and represent social and cultural processes. Emphasis on examining social control, power, and ethical issues related to visual representation of cultures, identities, and heritage.

ANTH - 4000 Topics in Anthropology (3)

Explores current theories, approaches, or issues in anthropology. Instructional Method: May be offered in lecture, hybrid ,or online format. May include fieldwork or a research component.

ANTH - 4100 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. Equivalent to ANTH-411.

ANTH - 4300 Food, Culture and Society (3)

Explores food consumption and production as complex social and cultural systems. Emphasizes symbols and social relations encoded in food systems. Gender and systems of inequality in various subsistence systems are examined. Studies natural resources and materials sustaining local food patterns and exchanges. Prerequisite: take ANTH-3100.

ANTH - 4500 Applied Anthropology (3)

Explores applied research and careers in anthropology. Emphasis is on comparative case studies, rapid assessment and evaluation, and ethical issues in applied research and projects. Prerequisites: take ANTH-2100

ANTH - 4600 Anthropology In Film (3)

Study of world cultures, past and present, and human nature through the use of classic ethnographic films, texts, and web based

resources. Focus is on the development of cross-cultural understanding of central problems of human existence and how social groups address social solidarity, conflict, and change overtime in various physical environments. Equivalent to ANTH-500.

ANTH - 4610 Ethnographic Research Methods (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. Provides an opportunity to develop reflective and reflexive thinking and writing skills that have theoretical and practical application. Prerequisite: take ANTH-3100.

ANTH - 4700 Independent Study (1-4)

Individual reading, research, and/or project in anthropology under the supervision of the faculty. Equivalent to ANTH-470.

Anthropology and Sociology

ANSO - 2100 Gender and Sexuality (3)

Examines major sociological and anthropological concepts, theories, and research methods to understand how gender and sexuality are social constructions that change over time and vary across cultures. Topics for exploration include: gender and sexual role socialization, consequences of changing social definitions of these social roles, underrepresentation in institutions, gender and sexuality issues in relation to social institutions, media images of men and women, and masculinities.

ANSO - 2200 Race and Class (3)

Provides an anthropological and sociological foundation in the study of race and class, examining persistence of group identity, inter-group relations, collective behavior, government policy, and related social problems. Equivalent to ANSO-3200. Prerequisite: take ANSO-2100, ANTH-1100, SOC-1100 or SOC-2100.

ANSO - 3099 Junior Seminar in Anthropology and Sociology (3)

Introduces and orients majors to areas of substantive study necessary to transition into a focused study of anthropology and sociology. Employs a thematic approach to the nature of inquiry, core content areas of the disciplines, and the research and writing skills necessary for successfully completing the major and gaining employment. Explores the potential career and educational paths for the major. Prerequisites: Declared an Anthropology and Sociology (ANSO) major, and at least three 1000- and/or 2000- level courses from Anthropology (ANTH), Sociology (SOC), or Anthropology/Sociology (ANSO), or permission of the instructor.

ANSO - 3300 Ecology, Environment, and Culture (3)

Explores cultural models that define the natural order and inform how local people use natural resources to sustain their way of life. Emphasis on the bio-cultural connection, adaptation, and sustainability. Case studies across subsistence systems and settlement patterns are examined. Prerequisite: take ANTH-3100.

ANSO - 3400 Material Culture (3)

Examines material culture from an interdisciplinary perspective. Emphasis on symbols, meanings, and social relationships encoded in everyday objects. Considers material culture in the construction of collective memory, legacy,` and heritage.

ANSO - 3500 Music and Society (3)

Exposes students to an art that is both a human universal yet highly variable. Examines a broad range of forms, practices of production, and manner of engagement for music's of different cultures. Develops insights to apply to the analysis of students' own musical milieu.

ANSO - 3600 Making Sense of Social Data (3)

Provides a background in social data analysis, including statistical operations, quantitative reasoning, the opportunity to evaluate academic research, and experience in analyzing quantitative data.

ANSO - 4100 The Anthropology and Sociology of Religion (3)

Imparts knowledge in classical social theory applied to the study of religious beliefs and practices in contemporary societies. Emphasis on applying conceptual tools framed in classical theory to the understanding of social processes that structure religious identities and institutions.

ANSO - 4200 Sociology of Organizations (3)

This course provides students a background in understanding the study of social organizations. Topics include: classical theories of organizations, both for-profit and non-profit organizational models, elements of power and politics, hierarchies, and intra-organizational dynamics.

ANSO - 4300 Food, Culture, and Society (3)

Explores food consumption and production as complex social and cultural systems. Emphasis on symbols and social relations encoded in food systems. Gender and systems of inequality in various subsistence systems are examined. Natural resources and materials sustaining local food patterns and exchanges are also studied.

ANSO - 4400 Theories of Social Science (3)

Provides a systematic and historical approach to the development of metatheoretical perspectives and major theories in the core social sciences, including geography, anthropology, sociology, and political science.

ANSO - 4700 Independent Study (1-4)

Individual reading, research, professional conference presentation, and/or specialized academic development project in anthropology, or sociology under the supervision of the faculty.

ANSO - 4710 Mentored Conference Study (1-3)

Develop ethnographic and critical thinking and writing skills through attendance and/or presentation at an anthropology or sociology professional conference. Practice normative behaviors and skills in professional academic networking, inquiry, and intellectual engagement with students and faculty from other universities under the mentorship of a faculty member.

ANSO - 4900 Senior Capstone (3)

This course provides a comprehensive exploration of concepts, methods, and approaches framed in the Anthropology and Sociology major. The course draws on contemporary and classical social theory and sociological and ethnographic accounts.

Art

ART - 1100 Art Appreciation (3)

Introduces art history, art criticism, aesthetics, and how artists produce art. Explores the artist's role in life and it its culture context and provides an introduction to architecture, sculpture, painting, ceramics, drawing, printmaking, photography, design, decorative arts, and other art forms from various historical periods and world cultures.

ART - 1110 Survey of Art History I (3)

Traces the major developments in the history of Western art from the earliest times to the Renaissance period of the fifteenth century. Examines significant moments in non-Western areas, including India, Africa, China, and the Americas before 1492. Focuses on the various cultural factors that determine the uses and appearance of art within differing contexts.

ART - 1111 Survey of Art History II (3)

Traces the major developments in the history of Western art from the Renaissance period to Post Modernism of 21st century. Examines significant moments in other world regions including Asia and the Americas. Focuses on the various cultural factors that determine the uses and appearance of art within differing context.

ART - 1210 Two-Dimensional Design (3)

Provide an introduction, through studio practice, to the basic elements and principles of two-dimensional design. Investigate various artistic media, process, artists, and an art criticism.

ART - 1211 Three-Dimensional Design (3)

Expands understanding of design theory as it relates to the 3 dimensional world. Explores sculptural issues through the solution of design problems emphasizing both elements of design as well as basic construction methods. Develops critical thinking skills applied to three dimensional art forms.

ART - 2200 Intermediate Painting (3)

Provides a further exploration of painting materials and techniques including oil and acrylic mediums. Consideration of the problems of form, color, value, and composition will be expanded, and the relationship between painting and drawing will be explored.

ART - 2304 Intermediate Drawing (3)

Explores a variety of drawing media and techniques. Emphasis on representational and abstract drawing outcomes. Observational and improvisational assignments will be explored and students will also explore the expressive potential of color through various mediums.

ART - 2400 Introduction to Digital Photography (3)

Employs hands-on training while introducing students to techniques, basic concepts, digital workflow, and digital enhancement of images. Explores the aesthetics of color photography, and inkjet printing (3 lecture and 3 studio; 6 total contact hours). Prerequisites: None

ART - 2401 Introduction to Traditional Photography (3)

Introduces 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 (3 lecture and 3 studio; 6 total contact hours). Prerequisites: None

ART - 2450 Introduction to Graphic Design (3)

Explores the fundamentals of graphic design to all art students who need to develop digital material for print and web. The course focuses on fundamental concepts and visual communications skills necessary for graphic design. Introduction to the production of printed materials involving integrating document and word processing programs, working with images and typography, custom colors, illustrations, and image manipulation software (3 lecture and 3 studio; 6 total contact hours). Prerequisites: None

ART - 2500 Introduction to Sculpture (3)

Introduces basic sculptural processes, materials, tools, and equipment. Studio safety will be emphasized. Processes will include additive/modeling/constructive, subtractive/carving, found object assemblage, and replacement/casting (3 lecture and 3 studio; 6 total contact hours). Prerequisite: ART-1211

ART - 2600 Introduction to Glass: Stained Glass (3)

Introduces the expressive qualities of stained glass and light. Flat glass panels will be designed and constructed using three distinct traditional techniques: mosaic, lead, and copper foil. This course emphasizes the medium of glass as a fine art material (3 lecture and 3 studio; 6 total contact hours). Prerequisites: None

ART - 2700 Introduction to Ceramics: Handbuilding (3)

Explores basic techniques of building sculptures, vessels, and functional objects using clay. Covers basic methods of clay handbuilding, glaze application, and firing techniques (3 lecture and 3 studio; 6 total contact hours). Prerequisites: None

ART - 2701 Introduction to Ceramics: Wheel Throwing (3)

Explores basic techniques of using the potter's wheel to make functional objects. Covers basic methods of wheel throwing, glaze application, and firing techniques(3 lecture and 3 studio; 6 total contact hours). Prerequisites: None

ART - 2800 Introduction to Printmaking (3)

Introduces basic methods for transferring a drawing, photograph, digital image, or painting from one surface to another. Multiple and experimental one-of-a-kind images will be created through the use of silk-screen, intaglio, and lithographic printmaking techniques (3 lecture and 3 studio; 6 total contact hours). Prerequisites: None

ART - 2811 Introduction to Screen Printing (3)

Explores the basic fundamentals of Screen Printing. Includes some advanced techniques and concentrates on the artistic and creative application of the medium (3 lecture and 3 studio; 6 total contact hours). Prerequisites: None

ART - 3099 Art Seminar: Concepts and Practice (3)

Explores contemporary artistic concepts, theories, and professional practice. A writing intensive course that develops writing about art both from the personal aesthetic and critical analysis standpoint. Prerequisite: Take ART-1111 or equivalent.

ART - 3100 Art for Children and Youth (3)

Provides students with a broad theoretical overview of art education for children and youth, ages pre-school through eighth grade. Opportunities will be provided to learn skills and strategies that will enable students to plan, implement, and evaluate instructional strategies in the visual arts.

ART - 3101 Survey of Non-Western Art (3)

Introduces Non-Western cultural perspectives to a survey of the visual arts in selected societies with focus on Africa, Pacific Islands, and pre-colonial North and South America. Examines works through the ideas and beliefs of artists within their cultural and social context. Prerequisites: None

ART - 3102 Worlds of Art (3)

Introduces global perspectives to a survey of the visual arts in comparing eight selected societies and geographic regions. Examines artworks through the ideas and beliefs of artists within their cultural and social context. Prerequisites: None

ART - 3103 Women in Art (3)

Explores the role of women within art history. Emphasis is on 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 gendered expressions in the visual arts. Prerequisites: Take ART 1100, or ART-1110, or ART-1111, or equivalent.

ART - 3104 Modern to Contemporary Art History (3)

Examines modern through contemporary (18th-21st centuries) art history with focus on Europe and the Americas Provides an understanding of context, innovation, theory and content in what made art what it is today. Prerequisites: None

ART - 3105 Gender and Sexuality in Art (3)

Examines the impact of gender on the production, reception and cultural understanding of art. Studies both the gender and identity of the artist and the impact of their work on society. Explores the historical and contemporary representation of a masculine and feminine aesthetic. Prerequisites: Take ART-1100, or ART-1110, or ART-1111 or equivalent.

ART - 3106 Sculpture Parks and Public Art (3)

Studies the phenomenon and evolution of sculpture parks through art historical observations about three-dimensional public art, using the Governors State University Nathan Manilow Sculpture Park as a point of departure. Develops skills in critical analysis and art appreciation, through mastery of the fundamental principles of art and design. In addition to the online content of the course, there will be interaction with art available in local communities. Prerequisites: None

ART - 3107 Survey of Asian Art (3)

Introduces Asian Art with historical and cultural perspectives to a survey of the visual arts in selected Asian societies (India, Southeast Asia, China, Korea, and Japan). Artwork will be examined through the ideas and beliefs of artists within their cultural and social context. Prerequisites: None

ART - 3200 Intermediate Painting (3)

Provides a further exploration of painting materials and techniques including oil and acrylic mediums. Emphasis on the problems of form, color, value and composition will be expanded and the relationship between painting and drawing will be explored (3 lecture and 3 studio; 6 total contact hours; may be repeated three times to earn up to twelve credit-hours). Prerequisite: Take ART-2200

ART - 3304 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. Equivalent to ART-304.

ART - 3305 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. Equivalent to ART-305.

ART - 3306 Digital Photography (3)

Provides a hands-on training in the basic concepts, methodologies, and problem solving strategies of the digital darkroom. Explores digital cameras and scanners as imaging devices, as well as the limitations and possibilities of digital photography compared to traditional imaging. Includes color theory and aesthetics of color photography, direct capture, scanning, enhancements, compositing, manipulations, and high-quality printing. Equivalent to ART-306.

ART - 3307 Art Images of Social Justice Movements (3)

Studies types of art and images related to social justice movements such as racial and ethnic minority groups, women's art, sexual orientation, minority groups, and other marginalized communities. Focuses on Western contemporary culture with historical and world examples considered. Equivalent to ART-307.

ART - 3309 Stained Glass (3)

Explores the qualities of stained glass and light. Flat glass panels will be designed and constructed using both leaded and copper foil methods. Emphasizes stained glass as a fine art medium. Equivalent to ART-309.

ART - 3314 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. Equivalent to ART-314.

ART - 3319 Intermediate Sculpture (3)

Explores both traditional and non-traditional processes and skills, as well as experimental materials, and placement/installation considerations. Historic and contemporary examples of sculpture and craft will be investigated and students will learn to use these as a part of their developing methodology towards creative problem solving (3 lecture and 3 studio; 6 total contact hours; may be repeated 3 times to earn up to 9 credit-hours). Prerequisite: ART-2500

ART - 3325 Advanced Problems in Design (3)

Examines advanced problems of two- and three-dimensional design. Studio assignments focus on problem-solving within various art media. Equivalent to ART-325.

ART - 3361 Non-Traditional Photography (3)

Explores the use of unique aesthetics plastic cameras. Provides an affordable step into medium-format photography, while focusing on alternative creative darkroom techniques and presentation modes. Equivalent to ART-361. Prerequisite: take ART-3306.

ART - 3371 Intermediate Drawing (3)

Explores a variety of drawing media and techniques building on previous drawing course. Subject matter will continue to include the still life, the figure, and other personal imagery. Projects will be assigned and various materials will be introduced and required simultaneously with the use of mixed media techniques. Equivalent to ART-371. Prerequisite: take ART-3304.

ART - 3400 Intermediate Photography (3)

Builds upon basic photographic practices to develop a more advanced technical command of black and white photography. Presents craftsmanship, darkroom techniques, and conceptual topics in the photographic medium (3 lecture and 3 studio; 6 total contact hours; may be repeated three times to earn up to twelve credit-hours). Prerequisites: Take ART-2400 or ART-2401

ART - 3450 Intermediate Graphic Design (3)

Emphasizes concepts and visual communication skills necessary for graphic design.   Course implements a thorough understanding of the digital design of print and electronic publilshing. Includes the creation of advertising using design software (3 lecture and 3 studio; 6 total contact hours; may be repeated three times to earn up to twelve credit-hours). Prerequisites: Take ART-2450

ART - 3500 Intermediate Sculpture: Figure Modeling (3)

Examines the figure in a representational bust and small-scale figure modeling. Process explored through armature design, clay modeling, multiple part mold making, and finished to refined castings (3 lecture and 3 studio; 6 total contact hours; may be repeated twice to earn up to nine credit-hours). Prerequisite: Take ART-2500

ART - 3700 Intermediate Ceramics (3)

Examines ceramic construction processes, clay and glaze materials, firing processes, and use of equipment. Provides a more thorough understanding of material characteristics and processes, sharpen their firing skills, and an understanding through a

dialogue about theory and content in ceramics (3 lecture and 3 studio; 6 total contact hours; may be repeated three times to earn up to twelve credit-hours). Prerequisites: Take ART-2700 or ART-2701

ART - 3701 Intermediate Ceramics: Wheel Throwing (3)

Refines the techniques associated with using the potter's wheel to make functional objects. Covers methods of precision wheel throwing, glaze application, and firing techniques. An introduction to glaze chemistry is covered (3 lecture and 3 studio; 6 total contact hours; may be repeated three times to earn up to twelve credit-hours). Prerequisite: ART-2701

ART - 3800 Intermediate Printmaking (3)

Develops technical, conceptual, and improvisational abilities within the framework of traditional and contemporary printmaking (3 lecture and 3 studio; 6 total contact hours). Prerequisites: Take ART-2800 or ART-2811

ART - 3950 Introduction to Art Therapy (3)

Provides an introductory experience to the field of Art Therapy. The course will focus on the primary principles and practices of Art Therapy and explores the use of art making to promote healing and growth in a professional experience. Prerequisites: None

ART - 3955 Fiber Art (3)

Introduces students to the field of fiber arts. A study of historic textiles, basic textile techniques, fiber structuring, felt-making fiber mixed media, embellished surfaces, papermaking, and book arts becomes the source for individual studio projects. In addition, opportunities for problem-solving and a closer examination of fiber arts is given through dialogue, critique, and writing experiences (3 lecture and 3 studio; 6 total contact hours). Prerequisites: None

ART - 4000 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. Equivalent to ART-500.

ART - 4100 Images of Gender (3)

Analyzes and compares male and female imagery in both the visual arts and popular media with historical survey of Euro-American societies with cross-cultural examples and treatment of contemporary expressions. Explores theoretical and thematic aspects and views the male and female body and its adornment not just as anatomical fact but also as a cultural sign or site that people seek to construct, deconstruct, and reconstruct to fit their values.

ART - 4371 Advanced Drawing (3)

Advanced study of the principles and techniques of drawing. Through independent projects, students further develop their observation and interpretive skills to produce works of highly individual style and original expression Emphasis placed on drawing as an independent discipline in the visual arts. Prerequisite: take ART-2304.

ART - 4435 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. Equivalent to ART-435.

ART - 4436 Metal Fabrication I (3)

Covers the basics of the metals experience. Explores the problems of metal sculpture, forming, and fabrication techniques. May be repeated with permission of instructor. Equivalent to ART-436. Prerequisite: take ART-4415.

ART - 4440 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. Equivalent to ART-440. Prerequisite: take ART-3301.

ART - 4441 Wood Sculpture I (3)

Investigates the beginnings of wood as an art medium using both traditional and non-traditional methods to create functional, non-functional and conceptual work. Equivalent to ART-441. Prerequisite: take ART-4415.

ART - 4442 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. Equivalent to ART-442.

ART - 4445 Figure Sculpture I (3)

Explores entry-level figure with basic bust and small-scale figure modeling. Covers techniques of clay building from armature to plaster or way castings. Equivalent to ART-445. Prerequisite: take ART-4415.

ART - 4501 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. Equivalent to ART-501.

ART - 4502 Drawing: Contemporary Approach (3)

Offers opportunities with combined media. Encourages and employs both intuitive and analytical approaches. Emphasizes drawing as an independent art discipline. Equivalent to ART-502.

ART - 4504 Enhancing Creativity (3)

Explores creativity through exercises, activities, and group discussions, and examines the process of creativity through research, reading lists, and observation. Utilizes current models and methods. A studio art component will provide a practical experience for students. Equivalent to ART-504.

ART - 4508 Advanced Stained Glass (3)

Expanding on the uses and qualities of light, color, and line covered in ART-309, explores more thoroughly the concepts of design, color theory, and the history of stained glass from its beginnings to current trends in the contemporary glass art movement. Covers traditional and non-traditional methods of stained glass construction and design. Also covers kiln-working techniques such as slumping, fusing, paté de verre, and enameling. Equivalent to ART-508, ART-5508. Prerequisite: take ART-3309.

ART - 4514 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. Equivalent to ART-514.

ART - 4515 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. Equivalent to ART-515.

ART - 4516 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. Equivalent to ART-516.

ART - 4518 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. Equivalent to ART-518.

ART - 4520 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. Equivalent to ART-520.

ART - 4521 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. Equivalent to ART-521.

ART - 4523 Pre-Columbian Art Culture (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. Equivalent to ART-523.

ART - 4525 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. Equivalent to ART-525.

ART - 4527 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. Equivalent to ART-5527, ART-527.

ART - 4528 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. Equivalent to ART-5528, ART-528. Prerequisite: take ART-4509 or ART-4544.

ART - 4530 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. Equivalent to ART-530.

ART - 4532 Advanced Topics in Sculpture (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. Equivalent to ART-5532, ART-532. Prerequisites: take ART-4441, ART-4436, ART-4445.

ART - 4533 Mixed Media Sculpture (3)

Emphasizes various construction methods for the integrations of a broad range of materials and processes in three or more sculpture media. Equivalent to ART-533. Prerequisite: take ART-4415.

ART - 4534 Intermediate Graphic Design (3)

Emphasizes concepts and visual communication skills necessary for graphic design. Course impliments a thorough understanding of the digital design of print and electronic publishing. Includes the creation of advertising using design software. Equivalent to ART-534. Prerequisites: take ART-3325 and take ART-5509 or ART-4544.

ART - 4535 Metal Fabrication II (3)

Structured towards the sculpture major with prior metals experience in an advanced setting. Explores the problems of metal sculpture, forming, and fabrication techniques. May be repeated with permission of instructor. Equivalent to ART-535. Prerequisite: take ART-4436.

ART - 4536 Sculpture: Metal II (3)

Continuation of ART-4535. Focuses on problems of metal casting, fusion welding, soldering, and brazing. Equivalent to ART-536. Prerequisite: take ART-4535.

ART - 4541 Wood Sculpture II (3)

Discusses advanced investigations of wood as an art medium using both traditional and non-traditional methods to create functional, non-functional, and conceptual work. May be repeated for credit. Equivalent to ART-541. Prerequisite: take ART-4441.

ART - 4542 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. Equivalent to ART-542. Prerequisite: take ART-3301.

ART - 4543 Ceramic Sculpture (3)

Explores sculptural forms using the clay medium. Examines various clay bodies and glazing techniques. May be repeated with approval of instructor. Equivalent to ART-5543, ART-543. Prerequisite: take ART-3304 or ART-3305.

ART - 4544 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. Equivalent to ART-5544, ART-544. Prerequisite: take ART-3325.

ART - 4545 Figure Sculpture II (3)

Explores both small and mid-scale figures in static and motion poses as well as advanced mold making and casting techniques. Explores and refines techniques of clay building from armature to plaster or wax castings. May be repeated for credit. Equivalent to ART-545. Prerequisite: take ART-4445.

ART - 4546 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 Equivalent to ART-546. Prerequisite: take ART-4509 or ART-4544.

ART - 4549 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. Equivalent to ART-5549, ART-549. Prerequisite: take ART-3301.

ART - 4551 Advanced Topics in Figure Sculpture (3)

Explores use of the figure as a compositional element via mid-and large-scale figures in both static poses as well as movement.

Covers mass production techniques of figure casting. Explores and further refines techniques of clay building from armature to plaster or wax castings. May be repeated for credit. Equivalent to ART-5551, ART-551. Prerequisite: take ART-4545.

ART - 4552 Intermediate Ceramics (3)

Examines ceramic construction processes, clay and glaze materials, firing processes, and use of equipment. Provides a more thorough understanding of material characteristics and processes, sharpen their firing skills, and an understanding through a dialogue about theory and content in ceramics. Prerequisite: take ART-3310 or ART-4413.

ART - 4554 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. Equivalent to ART-554. Prerequisite: take ART-3301.

ART - 4555 Advanced Painting (3)

Provides the opportunity to pursue advanced research in painting with the goal of developing a body of work with an individual point of view (3 lecture and 3 studio; 6 total contact hours; may be repeated three times to earn up to twelve credit-hours). Prerequisite: Take ART-2200

ART - 4558 Painting and 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. Equivalent to ART-558.

ART - 4560 Technique Mixte Oil and Tempura (3)

Explores a systematic painting technique of oil over tempera. It is an adaptation of a 16th century Flemish and Northern European painting technique.

ART - 4561 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. Equivalent to ART-561.

ART - 4562 Advanced Ceramics (3)

Continues the exploration of the ceramic media focusing on advanced ceramic techniques. Builds upon previous intermediate techniques of the wheel, hand building, or mold-making and advances towards the creation of complex sculptural forms, functional objects, or multiples. Provides an appreciation of technique, function, and the aesthetics of ceramic form as well as a greater mastery of clay, glaze, and firing. Prerequisite: ART-4552.

ART - 4563 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. Equivalent to ART-563.

ART - 4565 3D Modeling (3)

Use industry standard animation software to construct detailed computer based 3D models. Explore the process of creating an environment. Prop a character with several surface editing techniques. Apply translate, rotate, and scale tools to manipulate the geometric components while learning how to create materials, texture maps, cameras and lighting to create desired mood and atmosphere. Equivalent to ART-565.

ART - 4566 3D Animation (3)

Applies the principles of animation in a 3D computer environment by utilizing the basic concepts of timing, weight and anticipation. Explores the process of creating a 3D animation using keyframing and rigging techniques to set up model for animation. Equivalent to ART-566.

ART - 4569 Introduction to 3D Visual Effects (3)

Introduces the common techniques used in visual effects, including paint effects, dynamic systems and particles, nCloth, fur, hair, fire, fluid, as well as compositing CG render passes in post-production. Prerequisite: take CPSC-4566 or ART-4566 or IFDI-6566.

ART - 4599 Advanced Printmaking (3)

Offers individual instruction in one or more print media within a formal group setting. Equivalent to ART-599. Prerequisites: take ART-4589, ART-4567.

ART - 4630 Game Modeling and Animation (3)

Explore game development processes in a game engine. Create game props, animation and interactive behavior for real-time computer graphic application. Assemble game assets and audio based on the game design document. Optimize 3D models to make the most efficient use of game memory. Prerequisites: CPSC-4566 and CPSC-4567.

ART - 4631 Game Design (3)

Introduces the theory and practice of video game design and programming. Survey game development in the area of computer graphics, human computer interaction, artificial intelligence, computer architecture and databases. Prerequisites: ART-4561.

ART - 4667 3D Rendering (3)

Focuses on lighting and rendering part of the 3D production pipeline. Explores material qualities such as diffuse, bump, specular, reflection and refraction. Applies various projection techniques to unfold UVs for texture painting. Covers digital lighting techniques simulating real-life lighting scenario, as well as camera setup to achieve motion blur and depth of field effect. Uses mental ray rendering engine to create photorealistic rendering. Take ART 4565 or CPSC 4565

ART - 4700 Independent Study (3-6)

Individual reading, research, and/or project in art under the supervision of the faculty. Equivalent to ART-470.

ART - 4701 Ceramic Glaze Chemistry and Research (3)

Explores ceramic chemistry focusing on glaze and clay body formulation and research (3 lecture and 3 studio; 6 total contact hours; may be repeated three times to earn up to twelve credit-hours). Prerequisites: Take ART-3700 or ART-3701.

ART - 4800 Internship (3-9)

Provides the undergraduate Art degree-seeking student with supervised practical experiences in applied settings, both on and off campus. Course may be repeated. Equivalent to ART-485.

ART - 4980 Senior Project (3)

Culminating project for Art majors to be taken in the last term of undergraduate study. Students select any one or combination of art disciplines: art history, ceramics, design, digital imaging drawing, painting, photography, printmaking, or sculpture. Equivalent to ART-490.

ART - 6000 Topics in Art (1-3)

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. Equivalent to ART-500.

ART - 6371 Advanced Drawing (3)

Advanced study of the principles and techniques of drawing. Through independent projects, students further develop their observational and interpretive skills to produce works of highly individual style and original expression. Emphasis placed on drawing as an independent discipline in the visual arts.

ART - 6501 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. Equivalent to ART-501.

ART - 6502 Drawing: Contemporary Approach (3)

Offers opportunities with combined media. Encourages and employs both intuitive and analytical approaches. Emphasizes drawing as an independent art discipline. Equivalent to ART-502.

ART - 6504 Enhancing Creativity (3)

Explores creativity through exercises, activities, and group discussions, and examines the process of creativity through research, reading lists, and observation. Utilizes current models and methods. A studio art component will provide a practical experience for students. Equivalent to ART-504.

ART - 6505 Worlds of Art (3)

This Internet course compares art objects from differing contexts and diverse geographical world areas and contrasts the imagery, cultural circumstances, and world view within which the art was created and functioned. Class discussions include interaction with instructor and experts on particular objects as guest correspondents utilize a restricted listserv and the world wide web. Equivalent to ART-5505, ART-505.

ART - 6508 Advanced Stained Glass (3)

Expanding on the uses and qualities of light, color, and line covered in ART-3309, explores more thoroughly the concepts of design, color theory, and the history of stained glass from its beginnings to current trends in the contemporary glass art movement. Covers traditional and non-traditional methods of stained glass construction and design. Also covers kiln-working techniques such as slumping, fusing, pate' de verre, and enameling. Equivalent to ART-5508, ART-508. Prerequisite: take ART-3309.

ART - 6509 Electronic Drawing and Design (3)

Focuses on the creative potential of computer images in art and design. Use of high-end paint software on PC and MAC platforms to develop drawings and paintings as stand-alone images and as design elements. The course emphasizes exploration and problem-solving techniques to learn image development and manipulation through direct drawing input, imported images, and the application of filters and special effects. Images are output in a variety of methods. Equivalent to ART-5509, ART-509. Prerequisite: take ART-3325.

ART - 6514 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. Equivalent to ART-514.

ART - 6515 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. Equivalent to ART-515.

ART - 6520 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. Equivalent to ART-520.

ART - 6521 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. Equivalent to ART-521.

ART - 6523 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. Equivalent to ART-523.

ART - 6525 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. Equivalent to ART-525.

ART - 6527 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. Equivalent to ART-5527, ART-527.

ART - 6528 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. Equivalent to ART-5528, ART-528. Prerequisites: take ART-4509, ART-6509, ART-4544, or ART-6544.

ART - 6530 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. Equivalent to ART-530.

ART - 6532 Advanced Topics in Sculpture (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. Equivalent to ART-5532, ART-532. Prerequisites: take ART-4441, ART-4436, ART-4445.

ART - 6534 Design for Electronic Publishing (3)

Course emphasizes digital design of documents for print or electronic publishing, including dynamic web pages. Equivalent to ART-534. Prerequisites: take ART-3325 and take ART-5509 or ART-4544.

ART - 6542 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. Equivalent to ART- 542. Prerequisite: take ART-3301.

ART - 6543 Ceramic Sculpture (3)

Explores sculptural forms using the clay medium. Examines various clay bodies and glazing techniques. May be repeated with approval of instructor. Equivalent to ART-5543, ART-543. Prerequisite: take ART-3304 or ART-3305.

ART - 6544 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. Equivalent to ART-5544, ART-544. Prerequisite: take ART-3325.

ART - 6545 Figure Sculpture II (3)

Explores both small and mid-scale figures in static and motion poses as well as advanced mold making and casting techniques. Explores and refines techniques of clay building from armature to plaster or wax castings. May be repeated for credit. Equivalent to ART-545. Prerequisite: take ART-4445.

ART - 6546 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 Equivalent to ART-546. Prerequisites: take ART-4509, ART-6509, ART-4544, or ART-6544.

ART - 6549 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. Equivalent to ART-5549, ART-549. Prerequisite: take ART-3301.

ART - 6552 Advanced Ceramics (3)

Examines ceramic construction processes, clay and glaze materials, firing processes, and use of equipment. Provides a more thorough understanding of material characteristics and processes, sharpen their firing skills, and an understanding through a dialogue about theory and content in ceramics. Equivalent to ART-552. Prerequisite: take ART-4552.

ART - 6554 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. Equivalent to ART-554. Prerequisite: take ART-3301.

ART - 6555 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. Equivalent to ART-5555, ART-555.

ART - 6557 Printmaking: Combined Media (3)

Series of collaborative classes mixing printmaking with another media. This class may be repeated for different collaborations. Equivalent to ART-557. Prerequisites: take ART-3311, ART-3312.

ART - 6560 Advanced Painting: Oil over Tempura (3)

Explores a systematic painting technique of oil over tempera. It is an adaptation of a 16th century Flemish and Northern European painting technique.

ART - 6562 Advanced Ceramics: Wheel Throwing (3)

Explores the creation of the artist's individual voice as it refines the techniques associated with using the potter's wheel to make functional objects. Covers methods of creatively using precision wheel throwing, glaze application, and firing techniques. An exploration in glaze chemistry is covered (3 lecture and 3 studio; 6 total contact hours; may be repeated three times to earn up to twelve credit-hours). Prerequisite: take ART-4552

ART - 6565 3D Modeling (3)

Use industry standard animation software to construct detailed computer based 3D models. Explore the process of creating an environment. Prop a character with several surface editing techniques. Apply translate, rotate, and scale tools to manipulate the geometric components while learning how to create materials, texture maps, cameras and lighting to create desired mood and atmosphere. Equivalent to ART-565.

ART - 6566 3D Animation (3)

Applies the principles of animation in a 3D computer environment by utilizing the basic concepts of timing, weight and anticipation. Explores the process of creating a 3D animation using keyframing and rigging techniques to set up model for animation. Equivalent to ART-566.

ART - 6569 Introduction to 3D Visual Effects (3)

Create visual effects for film, television, games with practical examples including fluid behavior, particle meshes, Maya Fur, nhair and nCloth. Create smoke, cloud and flame effects with 2D and 3D fluids, as well as multi-render layer composting. Prerequisite courses: take CPSC-4566 ART-6566 or IFDI-6566.

ART - 6574 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 non-toxic innovations which avoid hazardous materials used in traditional etching. This includes photo imaging with ImagOn film and learning how to make a proper halftone positive. Emphasis is placed on the student's original imagery through planning, proofing, and reworking to a resulting consistent edition of prints, as well as unique prints, which are not editioned, and state prints. Course may be repeated with instructor's permission. Equivalent to ART-574. Prerequisite: take ART-3304 or ART-3305.

ART - 6599 Advanced Printmaking (3)

Offers individual instruction in one or more print media within a formal group setting. Equivalent to ART-599. Prerequisites: take ART-4589, ART-4567.

ART - 6605 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. Equivalent to ART-605.

ART - 6609 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. Equivalent to ART-609. Prerequisites: take ART-3325 and take ART-5509 or ART-5544.

ART - 6610 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. Equivalent to ART-610. Prerequisites: take ART-3304 or ART-3305 and take ART-6535, ART-6541, or ART-6543.

ART - 6615 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. Equivalent to ART-615. Prerequisites: take ART-3314, ART-4505, ART-4514, ART-4515, ART-4516, ART-4518, ART-4521, ART-4523, ART-4525 or ART-4527.

ART - 6630 Game Modeling and Animation (3)

Explore game development processes in a game engine. Create game props, animation and interactive behavior for real-time

computer graphic application. Assemble game assets and audio based on the game design document. Optimize 3D models to make the most efficient use of game memory. Prerequisites: CPSC-6566 and CPSC-6567.

ART - 6631 Game Design (3)

Introduce the theory and practice of video game design and programming. Survey game development in the area of computer graphics, human computer interaction, artificial intelligence, computer architecture and databases. Collaborate with team members from different disciplines and locations Prerequisites: ART-4565.

ART - 6644 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 ART-4554 and the incorporation of more sophisticated imagery and techniques to produce a higher level of aesthetic work. Equivalent to ART-644. Prerequisites: take ART-6544, ART-3302.

ART - 6667 3D Rendering (3)

Focuses on lighting and rendering part of the 3D production pipeline. Explores material qualities such as diffuse, bump, specular, reflection and refraction. Applies various projection techniques to unfold UVs for texture painting. Covers digital lighting techniques simulating real-life lighting scenario, as well as camera setup to achieve motion blur and depth of field effect. Uses mental ray rendering engine to create photorealistic rendering. Prerequisites: Take ART-6565 Or CPSC-6565 Or IFDI-6565

ART - 6701 Ceramic Glaze Chemistry and Research (3)

Explores ceramic chemistry focusing on glaze and clay body formulation and research (3 lecture and 3 studio; 6 total contact hours; may be repeated three times to earn up to twelve credit-hours). Prerequisites: None

ART - 8700 Graduate Research (1-3)

Individual reading, research, and/or project in art under the supervision of the faculty. Equivalent to ART-870.

ART - 8710 Graduate Independent Study (3)

Individual reading, research, and/or project in art under the supervision of the faculty.

ART - 8810 Studies in Art (3)

Offers graduate students the opportunity to do individualized research in a particular area of art history or art studio. Equivalent to ART-810.

ART - 8820 Art Seminar (3)

Focuses on research approaches, theory, techniques, and materials related to special topics. Designed to prepare students for a professional life and career in art. Equivalent to ART-820.

ART - 8830 Graduate Photography and Digital Imaging (3)

Specifically emphasizes the content elements of a photography project. Individual student proposals will determine the nature of the work that will then be critiqued and discussed in class sessions. Course may be repeated with approval of instructor. Equivalent to ART-830.

ART - 8860 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. Equivalent to ART-860.

ART - 8980 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. Equivalent to ART-890.

ART - 8990 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. Equivalent to ART-890.

Astronomy

ASTR - 1111 Introduction to Astronomy (3)

Examines astronomical phenomena and concepts, including the solar system, stars, and galaxies, planetary motions, atoms, and radiation, and the origin and evolution of the universe. Equivalent to ASTR-300. Prerequisite: take MATH-1423. Corequisite Course: ASTR-1112.

ASTR - 1112 Introduction to Astronomy Laboratory (1)

Provides "hands-on" experience in astronomy. Discusses patterns and studies the relationships among variables in a given set of observations or laboratory measurements. Describes recording data and measurements, and analyze results and the sources of error. Equivalent to ASTR-301. Prerequisite: take MATH-1423. Corequisite Course: ASTR-1111.

ASTR - 4211 Astronomy in the Classroom (1)

Surveys astronomy, involving the major physical components of the universe, including planets, stars, constellations, and galaxies. Discusses and demonstrates methods for including astronomy in the science curriculum. Identifies sources for obtaining free and inexpensive astronomy materials. Equivalent to ASTR-5211 Prerequisite: take MATH-1423.

ASTR - 5141 Eclipses (1)

Discusses lunar and solar eclipses: conditions necessary for each type of eclipse and how to safely observe an eclipse of the sun. Equivalent to ASTR-504. Prerequisite: take MATH-1423.

ASTR - 5149 History of Space Exploration (1)

Discusses the history and science of manned and unmanned exploration of space. Begins with the first satellites and humans launched into space, continues through the Apollo moon program, and concludes with the Space Shuttle and International Space Station. Equivalent to ASTR-524. Prerequisite: take MATH-1423.

ASTR - 5163 Asteroids, Comets, and Meteoroids (1)

Discusses our solar system's space debris: asteroids, comets, and meteoroids. Studies the origin of each and discusses their impact upon Earth. Explores ancient civilization's belief about each. Equivalent to ASTR-516. Prerequisite: take MATH-1423.

ASTR - 5185 Inner Solar System: The Terrestrial Planets (1)

Discusses the planets Mercury, Venus, Earth, and Mars. Emphasizes the basic properties of the planets, how they were formed, their atmospheres, and the natural satellites of Earth and Mars. Equivalent to ASTR-518. Prerequisite: take MATH-1423.

ASTR - 5187 Outer Solar System: The Jovian Planets (1)

Discusses the planets Jupiter, Saturn, Uranus, and Pluto. Emphasizes the basic properties of the planets, how they differ from the terrestrial planets, and the natural satellites of each planet. Equivalent to ASTR-520. Prerequisite: take MATH-1423.

ASTR - 5201 Charting the Night Sky (1)

Discusses the celestial sphere and the relations among the apparent motions of the sun, moon, and planets with respect to the

stars. Emphasizes how to locate and identify bright stars, constellations, and planets in the night sky. Equivalent to ASTR-500. Prerequisite: take MATH-1423.

ASTR - 5207 Black Holes, Quasars, and the Universe (1)

Discusses the death of stars, from white dwarfs and neutron stars to black holes. Studies the violent explosions that rock the central regions of many galaxies, as well as the relation between black holes, exploding galaxies, and quasars. Equivalent to ASTR-510. Prerequisite: take MATH-1423.

ASTR - 5223 Archaeoastronomy (1)

Discusses concepts related to lunar and solar eclipses, appearance of the night sky at varying latitudes from the North Pole to the equator, apparent uses of Stonehenge, and ancient astronomies of North America and Central America. Equivalent to ASTR-502. Prerequisite: take MATH-1423.

ASTR - 5235 Galaxies and the Universe (1)

Discusses the historical and current theories about the origin and structure of the universe. Focuses on the Big Bang Theory of the universe's creation. Discusses the formation and structure of galaxies. Equivalent to ASTR-503. Prerequisite: take MATH-1423.

ASTR - 5343 Methods and Tools of Astronomers (1)

Discusses concepts related to optics and operation of reflecting and refracting telescopes. Emphasizes the resolving power, magnification, image scale, and light gathering ability of a telescope. Equivalent to ASTR-514. Prerequisite: take MATH-1423.

ASTR - 5361 Stars and Nebulas (1)

Discusses the distance to stars, the surface temperature of stars, the size of stars, the mass of stars, and the laws of nature that govern the behavior and physical properties of stars. Also, how stars are born, live, and die. Equivalent to ASTR-506. Prerequisite: take MATH-1423.

ASTR - 5421 Superstring Theory (2)

Discusses the recent efforts by physicist to combine two important theories: Quantum Mechanics and Einstein's General Relativity, which are mutually incompatible. Superstring Theory overcomes the incompatibility problem by giving us a new theory called the Theory of Everything (T.O.E.). Equivalent to ASTR-522. Prerequisite: take MATH-1423.

ASTR - 6211 Astronomy in the Classroom (1)

Surveys astronomy, involving the major physical components of the universe, including planets, stars, constellations, and galaxies. Discusses and demonstrates methods for including astronomy in the science curriculum. Identifies sources for obtaining free and inexpensive astronomy materials. Equivalent to ASTR-5211.
  Prerequisite: MATH 1423

Biology

BIOL - 1100 Human Biology (3)

Examines human biology from cellular to organ systems levels. Emphasis is placed on how globalization, climate change, cultural differences, and economics impact human health. For non-science majors.

BIOL - 1101 Human Biology Laboratory (1)

Uses scientific inquiry to examine human biology from cellular to organ systems levels. Emphasis is placed on how globalization, climate change, cultural differences, and economics impact human health. For non-science majors.

BIOL - 1200 Environmental Biology (3)

Focuses on scientific inquiry related to environmental issues. Emphasis is placed on ecology, biodiversity, evolution, and human

populations. Examines how urbanization, climate change, cultural differences, sustainability, and economics impact environmental health. For non-science majors.

BIOL - 1201 Environmental Biology Lab (1)

Focuses on scientific inquiry related to environmental issues and provides a series of laboratory and/or field activities appropriate to the topics covered in BIOL-1200. This course examines how urbanization, climate change, cultural differences, sustainability, and economics impact environmental health. For non-science majors.

BIOL - 1500 General Biology I (3)

This is the first lecture course of a two semester sequence that examines the chemical through ecosystem levels of biological organization. Emphasis is placed on the scientific method, organic compounds, cell structure and function, cellular processes, molecular and Mendelian genetics, and evolution. Examines how social, political and global trends impact biological issues. Co-requisite courses BIOL-1501.

BIOL - 1501 General Biology I Laboratory (1)

Covers laboratory experiments and demonstrations corresponding to topics covered in BIOL-1500 emphasizing the scientific method and techniques to study organic compounds, cell structure and function, cellular processes, molecular and Mendelian genetics, and evolution. Co-Requisite courses: BIOL-1500.

BIOL - 1510 General Biology II (3)

This is the second course of a two semester sequence that examines the chemical through ecosystem levels of biological organization. Emphasis is placed on biological diversity, plant and animal structure and function, and ecology. Examines how social, political, and global trends impact biological issues. Prerequisite: Take BIOL-1500 BIOL-1501. Take BIOL-1511.

BIOL - 1511 General Biology II Laboratory (1)

Covers laboratory experiments and demonstrations corresponding to topics covered in BIOL-1510, emphasizing the scientific method and techniques to study biological diversity, plant and animal structure and function, and ecology. Prerequisite: Take BIOL-1500 BIOL-1501. Take BIOL-1510.

BIOL - 2102 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. Equivalent to BIOL-305.

BIOL - 2104 Biological Science Foundations II (3)

Covers plant structure and function and the process of photosynthesis. Examines the operations of DNA and protein synthesis. Introduces the concepts of Mendelian and non-Mendelian genetics and the fundamental principles of ecology and evolution. Equivalent to BIOL-306.

BIOL - 2107 Biological Science Foundations Laboratory (1)

Provides a series of laboratory and/or field activities appropriate to the topics covered in BIOL-2102 and BIOL-2104. Emphasizes both knowledge and skills in laboratory operations. Designed for non-science majors. Equivalent to BIOL-307. Corequisite courses: BIOL-2102, BIOL-2104.

BIOL - 2109 Biological Foundations Laboratory (1)

Provides a series of online laboratory simulations appropriate to the topics covered in BIOL-2104. Emphasizes both knowledge and skills in laboratory operations. Equivalent to BIOL-314. Corequisite Course: BIOL-2104.

BIOL - 2112 Biological Science Foundations I Laboratory (1)

This online course provides a series of laboratory activities appropriate to the topics covered in BIOL-2102. Emphasizes both knowledge and skills in laboratory operations. Corequisite Course: BIOL-2102.

BIOL - 2200 Anatomy and Physiology I (3)

This is the first course of a two semester sequence that examines human form and function. The integumentary, skeletal, cardiovascular, lymphatic, and immune systems are emphasized. This course is designed for students pursuing a degree in the health professions and a career in healthcare. Prerequisite: Take CHEM-1111 CHEM-1112 CHEM-1113. Take BIOL-2201.

BIOL - 2201 Anatomy and Physiology I Lab (1)

This is the first course of a two semester sequence that uses scientific inquiry to examine human form and function. The integumentary, skeletal, cardiovascular, lymphatic, and immune systems are emphasized. Models, prepared slides, physiological experiments, and dissections will be used to reinforce the lecture topics. Designed for students pursuing a career in healthcare. Prerequisite: Take CHEM-1111 CHEM-1112 CHEM-1113. Take BIOL-2200.

BIOL - 2210 Anatomy and Physiology II (3)

This is the second course of a two semester sequence that examines human form and function. The muscular, nervous, digestive, respiratory, urinary, reproductive, and endocrine systems are emphasized. Designed for students pursuing a career in healthcare. Prerequisite: Take BIOL-2200 BIOL-2201. Take BIOL-2211.

BIOL - 2211 Anatomy and Physiology II Lab (1)

This is the second course of a two semester sequence that uses scientific inquiry to examine human form and function. The muscular, nervous, digestive, respiratory, urinary, reproductive, and endocrine systems are emphasized. Models, prepared slides, physiological experiments, and dissections will be used to reinforce the lecture topics. Designed for students pursuing a career in healthcare. Prerequisite: Take BIOL-2200 BIOL-2210. Take BIOL-2210.

BIOL - 3099 Biology Junior Seminar (3)

Examines key concepts, approaches, and issues in the Biological Sciences. Readings are drawn from peer-reviewed journals, applied studies and case studies will be developed for discussion of the nature of inquiry, overarching themes, and problem solving methodologies. This is the designated Junior Seminar course for Biology majors. Prerequisite: BIOL-1510

BIOL - 3108 Human Evolution (3)

This online course covers the principles of evolution and the history of evolutionary thought. Considers the development of biological anthropology and the human fossil record. Presents an account of human evolution based on an interpretation of the fossil record. Equivalent to BIOL-308.

BIOL - 3109 Human Evolution Laboratory (1)

Companion lab to Human Evolution (BIOL-3108) with lab exercises covering development of evolution theory, evolution biology, analytical techniques of hominid fossils, hypotheses testing, and interpretation of the hominid fossil record. Designed for non-science majors. Equivalent to BIOL-311. Corequisite Course: BIOL-3108.

BIOL - 3112 Human Genetics: Concepts and Technology (3)

Considers the biological basis of human heredity by examining the principles of classical, molecular, and population genetics and their technological applications to current issues in medicine, conservation, reproduction, cancer, biotechnology, genetic engineering, and bioethics. Equivalent to BIOL-312. Prerequisites: take MATH-1423 or take MATH-2131 and MATH-2141).

BIOL - 3116 Perspectives on the Physical and Natural Sciences (3)

Introduces the relationships between the physical or natural sciences and other disciplines such as public administration, economics, and health administration. Topics include the relationships among science and law, business, government, public

health, and religion. Fundamental aspects of science, such as the scientific process and scientific models are also presented. Note: Students should have completed general education science course. Equivalent to BIOL-309.

BIOL - 3118 Environmental Studies: A Case Studies Approach (3)

Uses a case study approach in the characterization and analysis of selected local, regional, and global environmental issues. Develops connections and relationships among the case studies and generalized environmental issues. Note: Students should have completed general education science courses. Equivalent to BIOL-310.

BIOL - 3316 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. Equivalent to BIOL-316. Corequisite Course: BIOL-3317.

BIOL - 3317 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. Equivalent to BIOL-317. Corequisite Course: BIOL-3316.

BIOL - 3320 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. Equivalent to BIOL-320. Corequisite Course: BIOL-3321.

BIOL - 3321 Animal Diversity Laboratory (1)

Includes laboratory experiments and activities correlated with topics covered in BIOL-3320. Prepared slides, preserved specimens, and live material are provided for laboratory study. These materials are comprised of selected genera representing major phyla of the animal kingdom. Equivalent to BIOL-321. Corequisite Course: BIOL-3320.

BIOL - 3322 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. Equivalent to BIOL-322. Prerequisites: take BIOL-3316, BIOL-3317, BIOL-3320, BIOL-3321. Corequisite Course: BIOL-3323.

BIOL - 3323 Ecology Laboratory (1)

Provides field and laboratory experiences associated with BIOL-3322. Equivalent to BIOL-323. Corequisite Course: BIOL-3322.

BIOL - 3340 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. Equivalent to BIOL-340. Prerequisites: take CHEM-3531, CHEM-3532.

BIOL - 3360 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. Equivalent to BIOL-360. Prerequisites: take BIOL-3320, BIOL-3321. Corequisite Course: BIOL-3361.

BIOL - 3361 Comparative Anatomy Laboratory (1)

Examines in detail the structure of the vertebrate body. Emphasizes the dissection of a series of vertebrate types. Equivalent to BIOL-361. Corequisite Course: BIOL-3360.

BIOL - 3370 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. Equivalent to BIOL-370. Prerequisites: take CHEM-3531, CHEM-3532. Corequisite Course: BIOL-3371.

BIOL - 3371 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. Equivalent to BIOL-371. Corequisite Course: BIOL-3370.

BIOL - 4000 Biology Workshop (1-5)

Examines a selected topic in the biological sciences. Topics vary and range from practical application of a specific set of field methods, such as recording, processing, and cataloging of animal sounds to exploration of a specific conceptual area, theory, or controversial topic within the biological sciences. May be repeated for credit. Equivalent to BIOL-501.

BIOL - 4080 Special Topics in Biology (3)

Explores a variety of current, and often specialized, topics within the field of Biology education. It allows students the opportunity to delve deeper Into a focused topic of interest; identify relevant concepts. theories, and skills; apply this knowledge to appropriate contexts; and identify connections to the larger discipline of Biology. Prerequisite: Biology Teacher Education Student.

BIOL - 4140 Natural History of Waterfowl (1)

This course provides an introduction to the biology of waterfowl. Emphasis is placed on the identification, distribution, behavior, conservation, and ecology of waterfowl. The laboratory portion of the course provides for hands on experience with identification and associated fieldwork. Specific attention will be given to waterfowl that migrate through Illinois. Equivalent to BIOL-540.

BIOL - 4141 Natural History of Grassland Birds (1)

Introduces the biology of grassland birds. Emphasizes the identification, distribution, behavior, conservation, and ecology of grassland birds. Provides hands on experience with identification and associated fieldwork with special attention to grassland birds of Illinois. Equivalent to BIOL-541.

BIOL - 4142 Natural History of Wetland Birds (1)

Introduces the biology of wetland birds. Emphasizes the identification, distribution, behavior, conservation, and ecology of wetland birds. Provides hands on experience with identification and associated fieldwork with special attention to wetland birds of Illinois. Equivalent to BIOL-542.

BIOL - 4143 Natural History of Forest Birds (1)

Introduces the biology of forest birds. Emphasizes the identification, distribution, behavior, conservation, and ecology of forest birds. Provides hands on experience with identification and associated fieldwork with special attention to forest birds of Northeastern Illinois. Equivalent to BIOL-543.

BIOL - 4144 Natural History of Raptors (2)

Introduces the biology of raptors: hawks, eagles, falcons, and owls. Emphasizes the common characteristics of raptors, including distribution, morphology, physiology, behavior, conservation, and ecology. Provides more practical, hands-on experience through identification and methods associated with fieldwork. Requires a three-day field trip in U.P. Michigan. Equivalent to BIOL-544. Prerequisites: take BIOL-3322 and BIOL-3323 or take BIOL-4522 and BIOL-4523 or take BIOL-6522 and BIOL-6523).

BIOL - 4145 Spring Migrant Birds (1)

Introduces the biology of migrating birds. Emphasis is placed on the identification, distribution, behavior, conservation, ecology of migrating birds. Provides hands on experience with identification and associated fieldwork. Specific attention will be given to birds that migrate through Illinois. Equivalent to BIOL-545.

BIOL - 4146 Avian Surveying Techniques (1)

Introduces surveying techniques used when estimating avian populations with specific attention to the habitat types and avifauna of Illinois. Introduces how to match survey techniques with habitat types based on limiting factors. Provides hands on experiences in surveying avian populations in different habitats. Equivalent to BIOL-546.

BIOL - 4147 Bird Banding (1)

Includes the sampling method of bird banding. Emphasis placed on identification, dispersal, migration, and the use of banding as a tool in the study of bird populations and communities. Provides hands on experience in safely removing birds from mist-nets, identification of resident birds, and protocol in banding birds. Equivalent to BIOL-547.

BIOL - 4148 Bird Behavior (1)

Introduces sampling techniques used to quantify bird behavior. Emphasis placed on identifying and defining behaviors in sufficient detail to develop an ethogram for behavioral observations in the field. Advantages and disadvantages of various sampling methods are discussed. Equivalent to BIOL-548.

BIOL - 4149 Avian Conservation (1)

Introduces scientific methodology used to monitor populations of avian species and assess their habitat. Emphasis placed on evaluating different management strategies and identifying the impact of social, political, legal, and/or economical issues that might influence effectiveness. Equivalent to BIOL-549, BIOL-5149.

BIOL - 4150 Avian Anatomy and Physiology (1)

Introduces the fundamental concepts of form, function, and adaptive evolution as they apply to basic avian anatomy and physiology. Equivalent to BIOL-550.

BIOL - 4430 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. Equivalent to BIOL-430. Corequisite Course: BIOL-4431.

BIOL - 4431 Microbiology Laboratory (1)

Course consists of laboratory experiments and activities correlated with topics covered in BIOL-4430. Students will learn to use standard laboratory procedures to identify microorganisms. Equivalent to BIOL-431. Corequisite Course: BIOL-4430.

BIOL - 4444 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. Equivalent to BIOL-444. Prerequisites: take CHEM-3513, CHEM-3514. Corequisite Course: BIOL-4445.

BIOL - 4445 Human Physiology I Laboratory (1)

Covers laboratory experiments associated with BIOL-4444. Equivalent to BIOL-445. Corequisite Course: BIOL-4444.

BIOL - 4446 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. Equivalent to BIOL-446. Prerequisites: take BIOL-4444, BIOL-4445. Corequisite Course: BIOL-4447.

BIOL - 4447 Human Physiology II Laboratory (1)

Covers laboratory experiments associated with BIOL-4446. Equivalent to BIOL-447. Corequisite Course: BIOL-4446.

BIOL - 4450 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. Equivalent to BIOL-450. Prerequisites: take BIOL-3370, BIOL-3371, CHEM-3531, CHEM-3532. Corequisite Course: BIOL-4451.

BIOL - 4451 Animal Physiology Laboratory (1)

Covers laboratory experiments and demonstrations associated with BIOL-4450. Equivalent to BIOL-451. Corequisite Course: BIOL-4450.

BIOL - 4460 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. Equivalent to BIOL-460. Prerequisites: take BIOL-3370, BIOL-3371, CHEM-3531, CHEM-3532. Corequisite Course: BIOL-4461.

BIOL - 4461 Plant Physiology Laboratory (1)

Involves laboratory experiments and activities appropriate to the topics covered in BIOL-4460. Prepared slides and preserved specimens will be provided for laboratory investigation of the functional anatomy of flowering plants. A variety of experiments on photosynthesis, water potential, mineral nutrition, and hormonal control of growth and development will be performed. Equivalent to BIOL-461. Corequisite Course: BIOL-4460.

BIOL - 4510 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. Prerequisite: For Biology majors only.

BIOL - 4516 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. Equivalent to BIOL-516. Prerequisites: take BIOL-3322, BIOL-3323.

BIOL - 4522 Ornithology (2)

Introduces ornithology, focusing on the basic morphology, physiology, ecology, and behavior of birds. Places particular emphasis on bird vocalizations, territoriality, life history data, and the structure of bird communities. Equivalent to BIOL-522. Prerequisites: take BIOL-3320, BIOL-3321. Corequisite Course: BIOL-4523.

BIOL - 4523 Ornithology Laboratory (1)

Focuses on the identification of birds in the field by both visual and auditory characteristics. Weekly field trips allow students to become familiar with the majority of resident and migratory birds of Northeastern Illinois. Equivalent to BIOL-523. Corequisite Course: BIOL-4522.

BIOL - 4530 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. Equivalent to BIOL-530, BIOL-5530. Prerequisites: take BIOL-4430, BIOL-4431 and take BIOL-3340 or [BIOL-3370 and BIOL-3371] or [CHEM-5331 and CHEM-5332]. Corequisite course: BIOL-4531, BIOL-6531.

BIOL - 4531 Biotechnology Laboratory (1-2)

This course consists of the application of standard techniques used in biotechnology. Equivalent to BIOL-531, BIOL-5531. Corequisite Course: BIOL-4530.

BIOL - 4536 Environmental Hydrology (2)

Covers major hydrologic processes, including precipitation, interception, evaporation, transpiration, infiltration, percolation, soil water, surface runoff, and ground water. Discusses current environmental issues in relation to water resources utilization and management. Equivalent to BIOL-536. Prerequisites: take BIOL-3322, BIOL-3323. Corequisite Course: BIOL-4537.

BIOL - 4537 Environmental Hydrology Laboratory (1)

Involves laboratory experiments, field experiments, and activities appropriate to the topics covered in Environmental Hydrology. Laboratory sessions deal with measurements and calculations of the major hydrologic processes, including precipitation, interception, evaporation, transpiration, infiltration, soil water, stream flow, runoff, and water quality analysis. Corequisite Course: BIOL-4536.

BIOL - 4555 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. Equivalent to BIOL-555. Prerequisites: take BIOL-3322, BIOL-3323. Corequisite Course: BIOL-4556.

BIOL - 4556 Mammalogy Laboratory (1)

Provides laboratory experiences associated with Mammalogy. Equivalent to BIOL-556. Corequisite Course: BIOL-4555.

BIOL - 4560 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. Equivalent to BIOL-560. Prerequisites: take BIOL-3317, BIOL-3317. Corequisite Course: BIOL-4561.

BIOL - 4561 Plant Systematics Laboratory (1)

A study of the flowering plants of the Chicago region with emphasis on identification, classification, and nomenclature. Equivalent to BIOL-561. Corequisite course: BIOL-4560.

BIOL - 4570 Immunology (3)

Introduces the concepts and terminology of the immune response, including humoral and cellular immunity, immunogenetics, tumor and transplantation immunity, serology, immunopathology, and developmental and comparative immunobiology. Equivalent to BIOL-570. Prerequisites: take BIOL-4450 and BIOL-4451 or take BIOL-4444, BIOL-4445, BIOL-4446, and BIOL-4447).

BIOL - 4580 Behavioral Ecology (3)

Introduces the field of ethology, the study of animal behaviors as biological phenomena, with a focus on evolution and ecology of behavior. Provides basic terminology as well as theoretical perspectives on interrelationships of behavior with other biological levels of organization. Equivalent to BIOL-580. Prerequisites: take BIOL-3322, BIOL-3323.

BIOL - 4590 Aquatic Ecology (2)

Introduces the ecology of streams and lakes, focusing on the biological, physical, and chemical processes that structure aquatic environments. Places particular emphasis on the concept of the watershed, on invertebrate and fish communities of streams, and on the planktonic communities of lakes. Equivalent to BIOL-590. Prerequisites: take BIOL-3322, BIOL-3323. Corequisite course: BIOL-4591.

BIOL - 4591 Aquatic Ecology Laboratory (1)

Provides fieldwork and laboratory experiences appropriate to the topics covered in Aquatic Ecology. Equivalent to BIOL-591. Corequisite course: BIOL-4590.

BIOL - 4600 Environmental Project Management (3)

Covers multiple aspects of planning and executing environmental projects, which are often complex undertakings that require expertise in science, engineering, policy and project management. Topics include environmental policies at state and national levels, the major components of environmental impact analysis, data management, risk assessment methods, benefit analysis methods, scientific writing, and integrated project management skills. Course activities include lectures, quizzes, case-studies, and a major group project focused on regional environmental issues. Prerequisites: take BIOL-1510, BIOL-3322, CHEM-1143, STAT-2100 or higher.

BIOL - 4700 Conservation Genetics (2)

Covers the principles and applications of conservation genetics, including the current extinction crisis, the role of genetics in extinction risk, and the application of modern genetic techniques to the management of wild and captive populations. Instructional Method: Lecture/Discussion   Prerequisites: BIOL-3322, and BIOL-3340 or BIOL-4965. Co-requisite: BIOL-4701.

BIOL - 4701 Conservation Genetics Lab (1)

Includes laboratory activities correlated with topics covered in BIOL 4700 (Conservation Genetics). Activities include the extraction, amplification and sequencing of DNA from plant and animal tissue, as well as learning how to apply genetic data to taxonomy, genetic diversity estimation, parentage analysis, environmental forensics, and biodiversity monitoring. Instructional Method: Laboratory. Prerequisites: BIOL-3322, and BIOL-3340 or BIOL-4965. Co-requisite: BIOL-4700.

BIOL - 4870 Independent Study (1-4)

Individual reading, research, and/or project in biology under the supervision of the faculty. Equivalent to BIOL-470.

BIOL - 4880 Internship (1-4)

Designed to provide biology students with supervised practical experiences in applied settings. Equivalent to BIOL-480.

BIOL - 4965 Senior Capstone: 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. This course is the Senior Capstone course for Biology majors. Equivalent to BIOL-465. Prerequisite: take BIOL-3340.

BIOL - 4990 Undergraduate Research I (1)

Provides instruction and practical experience in planning laboratory or field research in biology. Topics include the scientific method, forming a research question, conducting a literature review, scientific writing style and citations, avoiding plagiarism, and a writing research proposal. Equivalent to BIOL-491. Prerequisite: take STAT-4219.

BIOL - 4992 Undergraduate Research II (1)

Provides instruction and practical experience in conducting research, analyzing data, and writing a report on results in journal manuscript format. Topics include parts of a research paper, data analysis, and oral presentation of research results. Equivalent to BIOL-492. Prerequisite: take BIOL-4990.

BIOL - 6000 Biology Workshop (1-5)

Examines a selected topic in the biological sciences. Topics vary and range from practical application of a specific set of field methods, such as recording, processing, and cataloging of animal sounds to exploration of a specific conceptual area, theory, or controversial topic within the biological sciences. May be repeated for credit. Equivalent to BIOL-501.

BIOL - 6080 Special Topics in Biology (3)

Analyzes selected issues in Biology and Biology education in depth. Applies and evaluates several aspects of the topic using a variety of methodologies, theories, and/or perspectives. Analyzes research on current pedagogical practices for students with special needs. Note: May be repeated for credit with a different topic.

BIOL - 6101 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. Equivalent to BIOL-600.

BIOL - 6103 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. Equivalent to BIOL-601.

BIOL - 6105 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. Equivalent to BIOL-602.

BIOL - 6107 Environmental Science: Forest Investigations (1-2)

Field methods of analysis, including point-quarter transects, age classification by correlation to diameter class, variable and fixed plot sampling, and evaluating the effects of microclimate. Course cannot be used to satisfy general education requirements. Designed as an in-service course for teachers, environmental educators, and environmental volunteers. Equivalent to BIOL-603.

BIOL - 6109 Environmental Science: Investigations in Limnology (1-2)

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. Equivalent to BIOL-604.

BIOL - 6112 Human Genetics (3)

Considers the biological basis of human heredity, by examining the principles of classical, molecular, and population genetics and their application to current issues in human heredity, including inheritance disorders, sex determination, carcinogenesis and health, genetic engineering, genetic counseling, reproductive technologies, evolution, and bioethics. Equivalent to BIOL-512. Prerequisites: take MATH-2141 and take MATH-1423 or MATH-2131.

BIOL - 6140 Natural History of Waterfowl (1)

This course provides an introduction to the biology of waterfowl. Emphasis is placed on the identification, distribution, behavior, conservation, and ecology of waterfowl. provides hands on experience with identification and associated fieldwork. Specific attention will be given to waterfowl that migrate through Illinois. Equivalent to BIOL-540.

BIOL - 6141 Natural History of Grassland Birds (1)

Introduces the biology of grassland birds. Emphasizes the identification, distribution, behavior, conservation, and ecology of grassland birds. Provides hands on experience with identification and associated fieldwork with special attention to grassland birds of Illinois. Equivalent to BIOL-541.

BIOL - 6142 Natural History of Wetland Birds (1)

Introduces the biology of wetland birds. Emphasizes the identification, distribution, behavior, conservation, and ecology of wetland birds. Provides hands on experience with identification and associated fieldwork with special attention to wetland birds of Illinois. Equivalent to BIOL-542.

BIOL - 6143 Natural History of Forest Birds (1)

Introduces the biology of forest birds. Emphasizes the identification, distribution, behavior, conservation, and ecology of forest birds. Provides hands on experience with identification and associated fieldwork with special attention to forest birds of Northeastern Illinois. Equivalent to BIOL-543.

BIOL - 6144 Natural History of Raptors (2)

Introduces the biology of raptors: hawks, eagles, falcons, and owls. Emphasizes the common characteristics of raptors, including distribution, morphology, physiology, behavior, conservation, and ecology. Provides more practical, hands-on experience through identification and methods associated with fieldwork. Requires a three-day fieldtrip in U.P. Michigan. Equivalent to BIOL-544. Prerequisites: take BIOL-3322 and BIOL-3323 or take BIOL-4522 and BIOL-4523 or take BIOL-6522 and BIOL-6523).

BIOL - 6145 Spring Migrant Birds (1)

Introduces the biology of migrating birds. Emphasis is placed on the identification, distribution, behavior, conservation, ecology of migrating birds. Provides hands on experience with identification and associated fieldwork. Specific attention will be given to birds that migrate through Illinois. Equivalent to BIOL-545.

BIOL - 6146 Avian Surveying Techniques (1)

Introduces surveying techniques used when estimating avian populations with specific attention to the habitat types and avifauna of Illinois. Introduces how to match survey techniques with habitat types based on limiting factors. Provides hands on experiences in surveying avian populations in different habitats. Equivalent to BIOL-546.

BIOL - 6147 Bird Banding (1)

Includes the sampling method of bird banding. Emphasis placed on identification, dispersal, migration, and the use of banding as a tool in the study of bird populations and communities. Provides hands on experience in safely removing birds from mist-nets, identification of resident birds, and protocol in banding birds. Equivalent to BIOL-547.

BIOL - 6148 Bird Behavior (1)

Introduces sampling techniques used to quantify bird behavior. Emphasis placed on identifying and defining behaviors in sufficient detail to develop an ethogram for behavioral observations in the field. Advantages and disadvantages or various sampling methods are discussed. Equivalent to BIOL-548.

BIOL - 6149 Avian Conservation (1)

Introduces scientific methodology used to monitor populations of avian species and assess their habitat. Emphasis placed on evaluating different management strategies and identifying the impact of social, political, legal, and/or economical issues that might influence effectiveness. Equivalent to BIOL-549, BIOL-5149.

BIOL - 6150 Avian Anatomy and Physiology (1)

Introduces the fundamental concepts of form, function, and adaptive evolution as they apply to basic avian anatomy and physiology. Equivalent to BIOL-550.

BIOL - 6210 Natural Resource Management (3)

Examines distribution, use, management and conservation of natural resources in the context of human society and current environmental issues. Strategies for sustainable use of soil, water and air will be emphasized. Special attention is given to resource management issues in the metropolitan Chicago and Great Lakes regions. Prerequisite: BIOL 7400 and Environmental Studies Ecology or Equivalent. Corequisite: BIOL 6211

BIOL - 6211 Natural Resource Management Laboratory (1)

Examines and quantifies distribution, use, management and conservation of natural resources in field and laboratory settings. Strategies for sustainable use of soil, water and air will be emphasized. Special attention is given to resource management issues in the metropolitan Chicago and Great Lakes regions. Instructional Method: Lab Prerequisite: BIOL 7400 and Environmental Studies Ecology or Equivalent. Corequisite: BIOL 6210

BIOL - 6220 Contemporary Issues in Environmental Law and Policy (3)

Provides a fundamental approach to understanding key issues that relate to the modern problems of environmental protection, regulation, policy and law. Introduces theories and practical application while examining key environmental problems through lectures, case studies, and policy analysis. Prerequisite: None

BIOL - 6230 Cultural Ecology and Environmental Policy (3)

This course explores cultural models that define the natural order and inform how local people use natural resources to sustain their way of life. Case studies from across subsistence systems and settlement patterns are examined. The emphasis is on the bio-cultural connection, adaptation, and sustainability. Prerequisite: BIOL 7400 and Environmental Studies Ecology or Equivalent.

BIOL - 6310 Sustainable Buildings (3)

Examines building design, construction and management in the context of sustainability. Approaches building development and management by considering how building techniques and systems affect health, well-being and performance of people. Also considers impacts of the built environment on energy and material resources, and how modifications in building techniques, materials and systems may modify or lessen impact. Prerequisite: BIOL 7400 and Environmental Studies Ecology or Equivalent.

BIOL - 6320 Land Use Planning (3)

Introduces students to theories, tools, concepts and regulations related to land use planning. The class will cover the history of land ownership, use and regulation in the United States; how planning and zoning tools are used to regulate land use; and how laws, regulations and political factors influence land use planning and zoning. Integrating bioconservation and land use planning, and case studies in the Chicago metropolitan area will be emphasized. Prerequisite: BIOL 7400 and Environmental Studies Ecology or Equivalent.

BIOL - 6330 Native Landscaping (3)

Introduces students to native plant species used in landscaping applications in the Midwest, and trains students in tools and concepts used in landscaping with native species. Material covered in the class will include identification of native species, natural ecosystems in which species are found, culture of native species, and basic landscape planning. Prerequisite: BIOL 7400 and Environmental Studies Ecology or Equivalent.

BIOL - 6510 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. Prerequisite: For Environmental Biology majors only.

BIOL - 6516 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. Equivalent to BIOL-516. Prerequisites: take BIOL-3322, BIOL-3323.

BIOL - 6522 Ornithology (2)

Introduces ornithology, focusing on the basic morphology, physiology, ecology, and behavior of birds. Places particular emphasis on bird vocalizations, territoriality, life history data, and the structure of bird communities. Equivalent to BIOL-522. Prerequisites: take BIOL-3320, BIOL-3321. Corequisite course: BIOL-6523.

BIOL - 6523 Ornithology Laboratory (1)

Focuses on the identification of birds in the field by both visual and auditory characteristics. Weekly field trips allow students to become familiar with the majority of resident and migratory birds of Northeastern Illinois. Equivalent to BIOL-523. Corequisite course: BIOL-6522.

BIOL - 6530 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. Equivalent to BIOL-530, BIOL-5530. Prerequisites: take BIOL-4430, BIOL-4431 and take BIOL-3340 or [BIOL-3370 and BIOL-3371] or [CHEM-5331 and CHEM-5332]. Corequisite courses: BIOL-4531, BIOL-6531.

BIOL - 6531 Biotechnology Laboratory (1-2)

This course consists of the application of standard techniques used in biotechnology. Equivalent to BIOL-531, BIOL-5531. Corequisite course: BIOL-6530.

BIOL - 6536 Environmental Hydrology (2)

Covers major hydrologic processes, including precipitation, interception, evaporation, transpiration, infiltration, percolation, soil water, surface runoff, and ground water. Discusses current environmental issues in relation to water resources utilization and management. Equivalent to BIOL-536. Prerequisites: take BIOL-3322, BIOL-3323. Corequisite course: BIOL-6537.

BIOL - 6537 Environmental Hydrology Laboratory (1)

Involves laboratory experiments, field experiments, and activities appropriate to the topics covered in Environmental Hydrology. Laboratory sessions deal with measurements and calculations of the major hydrologic processes, including precipitation, interception, evaporation, transpiration, infiltration, soil water, stream flow, runoff, and water quality analysis. Corequisite course: BIOL-6536.

BIOL - 6555 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. Equivalent to BIOL-555. Prerequisites: take BIOL-3322, BIOL-3323. Corequisite course: BIOL-6556.

BIOL - 6556 Mammalogy Laboratory (1)

Provides laboratory experiences associated with Mammalogy. Equivalent to BIOL-556. Corequisite course: BIOL-6555.

BIOL - 6560 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. Equivalent to BIOL-560. Prerequisites: take BIOL-3316, BIOL-3317. Corequisite course: BIOL-6561.

BIOL - 6561 Plant Systematics Laboratory (1)

A study of the flowering plants of the Chicago region with emphasis on identification, classification, and nomenclature. Equivalent to BIOL-561. Corequisite course: BIOL-6560.

BIOL - 6570 Immunology (3)

Introduces the concepts and terminology of the immune response, including humoral and cellular immunity, immunogenetics, tumor and transplantation immunity, serology, immunopathology, and developmental and comparative immunobiology. Equivalent to BIOL-570. Prerequisites: take BIOL-4450 and BIOL-4451 or take BIOL-4444, BIOL-4445, BIOL-4446, and BIOL-4447).

BIOL - 6580 Behavioral Ecology (3)

Introduces the field of ethology, the study of animal behaviors as biological phenomena, with a focus on evolution and ecology of behavior. Provides basic terminology as well as theoretical perspectives on interrelationships of behavior with other biological levels of organization. Equivalent to BIOL-580. Prerequisites: take BIOL-3322, BIOL-3323.

BIOL - 6590 Aquatic Ecology (2)

Introduces the ecology of streams and lakes, focusing on the biological, physical, and chemical processes that structure aquatic environments. Places particular emphasis on the concept of the watershed, on invertebrate and fish communities of streams, and on the planktonic communities of lakes. Equivalent to BIOL-590. Prerequisites: take BIOL-3322, BIOL-3323. Corequisite course: BIOL-6591.

BIOL - 6591 Aquatic Ecology Laboratory (1)

Provides fieldwork and laboratory experiences appropriate to the topics covered in BIOL590. Equivalent to BIOL-591. Corequisite course: BIOL-6590.

BIOL - 6600 Environmental Project Management (3)

Covers multiple aspects of planning and executing environmental projects, which are often complex undertakings that require expertise in science, engineering, policy and project management. Topics include environmental policies at state and national levels, the major components of environmental impact analysis, data management, risk assessment methods, benefit analysis methods, scientific writing, and integrated project management skills. Course activities include lectures, quizzes, case-studies, and a major group project focused on regional environmental issues. Prerequisites: take BIOL-1510, BIOL-3322, CHEM-1143, STAT-2100 or higher.

BIOL - 6615 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. Equivalent to BIOL-615. Prerequisites: take BIOL-3322, BIOL-3323.

BIOL - 6622 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. Equivalent to BIOL-622. Prerequisites: take BIOL-3322, BIOL-3323.

BIOL - 6641 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. Equivalent to BIOL-641. Prerequisites: take CHEM-3531, CHEM-3532, BIOL-4450, BIOL-4451 or take CHEM-3531, CHEM-3532, CHEM-5331, CHEM-5332.

BIOL - 6657 Ecological Methods: Populations (2)

For graduate students of environmental biology. One of two courses on field methods in ecology. Covers basic field techniques, planning of field experiments, collection and analysis of data, and interpretation of result in the study of populations. Topics include the collection and analysis of capture-mark-recapture data, survival analysis, density estimation, analysis and quantification of population dynamics, the effects of predators on insect population dynamics, and the effects of herbivores on plant population dynamics. Equivalent to BIOL-657. Prerequisites: take BIOL-3322, BIOL-3323 and take STAT-4219 or STAT-6219.

BIOL - 6660 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. Equivalent to BIOL-660. Prerequisites: take BIOL-3322, BIOL-3323 and take STAT-4219 or STAT-6219.

BIOL - 7110 Graduate Seminar (1)

Provides Environmental Biology Master's Degree students with practical experience in describing and discussing research, analyzing data, and presenting a paper in a journal manuscript format.

BIOL - 7400 Introduction to Biological Research (2)

Introduces the students to the principles and procedures of scholarly research and the philosophy of graduate studies in biology. They will learn about different professional activities, methods of conducting biological research and standards for writing and editing at the graduate level. Students will develop both oral and poster presentations and identify potential funding sources.

BIOL - 7701 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. Equivalent to BIOL-701. Corequisite course: BIOL-7702.

BIOL - 7702 Gross Anatomy I Laboratory (1)

Provides detailed dissection on human cadavers that parallels the topics covered in BIOL701. Equivalent to BIOL-702. Corequisite course: BIOL-7701.

BIOL - 7706 Physiology of Disease I (3)

Emphasizes the physiological principles of human health and disease by examining the cell and organ physiology of the nervous, muscular, blood, immune, cardiovascular, respiratory, renal, endocrine, sensory, and digestive systems. Equivalent to BIOL-706. Corequisite course: BIOL-7707.

BIOL - 7707 Physiology of Disease I Laboratory (1)

Covers laboratory experiments and demonstrations associated with BIOL-7706. Equivalent to BIOL-707. Corequisite course: BIOL-7706.

BIOL - 7711 Gross Anatomy II (3)

This course is a continuation of Gross Anatomy I (BIOL-7701). The regional anatomy of the lower extremity, head, and neck are considered in detail. Equivalent to BIOL-711. Prerequisites: take BIOL-7701, BIOL-7702. Corequisite course: BIOL-7712.

BIOL - 7712 Gross Anatomy II Laboratory (1)

Provides detailed dissection on human cadavers that parallels the topics covered in BIOL-7711. Equivalent to BIOL-712. Corequisite course: BIOL-7711.

BIOL - 7716 Physiology of Disease II (4)

This course, which is an extension of BIOL-7706, continues to emphasize the cellular mechanisms fundamental to understanding the pathological changes inherent in the most common disease states. The impact of injury, the aging process, and pharmacological interventions on the practice of physical and occupational therapy are considered. Equivalent to BIOL-716. Prerequisites: take BIOL-7706, BIOL-7707.

BIOL - 7726 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. Equivalent to BIOL-726. Prerequisites: take BIOL-7711, BIOL-7712.

BIOL - 8000 Special Topics: Biology (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. Equivalent to BIOL-810.

BIOL - 8830 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. Equivalent to BIOL-830. Prerequisites: take CHEM-3531, CHEM-3532, BIOL-4460, BIOL-4461. Corequisite course: BIOL-8831.

BIOL - 8831 Plant Microenvironments Laboratory (1)

Students will participate in a series of laboratory and/or field projects appropriate to the topics covered in BIOL-8830. Each laboratory project will center on the physiology or specific phase in the flowering plant life cycle. Equivalent to BIOL-831. Corequisite course: BIOL-8830.

BIOL - 8840 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. Equivalent to BIOL-840. Prerequisites: take BIOL-3322, BIOL-3323, BIOL-4430, BIOL-4431. Corequisite course: BIOL-8841.

BIOL - 8841 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. Equivalent to BIOL-841. Corequisite course: BIOL-8840.

BIOL - 8850 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. Equivalent to BIOL-850. Prerequisites: take CHEM-3531, CHEM-3532, BIOL-4450, BIOL-4451. Corequisite course: BIOL-8851.

BIOL - 8851 Environmental Physiology Laboratory (1)

Covers laboratory experiments and demonstrations associated with Environmental Physiology lecture, BIOL-8850. Student designed research projects and proposals complement the lab work. Equivalent to BIOL-851. Corequisite course: BIOL-8850.

BIOL - 8860 Ecosystem Ecology (2)

Addresses interactions between organisms and their environment with an emphasis on the ecosystem level. Analyses processes such as energy flow, nutrient cycling, and water balance in the atmosphere-soil-vegetation systems are analyzed. Discusses influences of human and natural disturbances on ecological processes and sustainable ecosystem management principles. Equivalent to BIOL-860. Prerequisites: take BIOL-3322, BIOL-3323, BIOL-4460, BIOL-4461. Corequisite course: BIOL-8861.

BIOL - 8861 Ecosystem Ecology Laboratory (1)

Provides the students the opportunity to participate in a series of laboratory and/or field projects appropriate to the topics covered in BIOL-8860: Ecosystem Ecology. Each laboratory project will focus on the spatial and temporal changes of environmental parameter (energy flow, radiation, light, temperature, humidity, wind, nutrient states, and water balance) in the atmosphere-soil-vegetation systems within the plant ecosystems. Equivalent to BIOL-861. Corequisite course: BIOL-8860.

BIOL - 8870 Graduate Research (1-4)

Individual reading, research, and/or projects in biology under the supervision of the faculty. Equivalent to BIOL-870.

BIOL - 8880 Internship (1-4)

Designed to provide biology students with supervised practical experiences in applied settings. Equivalent to BIOL-880.

BIOL - 8970 Capstone Internship (1-4)

Provides the Master's student in Environmental Biology, Management and Policy with the opportunity to synthesize and integrate his/her graduate work by planning and completing a supervised professional internship with a governmental agency, organization or company in natural resource management, conservation or environmental policy disciplines. The theme of the internship should be consistent with the student's goals and faculty expertise. Prerequisites: Internship proposal approved by the student's research advisor and research committee, and employee of the organization with whom the internship will be completed is designated as internship supervisor. Permission of the research advisor is required.

BIOL - 8990 Graduate Thesis/Project (1 - 6)

Provides the environmental biology student with the opportunity to synthesize and integrate their graduate work by developing and completing a research thesis or project. The subject of the research should be consistent with the student's goals and faculty expertise. Equivalent to BIOL-890.

BIOL - 8995 Internship Presentation (1)

Students will provide an oral and a written account of their capstone internship, which will be evaluated by the research advisor and research committee. Writing format will follow 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. Internship presentations will be open to all students and faculty. Students should enroll during the final semester of their internship or during the semester of their graduation. Prerequisite: Capstone Internship (BIOL 8970) and permission of the research advisor.

BIOL - 8998 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 term of their research or the term of their graduation. Equivalent to BIOL-899. Prerequisite: take BIOL-8990.

BIOL - 8999 Directed Scholarship: Masters in Environmental Biology (1-2)

Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in the graduate program while completing requirements for their degree and must have received a grade of "CO" in BIOL-8990 or BIOL-8998. Note: This course is variable in credit hours, repeatable for a maximum of two times per course (BIOL-8990 or BIOL-8998, and is P/NC grading option.) Equivalent to BIOL-898.

Business

BUS - 2200 Quantitative Methods in Business and Economics (1)

Introduces quantitative tools necessary for business problem solving and analysis in advanced coursework such as Managerial Economics, Operations Management, Finance, and Marketing. Prerequisites: MATH - 2109 Finite Mathematics (3) or equivalent.

BUS - 3200 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: None

BUS - 3700 Business Statistics (3)

Covers bivariate distributions, test of hypothesis, analysis of variance, regression, linear models, correlation, nonparametric statistics, and chi-square tests. Uses extensively statistical computer package in the analysis of data and application of statistical tests as they apply in business situations. Equivalent to STAT-3700 and STAT 362 Prerequisites: MATH - 2100 Elementary Statistics (3) and MIS-2101 Basics of Information Technology (3).

BUS - 7101 Business Analytics (3)

Applies case-based examples of business and data analytics in organizational and business settings with a focus on reporting, visualization and prediction in a business environment. Prerequisites: MGMT - 6700 Foundations of Managerial Statistics (3) and MIS - 7101 Information Systems and Technology (3)

BUS - 8101 Predictive Analytics (3)

Focuses on theory and application of predictive analytics in managerial decision making. Topics include linear regression, decision trees, discriminant analysis, multidimensional scaling, factor analysis, cluster analysis, and categorical data analysis. Prerequisites: BUS - 7101 Business Analytics (3)

Business Law

BLAW - 2100 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. Equivalent to BLAW-325.

BLAW - 3000 Special Topics in Business Law (1-3)

Special topics course exploring issues in Business Law.

BLAW - 3100 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 Equivalent to BLAW-326. Prerequisite: take BLAW-2100.

Chemistry

CHEM - 1110 Cooking with Chemistry (3)

Introduces non-science majors to the fundamental principles of chemical science and examines chemical changes that result from cooking processes. Prerequisite: take MATH-1423. Corequisite course: CHEM-1115.

CHEM - 1111 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. Equivalent to CHEM-306.

CHEM - 1112 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 and for students requiring a general education physical science laboratory course. Equivalent to CHEM-307. Corequisite course: CHEM-1111.

CHEM - 1113 Introduction to Organic and Biological Chemistry (3)

This is a one semester survey course in organic chemistry designed for students in health-related fields (nursing, occupational therapy, etc.). In this course fundamental principles of organic chemistry, including general aspects of structure, bonding, and nomenclature are introduced with emphasis on the different functional groups in organic compounds: their physical properties and their chemical reactions and the correlation between the physical and chemical properties and their structure. Organic compounds of biological interest are also introduced. This course does not provide adequate preparation for CHEM-3533 /or CHEM-3534 Organic Chemistry II. Equivalent to CHEM-308. Prerequisite: One semester of Foundational Chemistry such as CHEM-1111, or General Chemistry CHEM-1141 .

CHEM - 1115 Cooking with Chemistry Laboratory (1)

Covers laboratory experiments associated with CHEM-1110. Corequisite course: CHEM-1110.

CHEM - 1141 General Chemistry I (3)

Introduces the fundamental principles and concepts of chemistry. Topics include classification of matter, significant figures, atomic and molecular structure, Avogadro's number, reactions in solutions, properties of gas and solution, thermochemistry, electronic configuration, periodic relationship, and chemical bonding.

CHEM - 1142 General Chemistry I Lab (1)

Demonstrates Introduces experiments that illustrate principles and concepts covered in lecture. Requisite courses: Take CHEM-1141. (Required, Previous or concurrent).

CHEM - 1143 General Chemistry II (3)

Continuation from CHEM-1141. Topics include intermolecular forces, properties of solutions, chemical kinetics and equilibrium, properties and reactions of acids and bases, solubility equilibrium, thermodynamics, electrochemistry, and introduction to nuclear chemistry, transition metal chemistry, and organic chemistry. Requisite courses: Take CHEM-1141. (Required, Previous).

CHEM - 1144 General Chemistry II Lab (1)

Introduces experiments that illustrate principles and concepts covered in lecture. Requisite courses: Take CHEM-1143. (Required, Previous or concurrent).

CHEM - 3099 Chemistry Junior Seminar (3)

Examines the study of chemistry through effective practices in the topics of chemical literature, chemical safety, and ethics. Career opportunities, writing assignments, and oral presentations will be integrated into each topic to enrich each student's

perspective on the field of chemistry. This is the designated Junior Seminar course for Chemistry majors. Prerequisite: Take CHEM-1143

CHEM - 3135 Chemical Safety (1)

Examines chemical safety issues with an emphasis on issues relating to academic laboratories, including handling and storage of chemicals, use of safety equipment, electrical safety, and right-to-know and other legal aspects of safety. Equivalent to CHEM-350.

CHEM - 3145 Chemistry and Ethics (1)

Examines issues in chemistry and relates them to the writings of several philosophers as they pertain to ethics. Equivalent to CHEM-351.

CHEM - 3233 Analytical Chemistry (3)

Covers fundamental methods of chemical analysis. Discusses acid-base, solubility, and redox equilibrium, volumetric, gravimetric, potentiometric, and spectrophotometric analytical methods and separation techniques. Note: Students should have completed one year of freshman chemistry with laboratory and algebra. Equivalent to CHEM-315.

CHEM - 3234 Analytical Chemistry Laboratory (1)

Laboratory experiments associated with Analytical Chemistry lecture. Classical laboratory techniques including volumetric titrations, gravimetric analysis, potentiometry, spectrometric analysis, and chemical separations are performed. Equivalent to CHEM-316. Corequisite course: CHEM-3233.

CHEM - 3513 Introduction to Organic Chemistry (3)

One term survey course in organic chemistry designed for students in health-related fields (nursing, occupational therapy, etc.). Organic functional groups are emphasized. This course does not provide adequate preparation for Organic Chemistry II. Equivalent to CHEM-322.

CHEM - 3514 Introduction to Organic Chemistry Laboratory (1)

Covers laboratory experiments associated with CHEM-3513 Equivalent to CHEM-323. Corequisite course: CHEM-3513.

CHEM - 3531 Organic Chemistry I Lecture (3)

The first term of a two-term sequence (CHEM-3531 and CHEM-3533). Covers applications of modern principles of chemistry to elucidate structure, reactivity, and physical and spectroscopic properties of organic compounds. Chemical bonds, molecular structure, functional groups, stereochemistry of organic compounds, and mechanisms of organic reactions are emphasized. UV-visible, IR, and NMR spectroscopy are included for structure elucidation of organic compounds. Equivalent to CHEM-341.

CHEM - 3532 Organic Chemistry I Laboratory (1)

Covers organic laboratory techniques (mostly microscale) including methods of separation, purification, and identification of organic compounds. Techniques include melting point and boiling point determinations, refractive index, recrystallization, simple distillation, fractional distillation, extraction, column chromatography, thin layer chromatography, and gas chromatography. Ultraviolet-visible, infrared, and proton nuclear magnetic resonance spectroscopy techniques are covered for structure elucidation of organic compounds. Equivalent to CHEM-342. Corequisite course: CHEM-3531.

CHEM - 3533 Organic Chemistry II Lecture (3)

The second term of a two-term sequence (CHEM-3531 and CHEM-3533). Covers applications of modern principles of chemistry to elucidate structure, reactivity, and physical and spectroscopic properties of organic compounds. Chemical bonds, molecular structure, functional groups, stereochemistry of organic compounds, mechanisms of organic reactions, and synthesis of organic compounds are emphasized. Computer molecular modeling is also included. Equivalent to CHEM-343. Prerequisite: take CHEM-3531.

CHEM - 3534 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. Ultraviolet-visible, infrared, and proton nuclear magnetic resonance spectroscopic techniques are utilized for structure elucidation of the synthesized compounds. Equivalent to CHEM-344. Prerequisite: take CHEM-3532.

CHEM - 3631 Comprehensive Physical Chemistry (3)

One-semester survey course in physical chemistry for students enrolled in physical or life sciences. Topics include principles of thermodynamics, kinetics, and quantum mechanics.

CHEM - 3641 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. Equivalent to CHEM-366. Prerequisites: take CHEM-3233, CHEM-3234.

CHEM - 3642 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. Equivalent to CHEM-367. Corequisite course: CHEM-3641.

CHEM - 3643 Physical Chemistry II Lecture (3)

This course is a continuation of CHEM-3641 and covers the principles and applications of physical and mathematical methods of chemical systems. The topics covered include the following: thermodynamics of solutions, electrochemistry, quantum and atomic structure, statistical mechanics, spectroscopy, photochemistry, and kinetics. Equivalent to CHEM-368. Prerequisite: take CHEM-3641.

CHEM - 3644 Physical Chemistry II Laboratory (1)

This course is a continuation of CHEM-3642. Topics include determination of equilibrium constants using UV-VIS spectrophotometer, colligative properties of organic compounds using freezing point depression and boiling point elevation apparatus, kinetics of inversion of sucrose using polarimeter, viscosity of liquids, acquisition of kinetic and thermodynamic parameters by NMR and chromatography, laser spectroscopy, and chemical computation. Equivalent to CHEM-369. Prerequisite: take CHEM-3643.

CHEM - 4080 Special Topics In Chemistry (3)

Analyzes selected issues in Chemistry and Chemistry education in depth. Applies and evaluates several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated for credit with a different topic.

CHEM - 4155 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. Equivalent to CHEM-455. Prerequisites: take CHEM-3533, CHEM-3641.

CHEM - 4331 Biochemistry Lecture (3)

An introduction to the fundamentals of biochemistry, including chemistry of living organisms, structures of biomolecules, and a survey of metabolism. Equivalent to CHEM-544. Prerequisite: take CHEM-3531.

CHEM - 4332 Biochemistry Laboratory (1)

Laboratory component of CHEM-5331. Equivalent to CHEM-545. Corequisite course: CHEM-5331.

CHEM - 4333 Analytical Biochemistry (2)

Presents an introductory overview of procedures used for cell fractionation and isolation and characterization of biopolymers. Prerequisite: take CHEM-4331.

CHEM - 4334 Analytical Biochemistry Laboratory (1)

Covers introductory laboratory experiments associated with CHEM-4333. Students isolate organelles and biopolymers and characterize them by techniques that include photomicrography, spectrophotometry, polyacrylamide electrophoresis, fluorometry, and chromatography. Prerequisite: take CHEM-4331. Corequisite: CHEM-4333.

CHEM - 4335 Introduction to Bioinformatics (1)

Covers basic bioinformatics concepts and techniques as they relate to gene and protein sequences. Prerequisite: take CHEM-5331.

CHEM - 4443 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. Instructional Method: Lecture-discussion format. Equivalent to CHEM-433. Prerequisites: take CHEM-3643, CHEM-4743.

CHEM - 4444 Advanced Inorganic Chemistry Laboratory (1)

An introduction to the experimental study of the synthesis, decomposition, and stability of a variety of inorganic compounds. Equivalent to CHEM-434. Corequisite course: CHEM-4443.

CHEM - 4542 Analytical Organic Chemistry Laboratory (1)

Covers experiments associated with analytical chemistry and organic laboratory techniques (mostly microscale). The analytical chemistry experiments include volumetric titrations, potentiometry, spectrometric analysis, and chemical separations. Includes organic chemistry experiments including methods of separation, purification, and identification of organic compounds and synthetic techniques for organic compounds. This course does not count towards any degree requirement. Equivalent to CHEM-502.

CHEM - 4551 Comprehensive Organic Chemistry (3)

Covers applications of modern principles of chemistry to elucidate structure, reactivity, and physical properties of organic compounds. Chemical bonds, molecular structure, functional groups, stereochemistry of organic compounds, organic reactions, and reaction mechanisms are emphasized. This course does not count towards any degree requirement. Equivalent to CHEM-515.

CHEM - 4552 Introduction to Chemistry Software and Molecular Modeling (1)

Introduces various chemistry software for drawing organic, inorganic, and biological molecules in two and three dimensions, and for calculations involving molecular mechanics and molecular modeling to predict organic reaction mechanisms. Equivalent to CHEM-452. Prerequisite: take CHEM-3533.

CHEM - 4631 Mass Spectrometry of Peptides (1)

Presents an overview of peptide analysis through mass spectrometry. Topics include theories of ion formation and behavior, instrumentation, and interpretation of spectra of peptides. The hybrid technique liquid chromatography-mass spectrometry will also be discussed. Prerequisites: take CHEM-3233, CHEM-3531, CHEM-3532, and CHEM-5331.

CHEM - 4700 Independent Study (1-4)

Individual reading, research, and/or project in chemistry under the supervision of the faculty. Equivalent to CHEM-470. Prerequisites: take CHEM-3533, CHEM-3641.

CHEM - 4743 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. Equivalent to CHEM-426. Prerequisites: take CHEM-3233, CHEM-3641.

CHEM - 4744 Instrumental Analysis Laboratory (1)

Covers laboratory experiments associated with CHEM-4743, including atomic absorption, atomic emission, mass spectrometry, UV-VIS, infrared, fluorescence, 1H NMR, gas chromatography, HPLC, and voltammetry. Equivalent to CHEM-427. Corequisite course: CHEM-4743.

CHEM - 4952 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. Equivalent to CHEM-450. Prerequisites: take CHEM-3533, CHEM-3534.

CHEM - 4962 Undergraduate Research Experience (2)

Provides an opportunity to actively participate in an ongoing research project in chemistry. Students are expected to attend and make presentations at group meetings, perform literature searches, and conduct laboratory investigations. Equivalent to CHEM-485. Prerequisites: take CHEM-3533, CHEM-3641.

CHEM - 4980 Internship (1-4)

Designed to provide chemistry students with supervised practical experiences in applied settings. Equivalent to CHEM-480. Prerequisites: take CHEM-3533, CHEM-3641.

CHEM - 4990 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. Equivalent to CHEM-490. Prerequisites: take CHEM-3533, CHEM-3641.

CHEM - 5035 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. Only workshops with a prerequisite of either organic chemistry or physical chemistry can be taken as advanced selectives by chemistry majors who want to achieve ACS certification of their chemistry degree. Equivalent to CHEM-501. Prerequisites: take CHEM-3533, CHEM-3641.

CHEM - 5145 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. Equivalent to CHEM-505. Prerequisites: take CHEM-3533, CHEM-3534, CHEM-4744.

CHEM - 5146 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. Equivalent to CHEM-506. Corequisite course: CHEM-5145.

CHEM - 5157 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. Equivalent to CHEM-550. Prerequisites: take CHEM-3531, CHEM-3532, CHEM-3641, CHEM-3642.

CHEM - 5167 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. Equivalent to CHEM-535. Prerequisites: take CHEM-3641, CHEM-3533.

CHEM - 5757 Introduction to Proteomics (3)

A computer based learning program, which presents an overview of the processes, equipment and applications of mass spectrometry to protein analysis. Equivalent to CHEM-547. Prerequisite: take CHEM-5331.

CHEM - 6080 Special Topics In Chemistry (3)

Analyzes selected issues in Chemistry and Chemistry education in depth. Applies and evaluates several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated for credit with a different topic.

CHEM - 6100 Introduction to Graduate Studies in Analytical Chemistry (1)

Provides an introduction to graduate study in analytical chemistry. Discusses topics in physical chemistry, inorganic chemistry, organic chemistry, and biochemistry. Equivalent to CHEM-600.

CHEM - 6333 Analytical Biochemistry (2)

Presents basic procedures for cell fractionation and for isolation and characterization of biopolymers. Equivalent to CHEM-7333, CHEM-744. Prerequisite: take CHEM-5331.

CHEM - 6334 Analytical Biochemistry Lab (1)

Covers laboratory experiments associated with CHEM-6333. Students isolate organelles and biopolymers and characterize them by techniques that include photomicrography, spectrophotometry, polyacrylamide, electrophoresis, fluorometry, and chromatography. Equivalent to CHEM-7334, CHEM-745. Prerequisite: take CHEM-4331.

CHEM - 6542 Analytical Organic Chemistry Laboratory (1)

Covers experiments associated with analytical chemistry and organic laboratory techniques (mostly microscale). The analytical chemistry experiments include volumetric titrations, potentiometry, spectrometric analysis, and chemical separations. Includes organic chemistry experiments including methods of separation, purification, and identification of organic compounds and synthetic techniques for organic compounds. This course does not count towards any degree requirement. Equivalent to CHEM-502.

CHEM - 6551 Comprehensive Organic Chemistry (3)

Covers applications of modern principles of chemistry to elucidate structure, reactivity, and physical properties of organic compounds. Chemical bonds, molecular structure, functional groups, stereochemistry of organic compounds, organic reactions, and reaction mechanisms are emphasized. This course does not count towards any degree requirement. Equivalent to CHEM-515.

CHEM - 6552 Chemistry Software and Molecular Modeling (1)

Covers use of various chemistry software for drawing organic, inorganic, and biological molecules in two and three dimensions, and for calculations involving molecular mechanics and molecular modeling to predict organic reaction mechanisms. Equivalent to CHEM-652. Prerequisite: take CHEM-3533.

CHEM - 6554 Practical Computational Methods (1)

Introduces use of quantum chemistry software. Ab initio and density functional theory methods will be employed for calculations of various molecular properties. Prerequisites: take CHEM-3641, CHEM-3643, CHEM-3531, and CHEM-3533.

CHEM - 6733 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. Equivalent to CHEM-622. Prerequisites: take CHEM-3533, CHEM-3641, CHEM-4744. Corequisite course: CHEM-6734.

CHEM - 6734 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. Equivalent to CHEM-623. Corequisite course: CHEM-6733.

CHEM - 6743 Spectroscopic Characterization (3)

Covers fundamental principles of spectroscopy, ultra violet-visible, infrared (IR), nuclear magnetic resonance (NMR), luminescence (fluorescence and phosphorescence), and atomic absorption spectroscopy for characterization and determination of both inorganic and organic compounds. Prerequisites: One year of the undergraduate equivalent of Organic Chemistry (CHEM-3531/CHEM-3532 and CHEM-3533/CHEM-3534) and Analytical Chemistry (CHEM-3233/CHEM-3234) Corequisite: Enrollment in CHEM-6744.

CHEM - 6744 Spectroscopic Characterization Laboratory (1)

Covers laboratory experiments associated with CHEM 6743. Hands-on experience with the UV-VIS, IR, NMR, fluorescence, atomic (emission and/or absorption) spectrophotometers will be covered through comprehensive laboratory experiments. Prerequisites: One year of the undergraduate equivalent of Organic Chemistry (CHEM-3531/CHEM-3532 and CHEM-3533/CHEM-3534) and Analytical Chemistry (CHEM-3233/CHEM-3234). Corequisite: Enrollment in CHEM-6743.

CHEM - 6752 Practical Chemistry Instruction (1)

Introduces the student to the basic principles of HPLC, GC, UV-Vis detector, and gas and liquid sample handling, system troubleshooting, maintenance, and repair in a practical "hands on" laboratory format. Safety and accepted industry practices will be stressed throughout the course. Equivalent to CHEM-560. Prerequisites: take CHEM-3233 and CHEM-3641.

CHEM - 7442 Advanced Spectroscopic Methods (3)

Introduces spectroscopy-based experiments to demonstrate the principles thermodynamics, kinetics, and quantum mechanics. Prerequisite: CHEM-3233 & CHEM-3234, CHEM-4743 & CHEM-4744, CHEM-3135.

CHEM - 7447 Transition Metal and Organometallic Chemistry (3)

Presents the chemistry of the transition elements, particularly the organometallic chemistry of those elements. The mechanisms of stoichiometric and catalytic transformations of small molecules will be presented. The bonding theory descriptions of such reactions will be emphasized. Equivalent to CHEM-633. Prerequisite: take CHEM-4443.

CHEM - 7537 Advanced Organic Chemistry (3)

Covers molecular structures including stereochemistry of organic compounds; structure and detection of organic reactive intermediates; mechanisms of organic reactions including linear free energy relationships, isotope effects, molecular orbital theory, photochemistry, and pericyclic reactions. Equivalent to CHEM-641. Prerequisite: take CHEM-3533.

CHEM - 7557 Chemistry of Biomolecules (3)

Covers synthesis and reactions of amino acids and polypeptides, including solid phase synthesis, and introduces student to combinational chemistry. Equivalent to CHEM-672. Prerequisites: take CHEM-5331, CHEM-5332.

CHEM - 7667 Photochemistry (3)

Covers physical and organic aspects of photochemistry in terms of the fates that can befall excited species. Introduces photochemistry of normal and polluted atmospheres, photosynthesis, vision, photography, photobiochemistry, polymer photochemistry, photodynamic therapy, and other important subject areas. Demonstrations and discussions of experimental techniques will give practical experience to the theories covered in class. Equivalent to CHEM-862. Prerequisite: take CHEM-6543.

CHEM - 7741 Advanced Spectroscopic Methods (2)

Discusses advanced applications of spectroscopic methods for characterization of organic, inorganic, and biological molecules. Prerequisites: CHEM - 6543 Organic Spectroscopy (2) and CHEM - 6544 Organic Spectroscopy Laboratory (1) . Additionally graduate students must have demonstrated that they have had the equivalent of the undergraduate courses CHEM - 3135 Chemical Safety (1), CHEM - 3233 Analytical Chemistry (3), and CHEM - 3234 Analytical Chemistry Laboratory (1). Corequisite: CHEM - 7742 Advanced Spectroscopic Methods Laboratory (1)

CHEM - 7742 Advanced Spectroscopic Methods Laboratory (1)

Introduces spectroscopy-based experiments to demonstrate the principles of thermodynamics, kinetics, and quantum mechanics. Prerequisites: CHEM - 6543 Organic Spectroscopy (2) and CHEM - 6544 Organic Spectroscopy Laboratory (1). Additionally graduate students must have demonstrated that they have had the equivalent of the undergraduate courses CHEM - 3135 Chemical Safety (1), CHEM - 3233 Analytical Chemistry (3), and CHEM - 3234 Analytical Chemistry Laboratory (1). Corequisite: CHEM-7741

CHEM - 8057 Special Topics: Chemistry (3)

Examines specialized topics in chemistry. Topics will vary. May be repeated for credit. Equivalent to CHEM-810. Prerequisites: take CHEM-6443, CHEM-6543, CHEM-6733.

CHEM - 8157 Methods Development (3)

Concentrates on methods development in the analytical laboratory with applications in pharmaceutical, food product, cosmetics, and environmental testing. Focuses on methods development and optimization to satisfy regulatory and customer requirements, validating analytical methods, application of newer analytical methods, and those involved in quality control, quality assurance, and quality assessment. Includes development and use of statistical process control as tools to improve quality and productivity. Equivalent to CHEM-840. Prerequisite: take CHEM-6733.

CHEM - 8733 Mass Spectrometry (3)

Introduces the principles and theory of mass spectral analysis. Includes the basic theory of ion formation and behavior, instrumentation and the interpretation of the spectra or organic molecules. Deals with basic mass spectrometry as well as major areas of application. Discusses the important hybrid techniques of gas chromatography-mass spectrometry and liquid chromatography-mass spectrometry. Equivalent to CHEM-827. Prerequisite: take CHEM-6733. Corequisite course: CHEM-8734.

CHEM - 8734 Mass Spectrometry Laboratory (1)

Covers experiments associated with CHEM-8734. Includes hands-on laboratory work for the basic principles of GC/MS and LC/MS operation and theory of mass spectral analysis. Covers instrumentation, data acquisition, and interpretation of spectra of organic molecules. Equivalent to CHEM-828. Prerequisite: take CHEM-3643. Corequisite course: CHEM-8733.

CHEM - 8743 Molecular Spectroscopy (3)

Introduces quantum mechanical treatment of principles of interaction between molecules and radiation. Topics include lasers, photon emission and absorption, molecular symmetry, group theory, and rotational, vibrational, electronic, photoelectron, and nuclear magnetic resonance spectroscopy. Prerequisites: take CHEM-3641, CHEM-3643, CHEM-3531, and CHEM-3533.

CHEM - 8753 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. Equivalent to CHEM-855. Prerequisite: take CHEM-3643 CHEM-4443.

CHEM - 8754 Electrochemistry Laboratory (1)

Covers laboratory experiments associated with CHEM-8753. Equivalent to CHEM-856. Corequisite course: CHEM-8753.

CHEM - 8763 NMR Spectroscopy (3)

Provides treatment of the theories and applications of modern Fourier transform nuclear magnetic resonance (FT-NMR) spectroscopy. Applications of FT-NMR spectroscopy to the investigation and solution of chemical problems will be emphasized. Equivalent to CHEM-668. Prerequisites: take CHEM-6543, CHEM-6544. Corequisite course: CHEM-8764.

CHEM - 8764 NMR Spectroscopy Laboratory (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. Equivalent to CHEM-669. Corequisite course: CHEM-8763.

CHEM - 8920 Graduate Research (1-4)

Individual reading, research, and/or project in chemistry under the supervision of the faculty. Equivalent to CHEM-870. Prerequisites: take CHEM-6443 or CHEM-6543 and take CHEM-6733.

CHEM - 8930 Graduate Chemistry Literature Project (1-3)

Provides analytical chemistry students the opportunity to synthesize graduate work by developing and completing an in-depth chemistry literature project specific to the student's interest in chemistry and related to a faculty member's research. Students write a literature report, and make a formal presentation in a separate course, CHEM-8997. Equivalent to CHEM-892. Prerequisites: take CHEM-6443 or CHEM-6543 and take CHEM-6733.

CHEM - 8940 Internship (1-4)

Designed to provide chemistry students with supervised practical experiences in applied settings. Equivalent to CHEM-880.

CHEM - 8950 Graduate Research Project (1-3)

Provides the analytical chemistry students the opportunity to synthesize graduate work by developing and completing a research project specific to the student's interest in chemistry and related to a faculty member's research. Students write a project report, and make a formal presentation in a separate course, CHEM-8997. Equivalent to CHEM-891. Prerequisites: take CHEM-6443 or CHEM-6543 and take CHEM-6733.

CHEM - 8959 Graduate Thesis Literature Search (1)

Provides the analytical chemistry students the opportunity to synthesize graduate work by developing and completing an in-depth thesis specific to the student's interest in chemistry and related to a faculty member's research. Students start this work by doing a literature search for a specific problem. Equivalent to CHEM-889. Prerequisites: take CHEM-6443 or CHEM-6543 and take CHEM-6733.

CHEM - 8960 Graduate Thesis Project (1-5)

Provides the analytical chemistry students the opportunity to synthesize graduate work by developing and completing an in-depth thesis specific to the student's interests in chemistry and related to a faculty member's research. Students write an in-depth thesis, and make a formal presentation in a separate course. Equivalent to CHEM-890. Prerequisite: take CHEM-8959.

CHEM - 8995 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 CHEM-8997, Presentation in Chemistry. Equivalent to CHEM-895. Corequisite courses: CHEM-8930, CHEM-8940, CHEM-8950, CHEM-8960.

CHEM - 8997 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 term of graduate research or the following term. Equivalent to CHEM-899. Prerequisites: take CHEM-8930, CHEM-8940, CHEM-8950, or CHEM-8960.

CHEM - 8999 Directed Scholarship: Masters in Analytical Chemistry (1-2)

Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing requirements for their degree and must receive a grade of "CO" in CHEM-8959, CHEM-8960, CHEM-8950, or CHEM-8930. Note: This course is variable (1-2) in credit hours, repeatable (not replaceable) for a maximum of two times per course (CHEM-8959, CHEM-8960, or CHEM-8930), and is P/NC grading option. Equivalent to CHEM-898.

Communication Disorders

CDIS - 2100 Introduction to Sign Language (3)

Enables the student to acquire basic conversational sign language skills. Discusses deaf awareness and the different systems of signed communication. Equivalent to CDIS-305.

CDIS - 3100 Intermediate Sign Language (3)

Designed to facilitate development of intermediate to advanced-level conversational sign language skills. Equivalent to CDIS-306. Prerequisite: take CDIS-2100.

CDIS - 3200 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. This class will fine tune signing skills and clean up production and concept problems. It will also introduce interpreting skills and generally prepare the student for conversing and working with persons whose primary language is American Sign Language. Equivalent to CDIS-307. Prerequisite: take CDIS-3100.

CDIS - 3300 Introduction to Communication Disorders (3)

Study of the major types of communication disorders, their effects on the communicatively impaired individual, and basic remediation programs. Equivalent to CDIS-310.

CDIS - 3400 Phonetics (3)

Studies the transcription of speech using the International Phonetic Alphabet and the manner, type, and place of articulation of each of the sounds of American speech. Equivalent to CDIS-304.

CDIS - 3500 Speech and Hearing Science (3)

Study of sound generation and transmission, measurement and analysis of sound, and psychophysical methods. Topics include psychoacoustics and speech production, acoustics, and perception. Equivalent to CDIS-330.

CDIS - 3600 Anatomy and Physiology of Speech and Hearing (3)

Examines the anatomy, physiology, and neurology of processes related to speech production. Topics include respiration, phonation, articulation, and hearing. Equivalent to CDIS-345.

CDIS - 4100 Language Development: Early Stages (3)

A course on development in oral, manual, and written modalities, focusing on oral language acquisition (phonology, syntax, morphology, semantics, and pragmatics) and emergent literacy in the birth through preschool period. Equivalent to CDIS-511. Prerequisite: take CDIS-3400.

CDIS - 4150 Language Development: Later Stages (3)

Focuses on language development from kindergarten through adolescence, the relationship between language learning in oral and written modalities, the overlap between disorders of oral and written language, and the importance of language skills in school performance. Equivalent to CDIS-520. Prerequisite: take CDIS-3400.

CDIS - 4200 Sociolinguistics (3)

This course examines the major regional and social dialects in the United States with emphasis on the nonstandard varieties of English spoken by African Americans and Hispanic Americans. The course explores the educational, linguistic and cultural aspects of non-mainstream dialect usage. The course will also examine some important concepts and issues in sociolinguistics such as language change and the social and media generators, gender differences in language, language and identity, language as a social marker, how culture is reflected through language, figurative language (slang) and other sociolinguistic concepts and issues. Equivalent to CDIS-440. Prerequisite: take CDIS-3400.

CDIS - 4300 Neuroscience for the Study of Communication Disorders (3)

Covers neurological and physiological bases for speech and language behavior and disorders. Focuses on neuroanatomy and neurophysiology of the sensory and motor systems. Emphasizes CNS development, the structure and function of cells, and the organization and function of the brain and spinal cord. Includes the visual and auditory systems. Provides laboratory experiences that complement course content. Equivalent to CDIS-540. Prerequisite: take CDIS-3600.

CDIS - 4400 Introduction to Audiology (3)

Covers the prevention, identification, and evaluation of hearing disorders. Topics include basic audiologic evaluation, physiological methods in audiology, auditory disorders, audiologic screening, and assessment of infants and children. Equivalent to CDIS-410. Prerequisite: take CDIS-3500.

CDIS - 4500 Introduction to Assessment and Intervention in Communication Disorders (3)

Examines principles and procedures of assessing and treating disorders of human communication. Equivalent to CDIS-450. Prerequisite: take CDIS-3300.

CDIS - 4600 Augmentative and Alternative Communication (3)

Introduces students to the process of clinical evaluation and treatment of individuals who are nonverbal. Covers augmentative and alternative communication systems, assessment, and treatment methods. Equivalent to CDIS-530. Prerequisite: take CDIS-3300.

CDIS - 4700 Independent Study (1-8)

Individual reading, research, and/or project in communication disorders under the supervision of the faculty. Equivalent to CDIS-470.

CDIS - 4800 Internship (1-8)

Designed to provide the communication disorders student with supervised practicum experiences in applied settings. Equivalent to CDIS-480.

CDIS - 6100 Professional and Scientific Foundations of Communication Disorders (3)

Explores issues related to evidence-based, ethical practice in speech-language pathology. Develops bases for finding, analyzing, evaluating and communicating scholarly findings in communication disorders. Reviews how ethical considerations may be incorporated into scholarly research procedures and in general clinical practice where data about treatment efficacy/effectiveness are obtained. Equivalent to CDIS-600.

CDIS - 6200 Advanced Assessment and Intervention in Speech-Language Pathology (3)

Applies the principles of assessment and treatment of individuals with speech and language disorders. Develops related professional skills and processes. Equivalent to CDIS-650.

CDIS - 7100 Fluency Disorders: Evaluation and Treatment (3)

Examines the various theories of stuttering and corresponding therapies. Attention to current stuttering research, development, and implementation of a stuttering therapy program. Equivalent to CDIS-730.

CDIS - 7200 Voice and Resonance Disorders (3)

Teaches evaluative and therapeutic aspects of voice and resonance disorders. Examines anatomy and physiology of phonation and oral/nasal resonance and normal embryology of the velopharynx. Provides an introduction to laryngectomy rehabilitation and consultative aspects associated with cleft lip/palate. Equivalent to CDIS-700.

CDIS - 7300 Aural Rehabilitation: Principles and Procedures (3)

Incorporates processes of normal and disordered speech/language perception to develop assessment and intervention procedures for clients with auditory disability. Discusses amplification and counseling. Equivalent to CDIS-770.

CDIS - 7400 Speech Sound Disorders in Children (3)

Reviews the study of normal and disordered articulation. Includes traditional views of articulation disorders and their treatment, as well as current treatment methods derived from the study of phonology. Provides the opportunity to develop and analyze articulation therapy programs. Equivalent to CDIS-705.

CDIS - 7500 Child Language Disorders: Early Stages (3)

Assessment and treatment of children with language disorders, focusing on the period from birth to age five. Includes discussion of emergent literacy, assistive technology, family-centered intervention, NICU, developmentally young clients, computer-based language sample analysis, and informal assessment. Equivalent to CDIS-710.

CDIS - 7550 Child Language Disorders: Later Stages (3)

Assessment and treatment of children with language disorders, focusing on school-age and adolescence. Includes discussion of literacy, narrative analysis, pragmatic intervention, inclusion, alternative service delivery models, classroom and group dynamics, formal and informal assessment, and the transitioning to adulthood. Equivalent to CDIS-720.

CDIS - 7600 Adult Language and Cognitive Disorders (3)

Examines the historical, neuroanatomical, etiological, cognitive, and linguistic aspects of aphasia and related disorders that result from conditions such as stroke, traumatic brain injury, and dementia. Emphasizes assessment and treatment of language and cognitive disorders in adults. Equivalent to CDIS-740.

CDIS - 7700 Motor Speech Disorders: Differential Diagnosis and Treatment (3)

Investigates the differential diagnosis and common treatment approaches for motor speech disorders resulting from congenital, acquired/nonprogressive, and degenerative/progressive neurological disorders (e.g., Parkinson's Disease). Analyzes diagnostic

and treatment methods related to the various subsystems of respiration, phonation, articulation, resonance, and prosody. Equivalent to CDIS-750.

CDIS - 7800 Dysphagia in Adults and Children (3)

Examines the anatomy and physiology of the swallow and the clinical evaluation and treatment of swallowing disorders in adults and children. Issues related to various etiologies, assessment techniques, management strategies, and ethical considerations will be discussed. Equivalent to CDIS-760.

CDIS - 8000 Current Topics (1-3)

Designed for practicing graduate students in communication disorders and practicing speech-language pathologists and audiologists. Topics will vary; may be repeated for credit. Explores current clinical and scientific issues in communication disorders. Focuses on significant topics in speech, language, and hearing. Equivalent to CDIS-805.

CDIS - 8100 Professional Development Seminar in Communication Disorders (1)

Reviews the history of the professions of speech-language pathology and audiology, and the development of ethical and professional standards. Requirements for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association, licensure in Illinois, and public school certification for speech-language professionals are described. Provides instruction on completion of the Knowledge and Skills Acquisition (KASA) document and the role of the KASA in formative assessment. This course is available only online. Equivalent to CDIS-815.

CDIS - 8200 Foundations of Clinical Practice (1)

Facilitates the development of clinical decision-making skills. Topics include scope of practice in speech-language pathology, ethics, problem solving in assessment and management, evidence-based practice, and interdisciplinary collaboration. Linguistic and cultural diversity, federal and state laws and regulations, and policies and procedures relevant to specific work settings also are reviewed. Equivalent to CDIS-830.

CDIS - 8300 Qualifying Exams in Communication Disorders (1)

Students prepare for and take examinations drawn from the didactic course work in Communication Disorders. Emphasis is on integration of material and clinical problem-solving. Results are used as a formative assessment. Equivalent to CDIS-835.

CDIS - 8700 Independent Study (1-8)

Students arrange individual reading, research, and/or project in communication disorders under the supervision of the faculty. Equivalent to CDIS-870.

CDIS - 8800 Internship (1-9)

Students arrange individual reading, research, and/or project in communication disorders under the supervision of the faculty. Equivalent to CDIS-880.

CDIS - 8810 Practicum in Speech-Language Pathology: Special Populations (6)

Pass qualifying examination. Students enrolled in thesis option must have an approved thesis proposal. Permission of Director of Clinical Education. Equivalent to CDIS-853.

CDIS - 8820 Practicum in Speech-Language Pathology: Public School (6)

Pass qualifying examination. Students enrolled in thesis option must have an approved thesis proposal. Permission of Director of Clinical Education. Equivalent to CDIS-854.

CDIS - 8830 Practicum in Speech-Language Pathology: Medical Setting (6)

Pass qualifying examination. Students enrolled in thesis option must have an approved thesis proposal. Permission of Director of Clinical Education. Equivalent to CDIS-858.

CDIS - 8840 Practicum in Audiology: (1)

External practicum in audiometric assessment. May include pure-tone threshold audiometry, speech audiometry, hearing screening using conventional pure-tone air conduction methods, otoscopic inspection, otoacoustic emissions (OAE) screening, and screening tympanometry. Equivalent to CDIS-850.

CDIS - 8850 Practicum in Audiology: Rehabilitation (1)

Pass qualifying examination. Students enrolled in thesis option must have an approved thesis proposal. One graduate practicum in Speech-Language Pathology. Permission of Director of Clinical Education. Equivalent to CDIS-852.

CDIS - 8900 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. Equivalent to CDIS-890.

Communication Studies

COMS - 1160 Public Discourse (3)

Introduction to skills and strategies required to effectively engage in discourse in public speaking settings. Emphasis is on invention, structure, delivery, and appropriateness of message for its intended public audience.

COMS - 2100 Foundations of Communication (3)

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. Explores electronic and mass communication processes.

COMS - 2425 Small Group Communication (3)

Introduces a systems approach to group interaction. Covers such topics as: relationships within and between groups, development of emerging leadership within the groups, group social influences, inter and intra group conflict, stages of group or term development, group decision making and problem solving, managing tasks, and enhancing creativity in groups and teams.

COMS - 2710 Survey of Intercultural Communication (3)

Surveys communication transactions between members of differing cultures and studies definitions, models, values, beliefs, customs, and attitudes that affect intercultural communication. Relates culture to social perception and communication patterns. Examines culture-specific as well as cross-cultural modes of communication and identifies factors that impede effective intercultural understanding.

COMS - 3099 Junior Seminar (3)

Serves as an introduction and orientation to the Communication major. Introduces important theoretical concepts and paradigms within Communication. Explores a communicative perspective for inquiry in the social world characterized by global citizenship, sustainability, and civic engagement.

COMS - 3160 Advanced Public Speaking (3)

Builds on public discourse course through course readings, speaking projects and In-class activities. Focuses on the practice and development of new public speaking techniques with an emphasis on mastering Invention, style and delivery. Equivalent to COMS-369. Prerequisites: Take COMS-1160.

COMS - 3550 Environmental Risk and Crisis Communication (3)

Focuses on the central role environmental communication plays in public understanding of environmental events, stewardship of nature, and the ongoing dialogue surrounding climate change. Introduces essential public communication skills for environmental practitioners, paying special attention to message development, delivery, audience analysis and crisis management planning before and during crises events. Prerequisites: None.

COMS - 4050 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. Equivalent to COMS-505.

COMS - 4090 Topics in Communication (3)

A special topics course exploring selected issues in Communication Studies in depth. Addresses several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated for credit. Equivalent to COMS-5090, COMS-509. Prerequisites: take COMS-3100, COMS-2100.

COMS - 4100 Communication Theory (3)

Surveys theoretical developments in the field of communication while exploring major theoretical paradigms that inform and guide the study of human communication. Students receive insight into the significance and meaning of their own communication activities and discover how theories provide complementary and viable explanations of communication in humanistic, political, and cultural contexts. Equivalent to COMS-410. Prerequisites: take COMS-3100, COMS-2100.

COMS - 4110 Communication Research (3)

Examines methods of design and data analysis in communication research. Topics include field/lab research design, intercultural research problems, sampling reliability and validity tests, quantitative/qualitative analysis, cultural studies, time services analysis, sociometric analysis, and report writing. Equivalent to COMS-406.

COMS - 4125 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. Equivalent to COMS-5125, COMS-531. Prerequisite: take COMS-2100.

COMS - 4130 Interpersonal Communication (3)

This course is designed to explore theoretical and practical perspectives of the communication process between two or more individuals. This course explores many of the various forms of interpersonal communication, such as self-talk, non-verbals, listening, boundaries and personal space, and the importance of each person's perception and perspective. This is a writing intensive class that also requires involvement in class discussions and exercises. Equivalent to COMS-430.

COMS - 4135 Nonverbal Communication (3)

Students examine nonverbal elements of human communication, consider body movement, space behavior, time orientation and management, and aesthetic and environmental factors. Students analyze interpersonal communication settings in terms of their nonverbal function, value, and meaning. Equivalent to COMS-5135, COMS-532. Prerequisite: take COMS-2100 or COMS-4130.

COMS - 4140 Family Communication (3)

Explores family interaction and communication patterns. Examines how family members communicate, make decisions, settle conflict, and learn to relate to one another. Considers issues currently affecting the family unit including single parents, dual incomes, commuting, divorce, adoption, and stepfamilies. Equivalent to COMS-5140, COMS-534.

COMS - 4160 Persuasion Theory 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. Equivalent to COMS-469.

COMS - 4330 Intrapersonal Communication (3)

Explores theoretical and practical perspectives of the communication process within the individual. Investigates aspects and influences of the physiological, symbolic, emotional, and mental components of messages at many levels of consciousness, as individuals attempt to understand themselves, their interactions, and their relationship to the environment. Equivalent to COMS-539. Prerequisite: take COMS-3100.

COMS - 4350 Gender Communication (3)

Appraises how concepts of human communication are used in female/male interactions and with sex role identities. Focuses on a systems approach to gender where the similarities between women and men are explored. Encourages expansion of experiential knowledge and communication skills to appreciate one's own female or male identities. Prerequisites: Take COMS-3100 or GNSX-2100

COMS - 4400 Corporate and Community Communication (3)

Examines communication networks and the power structure in corporations and communities and investigates public and interpersonal messages in those environments. Applies systems concepts and analyzes case studies. Equivalent to COMS-445.

COMS - 4425 Group Communication and Leadership (3)

Explores a systems approach to group interaction and development of leadership skills within a highly interactive environment. Emphasis on relationships within and between groups, development of emerging leadership, group social influences, inter and intra group conflict, effective group members and group leaders, stages or team development, and group composition and group member roles. Equivalent to COMS-5425, COMS-546.

COMS - 4435 Conflict Management (3)

Explores multiple ways to think and communicate about conflict. Assists students to discover ways to resolve conflict in many aspects of their lives including work. Investigates ways to use conflict to create change and to understand how learned communication patterns support conflict. Equivalent to COMS-547. Prerequisite: take COMS-2100.

COMS - 4450 Introduction to Grant Writing (3)

Provides a comprehensive introduction into finding, researching, and crafting federal and state government grant proposals, as well as proposals for non-profit foundations and alternative funding sources.

COMS - 4452 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. Equivalent to COMS-5452, COMS-552.

COMS - 4460 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. Equivalent to COMS-536.

COMS - 4500 Political Communication Seminar (3)

candidates earn America's attention and the people's vote. Application of these tactics in other contexts are also discussed. Equivalent to COMS-555.

COMS - 4560 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. Equivalent to COMS-535.

COMS - 4700 Independent Study (1-4)

Individual reading, research, and/or project in speech-communication studies under the supervision of the faculty. Equivalent to COMS-470.

COMS - 4710 Culture and Communication (3)

Explores the relationship between culture and communication. Examines differences in customs, practices, philosophy and religion, social institutions, values and attitudes. Investigates communicative behaviors within and across cultural spaces. Equivalent to COMS-516. Prerequisites: take COMS-3100, COMS-2100.

COMS - 4720 Communication and Identity (3)

Examines identity from a critical/poststructuralist position, approaching the notion of identity as a discursive production within complex systems of power. Analyzes how discourse influences personal identity construction and the ways it constructs ideas about other identities (gender, race, sexuality, etc.). Explores how identity is shaped by rhetorical, discursive, and non-discursive practices; and how identity construction is situated in historical/social/political/ideological contexts. Equivalent to COMS-5720, COMS-520. Prerequisite: take COMS-3100.

COMS - 4750 Critical Gender and Sexualities (3)

Approaches the study of gender and sexuality from a critical/cultural studies perspective, emphasizing intersectionality. Examines the interplay of gender, sex, and sexuality in communication practices and social institutions. Interrogates the role of power, hierarchy, and ideology in the construction of gendered and sexual identities. Equivalent to COMS-522. Prerequisites: take COMS-3100, COMS-2100, or GNSX-2100.

COMS - 4780 Critical Analysis of Pop Culture (3)

Explores the relationship between U.S. culture and popular, mass-mediated texts from a variety of communication perspectives. Focuses on the critical analysis of popular culture within social and political contexts and emphasizes multicultural influences and representations in everyday life. Examines popular culture as a source and site of personal, social, and cultural identities. Equivalent to COMS-525. Prerequisites: take COMS-3100 and COMS-2100.

COMS - 4800 Internship (1-4)

Designed to provide the speech-communication studies student with supervised, practical experiences in applied settings. Equivalent to COMS-480.

COMS - 4850 Communication Ethics (3)

Examines the principles of personal, public, and media ethics. Historical and contemporary approaches to ethical behavior and explored. Current issues serve as a focus for class discussion and assignments. Equivalent to COMS-5100, COMS-511. Prerequisite: take COMS-3100.

COMS - 4900 Senior Seminar (3)

Serves as the culminating experience and presents discussions of contemporary communication Issues. Focuses on synthesis of previous coursework and application of theory and research within professional and social contexts. Prerequisite: take COMS-4110.

COMS - 5050 Communication Workshop (1-3)

Enhances participants' practical knowledge of communication practices crucial to a given social/professional context. Develops content related skills. Topics of this workshop vary according to the specific content areas being covered. Note: May be repeated for credit. Equivalent to COMS-505.

COMS - 6090 Topics in Communication (3)

Analyzes selected issues in Communication Studies in depth. Applies and evaluates several aspects of the topic using a variety of methodologies, theories, and/or perspectives. Note: May be repeated for credit with a different topic. Equivalent to COMS-5090, COMS-509. Prerequisite: take COMS-6100.

COMS - 6100 Introduction to Graduate Communication (3)

Designed to serve as an introduction to graduate work in the communications and human performance and training fields. Should be taken in the first semester of graduate work in communications and training. Equivalent to COMS-600.

COMS - 6125 Listening (3)

Evaluates the styles of listening in communication transactions and applies and synthesizes the various styles of listening in the different contexts of the communication process. Develops sensitivity and effective listening skills in human interactions. Equivalent to COMS-5125, COMS-531.

COMS - 6135 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. Equivalent to COMS-5135, COMS-532.

COMS - 6140 Family Communication (3)

Examines family interaction and communication patterns. Analyzes how family members communicate, make decisions, settle conflict, and learn to relate to one another. Assesses issues currently affecting the family unit including single parents, dual-incomes, commuting, divorce, adoption, and stepfamilies. Equivalent to COMS-5140, COMS-534.

COMS - 6330 Intrapersonal Communication (3)

Evaluates theoretical and practical perspectives of the communication process within the individual. Synthesizes aspects and influences of the physiological, symbolic, emotional, and mental components of messages at many levels of consciousness, as individuals attempt to understand themselves, their interactions, and their relationships to the environment. Equivalent to COMS-539. Prerequisite: take COMS-6100.

COMS - 6350 Gender Communication (3)

Appraises how concepts of human communication are used in female/male interactions and with sex role identities. Focuses on a systems approach to gender where the similarities between women and men are explored. Encourages expansion of experiential knowledge and communication skills to appreciate one's own female or male identities. Prerequisites: Take COMS-3100 or GNSX-2100

COMS - 6425 Group Communication and Leadership (3)

Analyzes a systems approach to group Interaction and fosters development of leadership skills within a highly Interactive environment. Investigates relationships within and between groups, development of emerging leadership, group social Influences, stages of group or team development, and group composition and group member roles. Equivalent to COMS-5425, COMS-546.

COMS - 6435 Conflict Management (3)

Develops multiple concepts for processing and communicating about conflict. Evaluates methods for resolving conflict in many aspects of life including work environments. Devises ways to use conflict to create change and to understand how learned communication patterns support conflict. Equivalent to COMS-547.

COMS - 6450 Intro to Grant Writing (3)

Provides a comprehensive introduction into finding, researching, and crafting federal and state government grant proposals, as well as proposals for non-profit foundations and alternative funding sources.

COMS - 6452 Communicating with Clients and Customers (3)

Examines interpersonal skills for effective management of customer/client relations. Evaluates key characteristics for successful verbal and nonverbal skills. These skills are essential to enhancing the quality of communication with customers and clients in service0oriented professions such as sales, marketing, legal counseling, financial counseling, social work, the medical field, and food services. Equivalent to COMS-552. Requisite courses: Take COMS-6100. (Required, Previous).

COMS - 6500 Graduate Political Communication (3)

Investigates communication in the contexts of election campaigns. Assesses the public relations elements of campaigns in multiple media to show how political candidates earn America's attention and the people's votes. Inferences of student conclusions of the tactics used will be assessed and critiqued. Equivalent to COMS-555.

COMS - 6560 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. Equivalent to COMS-535.

COMS - 6705 Intercultural Communication (3)

Surveys communication transactions between members of differing cultures and studies definitions, models, values, beliefs, customs, and attitudes that affect intercultural communication. Relates culture to social perception and communication patterns. Examines culture-specific as well as cross-cultural modes of communication and identifies factors that impede effective intercultural understanding. Equivalent to COMS-515. Prerequisite: take COMS-6100.

COMS - 6710 Culture and Communication (3)

Explores the relationship between culture and communication. Examines differences in customs, practices, philosophy and religion, social institutions, values, and attitudes. Investigates communicative behaviors within and across cultural spaces. Equivalent to COMS-516. Prerequisite: take COMS-6100.

COMS - 6720 Communication and Identity (3)

Examines identity from a critical/poststructuralist position, approaching the notion of identity as a discursive production within complex systems of power. Analyzes how discourse influences personal identity construction and the ways it constructs ideas about other identities (gender, race, sexuality, etc.). Explores how identity is shaped by rhetorical, discursive, and non-discursive practices; and how identity construction is situated in historical/social/political/ideological contexts. Equivalent to COMS-5720, COMS-520. Prerequisite: take COMS-6100.

COMS - 6750 Critical Gender and Sexuality (3)

Analyzes the study of gender and sexuality from a critical/cultural studies perspective, emphasizing intersectionality. Synthesizes the interplay of gender, sex, and sexuality in communication practices and social institutions. Assesses the role of power, hierarchy, and ideology in the construction of gendered and sexual identities. Equivalent to COMS-522. Prerequisite: take COMS-6100.

COMS - 6780 Rhetoric and Popular Culture (3)

Analyzes the relationship between U.S. culture and popular, mass-mediated texts from a variety of communication perspectives. Focuses on the rhetorical analysis of pop culture within social and political contexts and emphasizes multicultural influences and representations in everyday life. Evaluates popular culture as a source and site of personal, social, and cultural identities. Equivalent to COMS-525. Prerequisite: take COMS-6100.

COMS - 7110 Research Methods I (3)

Enables students to gain familiarity with the scope of research literature in the human communication and performance and technology fields. Additionally, students will examine methods of design and data analysis in communication research. Topics include field/lab research design, sampling reliability and validity tests, quantitative/qualitative analysis, time series analysis, and report writing. Students would finish the course able to construct a research proposal including a literature review and method design. Equivalent to COMS-606.

COMS - 8050 Seminar in Communication Studies (1-3)

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. Equivalent to COMS-805.

COMS - 8060 Seminar in Political Communication (3)

This course is a graduate seminar exploring selected issues in political communication. Classes will address topics in elections, campaign, advertising, debates, and the like. Classes will focus the material from a mass communication and rhetorical perspective; courses are not geared toward multimedia production. Equivalent to COMS-869.

COMS - 8070 Seminar in Critical Cultural Communication (3)

A special topics course exploring selected issues in Critical/Cultural Studies and Communication in depth. Addresses several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated for credit. Equivalent to COMS-829. Prerequisite: take COMS-6100.

COMS - 8110 Research Methods II (3)

This course enables students to gain familiarity with the scope of research literature in the human communication and performance and technology fields. Additionally, students will examine methods of design and data analysis in communication research. Topics include field/lab research design, sampling reliability and validity tests, quantitative/qualitative analysis, time series analysis, and report writing. Students should finish the course able to construct a research proposal including a literature review and method design. Equivalent to COMS-806. Prerequisite: take COMS-7110.

COMS - 8130 Interpersonal Communication (3)

Focuses on interpersonal communication as it is grounded in intrapersonal communication. Through the exploration of theories of intrapersonal communication, the course will develop theories and processes for effective interpersonal communication. Equivalent to COMS-830. Prerequisite: take COMS-6100.

COMS - 8190 Philosophy of 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. Equivalent to COMS-610. Prerequisite: take COMS-6100.

COMS - 8320 Communication and Consciousness (3)

Explores an alternative way to understand the field of communication studies. Examines communication as a function of human consciousness and systems theory. Synthesizes and integrates understanding of intrapersonal and interpersonal communication through self-awareness. Equivalent to COMS-6300, COMS-630. Requisite courses: Take COMS-2100 COMS-3160. (Required, Previous).

COMS - 8330 Adv. Communication & Consciousness (3)

Offers students an opportunity to explore intrapersonal communication in-depth and investigate the connections bewteen systems theory, quantum mechanics, and research in human consciousness. The course also focuses on a student's personal understanding of their won intrapersonal experiences. Equivalent to COMS-839.

COMS - 8400 Organizational Communication (3)

Analyzes the human elements involved in the functioning of an organization, to better understand the role of a change agent in the planning and application of organizational communication change and development strategies, and to evaluate the present and potential impact of organizational change/development communication applications. Equivalent to COMS-845. Prerequisite: take COMS-6100.

COMS - 8440 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 client/customer service, and leading to outcomes desired by the client/customer. Equivalent to COMS-864.

COMS - 8460 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. Equivalent to COMS-860.

COMS - 8480 International Communications (3)

Provides an introduction to a broad range of concepts and issues in the study of communication between and within the international systems, while focusing on culture and communication as essential components of international political and business organizations, diplomatic relations, and nation states. It examines differences in cultural mindsets, emphasizing the role of mass, interpersonal, and technological communication in international conflicts, as well as in promoting cooperative actions. Equivalent to COMS-645.

COMS - 8700 Graduate Research (1-4)

Individual readings, research, and/or project in communication studies under the supervision of the faculty. Equivalent to COMS-870.

COMS - 8790 Teaching Communication and Critical Pedagogy (3)

Explores the intersections of critical pedagogical theory and teaching practices within the undergraduate communication classroom. Designed to assist students in understanding the principles necessary for effective design, delivery and evaluation of communication instruction based on an awareness of differing learning styles, subject content, educational settings, and learning outcomes. Equivalent to COMS-828. Prerequisite: take COMS-6100.

COMS - 8800 Internship (1-4)

Designed to provide the communication studies student with supervised practical experiences in applied settings. Equivalent to COMS-880.

COMS - 8970 Graduate Capstone Internship (3-6)

Provides the communication studies student the opportunity to synthesize graduate work by developing and completing an internship specific to the student's interests in communication.

COMS - 8980 Graduate Project (3-6)

Provides the communication studies student the opportunity to synthesize graduate work by developing and completing a project specific to the students interest in communication. Equivalent to COMS-881.

COMS - 8990 Graduate Thesis (3-6)

Provides the communication studies student the opportunity to synthesize graduate work by developing and completing a thesis specific to the students interest in communication. Equivalent to COMS-882.

COMS - 8999 Directed Scholarship: Masters in Communication and Training (1-2)

Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in the graduate program while complementing requirements for their degree and must have received a grade of "CO" in COMS-8800, COMS-8980, or COMS-8990. NOTE: This course is variable (1-2) in credit hours, repeatable for a maximum of three times per course, and is P/NC grading option. Prerequisites: take COMS-8970, COMS-8980, or COMS-8990.

Computer Science

CPSC - 2005 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. Equivalent to CPSC-305.

CPSC - 2100 Introduction to Computing (3)

Provides an introduction to computing, fundamental principles, concepts, and methods of computing. Topics include computing systems, data representation, computing components, high-level programming language, object-oriented programming language, abstract data types, subprograms fundamental programming constructs, and basic problem solving methods.

CPSC - 3099 Junior Seminar (3)

Review and analyze issues concerning the impact of Computer Information on society and on computer information system professionals. Explores current and emerging domains impacting the field, research and development of computer information. It introduces students to courses and specialized areas in the computer science and information technology program at GSU. It helps the student see the "big picture" of the computer science.

CPSC - 3120 Computer Programming: Visual BASIC (3)

Introduces computer programming in Visual Basic through analyzing problems, developing solution algorithms, and writing well documented program corresponding to these algorithms using window programming, input/output operations, numeric and string constants and variables, control statements, arrays, functions, subroutines, and data files. Equivalent to CPSC-320. Prerequisites: take CPSC-2005, MATH-2131.

CPSC - 3121 Computer Programming: QBASIC and Visual BASIC Laboratory (1)

Involves hands-on computer exercises appropriate to the content of CPSC-3120. Students will work alone and in teams to develop programs related to course content. This is an optional laboratory that meets for two hours per week. Students for whom CPSC-3120 is the first programming course are strongly encouraged to enroll in this laboratory. Equivalent to CPSC-321. Corequisite course: CPSC-3120.

CPSC - 3125 Foundations of Social Media (1)

This course provides the conceptual foundation of social media and practical approach to developing successful marketing plans. Students will be introduced to best practices for the most effective qualitative and quantitative social media measurements. In addition, hands on programming assignments will be given to customize various social media for networking and applications needs of an organization. Prerequisites: None.

CPSC - 3142 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. Equivalent to CPSC-342.

CPSC - 3143 Computer Programming: Introduction to C++ Laboratory (1)

Involves hands-on computer exercises appropriate to the content of CPSC-3142. Students will work alone and in teams to develop programs related to course content. This is an optional laboratory that meets for two hours per week. Students for whom CPSC-3142 is a first programming course are strongly encouraged to enroll in this laboratory. Equivalent to CPSC-343. Prerequisite: take CPSC-3142.

CPSC - 3145 Computer Programming: Introduction to 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 CPSC-3142 will be assumed. Topics will include overloading functions and operators, friend functions, and other language features which enable programmers to create new data types which have all the capabilities of the built-in types. Special emphasis will be placed on the use of pointers, dynamic allocation of memory, and the development of classes which implement common data structures such as linked lists. Students will use the ANSI C++ compiler to write, run, and debug programs. Clarity and correctness of the resulting programs will be the primary evaluation criteria. Equivalent to CPSC-345. Prerequisite: take CPSC-3142.

CPSC - 3148 Computer Programming: Java (3)

Introduces the methodologies and algorithms in computer science through the Java programming language, including its Object-Oriented programming approach, data abstraction, control structure, methods, arrays, software designs, system tests, documentation and graphical user interface components. Emphasis will be placed on problem solving development. Equivalent to CPSC-548.

CPSC - 3265 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. Equivalent to CPSC-365.

CPSC - 3310 Intro To Object-oriented Programming (3)

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. Explores electronic and mass communication processes. Requisite courses: Take CPSC-2100. (Required, Previous).

CPSC - 3415 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. Equivalent to CPSC-415. Prerequisite: take CPSC-3142 or CPSC-3148. Corequisite course: MATH-3137.

CPSC - 4137 Web Applications (3)

Examines web server configuration and administration, web page authoring tools, dynamic web pages for e-commerce. Discusses security, database access, and wireless services. Equivalent to CPSC-437. Prerequisite: take CPSC-3145.

CPSC - 4148 Advanced Programming Using Java (3)

Covers advanced techniques for creation of application programs using the Java programming language. Provides the needed knowledge to build Web-based enterprise applications. Emphasis will be placed on platform independence, extensibility, reusability, and global language support. Prerequisite: take CPSC-3148.

CPSC - 4190 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. Equivalent to CPSC-390. Prerequisite: take CPSC-3142.

CPSC - 4205 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. Equivalent to CPSC-405. Prerequisites: take CPSC-3142, MATH-3137.

CPSC - 4255 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. Equivalent to CPSC-455. Prerequisites: take CPSC-4205, CPSC-3415.

CPSC - 4335 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. Equivalent to CPSC-435. Prerequisites: take CPSC-4205, CPSC-3415.

CPSC - 4338 Discrete Structures (3)

Continuing survey of foundations of discrete mathematics, covering linear algebra, counting methods, sequences, discrete probability, and topics from theoretical computer science. Equivalent to CPSC-438. Prerequisite: take MATH-3137.

CPSC - 4341 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). Equivalent to CPSC-441. Prerequisite: take CPSC-4435.

CPSC - 4342 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. Equivalent to CPSC-442. Prerequisite: take CPSC-4335.

CPSC - 4345 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, functional dependencies, normal forms, normalization, extracting the data model from database model, data integrity and data security rules, query languages: SQL and QBE, and client/server architecture. More emphasis is given to the fundamentals of database processing and design of a database. Prerequisite: MIS-2101 or CPSC-2005.

CPSC - 4346 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. Equivalent to CPSC-446. Prerequisite: take CPSC-4205.

CPSC - 4350 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. Equivalent to CPSC-450. Prerequisites: take CPSC-3415, MATH-3137.

CPSC - 4355 Data Structures and Algorithms (3)

Introduces data structures and algorithms for problem solving in Computer Science. Major topics Include linked list, stack, queue, trees, graphs, algorithms, sorting, priority queues, hashing tables of data structures, and sorting, searching, string processing, graph, and mathematical algorithms. Emphasize Issues of complexity, efficiency, and reliability of algorithms. Prerequisites: take CPSC-3148, CPSC-4190, and MATH-3137.

CPSC - 4358 Database Programming (3)

Covers advanced programming in a database environment using block structured languages, database query language interfaces, and program development languages. Equivalent to CPSC-458. Prerequisite courses: Take CPSC-4345.

CPSC - 4435 Secure Programming (3)

Introduces the fundamental topics in secure programming, including strings, pointer subterfuge, dynamic memory management, integer security, formatted output, concurrency, and file I/O. Prerequisite: take CPSC-3142 and CPSC-3143.

CPSC - 4437 Web Application Development II (3)

Explores the server-side web application technologies. XML (eXtensible Markup Language), AJAX (Asynchronous JavaScript and SML), ADO.NET, ASP.NET and web services and advanced web technologies are covered. Prerequisite: take CPSC-4137.

CPSC - 4520 Windows Programming: Visual Basic.NET II (3)

Explores the character and features of the event driven Visual Basic.NET programming language to create sophisticated Visual Basic.NET applications for .NET platform to solve problems. Covers interface management system, design, and implementation of online applications, object- oriented features, relational databases, report generations, and Internet applications. Equivalent to CPSC-520. Prerequisite: take CPSC-3142.

CPSC - 4526 Introduction to Microsoft SharePoint Server (3)

First course in a sequence for SharePoint Server IT Professional certification. Provides students with the knowledge and skills to configure and manage SharePoint Server environments. Focuses on installation, configuration and administration of SharePoint Server. Explores guidelines, best practices, and considerations that will optimize SharePoint server deployments and daily operations. Prerequisite: take CPSC-4342 or equivalent.

CPSC - 4530 Mobile App Developments (3)

Introduction the creation of Android-based applications for mobile devices. Use Eclipse IDE integrated with Android SDK, Android Development Tools, and several other essential frameworks to develop applications. This is a hands-on course to gain programming experience in Java. User interface experience, data persistence, content providers, messaging, networking, location based services will be covered. Prerequisite: Take CPSC-3142 or CPSC-3148.

CPSC - 4535 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. Equivalent to CPSC-535. Prerequisite: take CPSC-4335.

CPSC - 4540 Digital Forensics (3)

Provides concepts and theory of file systems and applies them to digital investigations from real cases using analysis tools. Discusses processes and methodologies that an administrator or incident investigator needs to take in order to collect and analyze digital evidence. Topics include data acquisition, file system analysis, incident response methodology, evidence analysis, and incident response tools. Equivalent to CPSC-540. Prerequisites: take CPSC-6535, CPSC-6570.

CPSC - 4542 Contemporary Issues-Digital Forensics (3)

A review of contemporary issues concerning the impact of digital forensics on the criminal justice system, and on criminal justice system professionals. Explores current and emerging legal and ethical issues impacting the digital forensics field, research and development in the digital forensics field, and human resources issues pertaining to the impact of technology on law enforcement and prosecution. Equivalent to CPSC-542. Prerequisite: take CPSC-4570.

CPSC - 4551 Computer Graphics for Games, Film, and Visualization (3)

Introduces the core concepts of 3D computer graphics as applied to interactive games, animated feature films and scientific visualizations. Students learn high-performance techniques using modern features of the latest cross-platform OpenGL API and the OpenGL Shading language. Students are exposed to conceptual building blocks and graphics algorithms as usable tools to make their own unique 3D graphics. Prerequisite: take CPSC-3145.

CPSC - 4562 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. Equivalent to CPSC-562. Prerequisites: take MATH-2281, MATH-3449.

CPSC - 4565 3D Modeling (3)

Use industry standard animation software to construct detailed computer based 3D models. Explore the process of creating an environment. Prop a character with several surface editing techniques. Apply translate, rotate, and scale tools to manipulate the geometric components while learning how to create materials, texture maps, cameras and lighting to create desired mood and atmosphere. Equivalent to CPSC-565.

CPSC - 4566 3D Animation (3)

Applies the principles of animation in a 3D computer environment by utilizing the basic concepts of timing, weight and anticipation. Explores the process of creating a 3D animation using keyframing and rigging techniques to set up model for animation. Equivalent to CPSC-566. Prerequisite: take CPSC-4565.

CPSC - 4567 3D Rendering (3)

Focuses on lighting and rendering part of the 3D production pipeline. Explores material qualities such as diffuse, bump, specular, reflection and refraction. Applies various projection techniques to unfold UVs for texture painting. Covers digital lighting techniques simulating real-life lighting scenario, as well as camera setup to achieve motion blur and depth of field effect. Uses mental ray rendering engine to create photorealistic rendering. Prerequisite courses: Take CPSC-4565 ART-6565.

CPSC - 4569 Intro to 3D Visual Effects (3)

Introduces the common techniques used in visual effects, including paint effects, dynamic systems and particles, nCloth, fur, hair, fire, fluid, as well as compositing CG render passes in post-production. Prerequisite: Take CPSC-4566 ART-4566 CPSC-6566 ART-6566 or IFDI-6566.

CPSC - 4570 Windows Systems (3)

Teaches critical skills needed to install, configure, optimize, and troubleshoot the latest Windows Operating Systems for supporting and managing network effectively. Windows architecture, directory services, security, file systems, client administration, and networking are the major topics. Equivalent to CPSC-570. Prerequisites: take CPSC-2005, CPSC-4342.

CPSC - 4572 Advanced Windows Administration (3)

Teaches advanced skills needed to fine-tune the latest Windows Operating Systems. Advanced topics on security, directory services, internetworking, communication and optimization are covered. Equivalent to CPSC-572. Prerequisite: take CPSC-4570.

CPSC - 4576 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 to obtain the Microsoft Certification. Equivalent to CPSC-576. Prerequisite: take CPSC-4572.

CPSC - 4578 Networking Essentials (3)

Prepares students for the Networking Essentials examination that is one of the requirements for obtaining Microsoft Certified Engineering certification. This course focuses on the basic concepts and avoids unnecessary detail in order to overcome the complexity of networking issues. Equivalent to CPSC-578. Prerequisite: take CPSC-2005 or CPSC-4570.

CPSC - 4580 Information Security (3)

Explores fundamental concepts in information security. Topics include elementary cryptography, threats and countermeasures on stand-alone computer systems, database security, network security, and administering security. Equivalent to CPSC-580. Prerequisite: take CPSC-4342 or MIS-3601.

CPSC - 4581 Information Security Policy and Management (3)

Explores policy and management aspects of information security to protect computer systems and networks. Topics include security models, policy, planning, risk analysis and management, operations security, physical, personnel and administrative security, access control, security evaluation, life cycle management, software security guidelines, network security guidelines, auditing and monitoring, and legal and ethical issues. Equivalent to CPSC-581. Prerequisites: take CPSC-4580, MIS-4580.

CPSC - 4582 Cryptography and Network Security (3)

Focuses on algorithms and protocols that protect information in computer systems and networks. Topics include basic security concepts, cryptography (basic number theory, secret key cryptography, public key cryptography, hash functions, and key management), identification, authentication, access control, secure networking, certification, and trust management. Equivalent to CPSC-582. Prerequisites: take CPSC-4580, MIS-4580.

CPSC - 4583 Laboratory in Information Security (3)

Focuses on the mechanisms as well as hands-on laboratory experience of running typical security systems or security-critical software. Laboratory exercises include security policy design and management, auditing and monitoring tools, intrusion detection systems, firewalls, web server configuration and maintenance, communication security protocols configuration and maintenance, software security tools, etc. Equivalent to CPSC-583. Prerequisites: take CPSC-4580, MIS-4580.

CPSC - 4584 Special Topics in Information Security (3)

Focuses on special topics in information security and assurance, such as database security, operating system security, program security, and wireless security. Equivalent to CPSC-584. Prerequisites: take CPSC-4580, MIS-4580.

CPSC - 4622 Special Topics in Digital Forensics (3)

Examines advanced topics in digital forensics using original research and innovative applications in the emerging discipline. Includes mobile device forensics, web browser forensics, root-kits and kernel-level compromises, applications and investigative techniques. Prerequisite: Take CPSC-4540.

CPSC - 4630 Game Modeling and Animation (3)

Explore game development processes in a game engine. Create game props, animation and interactive behavior for real-time computer graphic application. Requisite courses: Take CPSC-4566 CPSC-6566 CPSC-4567 or CPSC-6567. (Required, Previous).

CPSC - 4631 Game Design (3)

Introduce the theory and practice of video game design and programming. Survey game development in the area of computer graphics, human computer interaction, artificial intelligence, computer architecture and databases. Requisite courses: Take ART-4565.

CPSC - 4632 Digital Sculpting (3)

Advanced modeling techniques on hard surface and organic surface and organic surface are explored by using industry standard digital sculpting software. Requisite courses: Take CPSC-4565 ART-6565 IFDI-6565.

CPSC - 4700 Independent Study (1-4)

Individual reading, research, and/or project in computer science under the supervision of the faculty. Equivalent to CPSC-470.

CPSC - 4790 Data Mining and BI (3)

Covers advanced skills in data and knowledge management, and business intelligence. It addresses applied skills in statistical models, data mining, data warehouse, science/clinical/business data repositories and introduces basic concepts, tasks, methods, online analytic processing (OLAP) technology, application and trends in data mining and knowledge management. Requisite courses: Take CPSC-4345.

CPSC - 4800 Internship (1-4)

Designed to provide computer science students with supervised experiences in applied settings. Equivalent to CPSC-480.

CPSC - 4890 Computer Science Research (1-3)

Explores research and theory investigation of a problem in computer science performed under the supervision of a faculty member. Develops analytical skills introduced in computer science coursework. Equivalent to CPSC-490. Prerequisites: take CPSC-4190, CPSC-4205, CPSC-3415, CPSC-4338.

CPSC - 4900 Senior Project and Seminar (3)

Provides instructions for students to complete a comprehensive project and seminar during senior year. Appropriate topics for the project may integrate or extend knowledge and skills from several areas of study from coursework.

CPSC - 5000 Computer Science Workshop: (1-3)

Provides an in-depth investigation of the indicated topic from computer science. Participants examines the selected topic in a workshop setting. Topics vary, ranging from the design of solutions to particular problems to reviews of existing software and hardware solutions. Equivalent to CPSC-501.

CPSC - 6210 Scripting Languages (3)

Introduces computer programming using Python. Develops general problem-solving skills using Python. The emphasis is on data manipulation using real world, practical examples. Prerequisite: CPSC-2100.

CPSC - 6520 Windows Programming: Visual Basic.NET II (3)

Explores the character and features of the event driven Visual Basic.NET programming language to create sophisticated Visual Basic.NET applications for .NET platform to solve problems. Covers interface management system, design, and implementation of online applications, object- oriented features, relational databases, report generations, and Internet applications. Equivalent to CPSC-520. Prerequisite: take CPSC-3142.

CPSC - 6525 Introduction to Microsoft SharePoint Server (3)

Provides students with the knowledge and skills to configure and manage SharePoint Server environments. Focuses on installation, configuration and administration of SharePoint Server. Explores guidelines, best practices, and considerations that will optimize SharePoint server deployments and daily operations. Evaluates requirements in application domain and system upgrade. Prerequisite: take CPSC-4342 or equivalent.

CPSC - 6526 Advanced Solutions of Microsoft SharePoint Server (3)

Provides advanced topics for SharePoint Server IT Professionals certification. Focuses on implementing features in high availability, disaster recovery, service application architecture, connectivity, social computing, productivity and collaboration, business intelligence solutions, enterprise content management, web content management infrastructure, solutions, and apps. Practices to optimize the search experience, to develop and implement a governance plan, and to perform upgrade or migration to SharePoint Server. Prerequisite: take CPSC-4526 or CPSC-6525.

CPSC - 6530 Mobile App Developments (3)

Introduction the creation of Android-based applications for mobile devices. Use Eclipse IDE integrated with Android SDK, Android Development Tools, and several other essential frameworks to develop applications. This is a hands-on course to gain programming experience in Java. User interface experience, data persistence, content providers, messaging, networking, location based services will be covered. Requisite courses: Take CPSC-3142 or CPSC-3148. (Required, Previous).

CPSC - 6535 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. Equivalent to CPSC-535. Prerequisite: take CPSC-4335.

CPSC - 6540 Digital Forensics (3)

Provides concepts and theory of file systems and applies them to digital investigations from real cases using analysis tools. Discusses processes and methodologies that an administrator or incident investigator needs to take in order to collect and analyze digital evidence. Topics include data acquisition, file system analysis, incident response methodology, evidence analysis, and incident response tools. Equivalent to CPSC-540.

CPSC - 6542 Contemporary Issues-Digital Forensics (3)

A review of contemporary issues concerning the impact of digital forensics on the criminal justice system, and on criminal justice system professionals. Explores current and emerging legal and ethical issues impacting the digital forensics field, research and development in the digital forensics field, and human resources issues pertaining to the impact of technology on law enforcement and prosecution. Equivalent to CPSC-542.

CPSC - 6548 Computer Programming: Java (3)

Introduces the Java programming language, including its syntax, control structure, methods, data structures, and graphical user interface components. Students will write, run, and debug programs to run directly on personal computers and over the Internet. Emphasis will be placed on clarity and correctness of the resulting programs. Equivalent to CPSC-548. Prerequisite: take CPSC-3142.

CPSC - 6562 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. Equivalent to CPSC-562.

CPSC - 6563 Intro. to 3D Visual Effects (3)

Create visual effects for film, television, games with practical examples including fluid behavior, particle meshes, Maya Fur, nhair and nCloth. Create smoke, cloud and flame effects with 2D and 3D fluids, as well as multi-render layer composting. Requisite courses: Take CPSC-4566 ART-6566 or IFDI-6566. (Required, Previous or concurrent).

CPSC - 6565 3D Modeling (3)

Use industry standard animation software to construct detailed computer based 3D models. Explore the process of creating an environment. Prop a character with several surface editing techniques. Apply translate, rotate, and scale tools to manipulate the geometric components while learning how to create materials, texture maps, cameras, and lighting to create desired mood and atmosphere. Equivalent to CPSC-565.

CPSC - 6566 3D Animation (3)

Applies the principles of animation in a 3D computer environment by utilizing the basic concepts of timing, weight and anticipation. Explores the process of creating a 3D animation using keyframing and rigging techniques to set up model for animation. Equivalent to CPSC-566. Prerequisite: take CPSC-6565.

CPSC - 6567 3D Rendering (3)

Focuses on lighting and rendering part of the 3D production pipeline. Explores material qualities such as diffuse, bump, specular, reflection and refraction. Applies various projection techniques to unfold UVs for texture painting. Covers digital lighting techniques simulating real-life lighting scenario, as well as camera setup to achieve motion blur and depth of field effect. Uses

mental ray rendering engine to create photorealistic rendering. Requisite courses: Take CPSC-4565 CPSC-6565 ART-4565 ART-6565. (Required, Previous).

CPSC - 6569 Intro to 3D Visual Effects (3)

Create visual effects for film, television, and games with practical examples including fluid behavior, particle meshes, Maya Fur, nhair and nCloth. Create smoke, cloud and flame effects with 2D and 3D fluids, as well as multi-render layer composting. Requisite courses: Take CPSC-4566 ART-4566 CPSC-6566 ART-6566 or IFDI-6566. (Required, Previous).

CPSC - 6570 Windows Systems (3)

Teaches critical skills needed to install, configure, optimize, and troubleshoot the latest Windows Operating Systems for supporting and managing network effectively. Windows architecture, directory services, security, file systems, client administration, and networking are the major topics. Equivalent to CPSC-570.

CPSC - 6572 Advanced Windows Administration (3)

Teaches advanced skills needed to fine-tune the latest Windows Operating Systems. Advanced topics on security, directory services, Internetworking, communication and optimization are covered. Equivalent to CPSC-572. Prerequisite: take CPSC-4570.

CPSC - 6576 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 to obtain the Microsoft Certification. Equivalent to CPSC-576. Prerequisite: take CPSC-4572.

CPSC - 6578 Networking Essentials (3)

Prepares students for the Networking Essentials examination that is one of the requirements for obtaining Microsoft Certified Engineering certification. This course focuses on the basic concepts and avoids unnecessary detail in order to overcome the complexity of networking issues. Equivalent to CPSC-578. Prerequisite: take CPSC-2005 or CPSC-4570.

CPSC - 6580 Information Security (3)

Explores fundamental concepts in information security. Topics include elementary cryptography, threats and countermeasures on stand-alone computer systems, database security, network security, and administering security. Equivalent to CPSC-580. Prerequisite: take CPSC-4342 or MIS-3602.

CPSC - 6581 Information Security Policy and Management (3)

Explores policy and management aspects of information security to protect computer systems and networks. Topics include security models, policy, planning, risk analysis and management, operations security, physical, personnel and administrative security, access control, security evaluation, life cycle management, software security guidelines, network security guidelines, auditing and monitoring, and legal and ethical issues. Equivalent to CPSC-581. Prerequisites: take CPSC-4580, MIS-4580.

CPSC - 6582 Cryptography and Network Security (3)

Focuses on algorithms and protocols that protect information in computer systems and networks. Topics include basic security concepts, cryptography (basic number theory, secret key cryptography, public key cryptography, hash functions, and key management), identification, authentication, access control, secure networking, certification, and trust management. Equivalent to CPSC-582. Prerequisites: take CPSC-4580, MIS-4580.

CPSC - 6583 Laboratory in Information Security (3)

Focuses on the mechanisms as well as hands-on laboratory experience of running typical security systems or security-critical software. Laboratory exercises include security policy design and management, auditing and monitoring tools, intrusion detection systems, firewalls, web server configuration and maintenance, communication security protocols configuration and maintenance, software security tools, etc. Equivalent to CPSC-583. Prerequisites: take CPSC-4580, MIS-4580.

CPSC - 6584 Special Topics in Information Security (3)

Focuses on special topics in information security and assurance, such as database security, operating system security, program security, and wireless security. Equivalent to CPSC-584. Prerequisites: take CPSC-4580, MIS-4580.

CPSC - 6610 Computing for Scientists (3)

Provides students in the sciences with the practical background they will need to apply computers to a wide variety of scientific endeavors. It will feature the study of word processing, spreadsheets, and databases with emphasis on those features of these common packages that will be most useful in their scientific work. In addition, students will be introduced to a number of more specialized scientific software packages. Equivalent to CPSC-610.

CPSC - 6622 Special Topics in Digital Forensics (3)

Discusses advanced topics in digital forensics using original research and innovative applications in the emerging discipline. Areas of coverage may include mobile device forensics, web browser forensics, root-kits and kernel-level compromises, applications and investigative techniques. Equivalent to CPSC-622. Prerequisite: take CPSC-4540.

CPSC - 6630 Game Modeling and Animation (3)

Explore game development processes in a game engine. Create game props, animation and interactive behavior for real-time computer graphic application. Assemble game assets and audio based on the game design document. Optimize 3D models to make the most efficient use of game memory. Equivalent to CPSC-630. Requisite courses: Take CPSC-4566 CPSC-6566 CPSC-4567 or CPSC-6567.

CPSC - 6631 Game Design (3)

Introduce the theory and practice of video game design and programming. Survey game development in the area of computer graphics, human computer interaction, artificial intelligence, computer architecture and databases. Requisite courses: Take CPSC-6565.

CPSC - 6632 Digital Sculpting (3)

Advanced modeling techniques on hard surface and organic surface are explored by using industry standard digital sculpting software. Apply anatomy and gesture study for character modeling. Requisite courses: Take CPSC-4565 CPSC-6565 ART-4565 ART-6565 IFDI-6565.

CPSC - 6635 UNIX Programming (3)

Concentrates on the programming interface that exists between the UNIX kernel and the applications software that runs in the UNIX environment. Library routines are also covered. Equivalent to CPSC-635. Prerequisite: take CPSC-4535.

CPSC - 6642 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. Equivalent to CPSC-642. Prerequisite: take CPSC-6635.

CPSC - 6648 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. Equivalent to CPSC-648. Prerequisite: take CPSC-3148.

CPSC - 6660 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. Equivalent to CPSC-660. Prerequisites: take CPSC-3415, MATH-2281.

CPSC - 6705 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. Equivalent to CPSC-705. Prerequisite: take CPSC-2005.

CPSC - 6710 Social Media Mining (3)

Introduces the theory of social media, models to analyze social media, and extract information. Students will learn how to collect and analyze big social media data with various tools and techniques. Prerequisite: CPSC-6210.

CPSC - 6712 IT Networks (1)

Examines a broad range of topics to introduce the fundamentals and basic concepts of networking. Requisite courses: Take CPSC-2005. (Required, Previous).

CPSC - 6719 Predictive Analytics and Data Collection (3)

Introduces the concepts of machine learning and predictive data analytics. Students have an opportunity to collect data, and apply the concepts and methods to any real world problems. Provides hands on laboratory experience on analytic methodologies used to improve decision making and predict future outcomes. Prerequisite: STAT-4219 and CPSC-6210.

CPSC - 6730 Big Data Analytics (3)

Explores the fundamental concepts required for storing, processing, and analyzing Big Data of structured and unstructured data. Topics include: Big Data applications, Hadoop, Dimensionality reduction, Data streams, unstructured data processing, NoSQL, and NewSQL. Prerequisite: CPSC-4345 and CPSC-6210.

CPSC - 6790 Data Mining and Business Intelligence (3)

Covers advanced skills in data and knowledge management, and business intelligence. It addresses applied skills in statistical models, data mining, data warehouse, science/clinical/business data repositories and introduces basic concepts, tasks, methods, online analytic processing (OLAP) technology, application and trends in data mining and knowledge management. Requisite courses: Take CPSC-4345.

CPSC - 7700 Application Architecture (3)

Focuses on principles of application architecture through design patterns. Provides a study of generalized design patterns and generalized software solutions for design problems. Equivalent to CPSC-700. Prerequisites: take CPSC-6643, CPSC-6648.

CPSC - 7702 Enterprise Application Architect and Integration (3)

Modern enterprises are supported by hundreds of disparate applications that work together to achieve common business goals. Each application faces its own problems, let alone to integrate those applications. This course discusses challenge for enterprise applications followed by addressing possible solutions. Equivalent to CPSC-702. Prerequisites: take CPSC-4342, CPSC-4345.

CPSC - 7745 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. Equivalent to CPSC-745. Prerequisite: take CPSC-4345.

CPSC - 7760 Wireless Networking (3)

Explores fundamental concepts in wireless networking. Topics include wireless transmission, media access control, telecommunication systems, broadcast systems, wireless LAN, mobile network layer, mobile transport layer, and security issues in wireless networks. Equivalent to CPSC-760. Prerequisite: take CPSC-4342.

CPSC - 7762 Mobile and Wireless Programming (3)

Explores fundamental concepts in mobile/wireless networking and programming. Topics include mobile operating system, mobile application architecture, wireless transmission, and techniques used to develop mobile applications. Mobile platforms such as Jave MEA, Android, iPhone, and .NET Compact Framework will be used as programming environments. Extensive mobile applications will be developed. Equivalent to CPSC-762. Prerequisites: take CPSC-4342, CPSC-3148.

CPSC - 7774 Distributed Systems (3)

Introduces students to important topics in distributed systems, including inter-process communications, distributed memory management, concurrency control, distributed process management, distributed file systems, transaction management, distributed synchronization, and distributed security. Prerequisite: Take CPSC-4335.

CPSC - 8700 Graduate Research (1-4)

Individual reading, research, and/or project in computer science under the supervision of the faculty. Equivalent to CPSC-870.

CPSC - 8720 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. Equivalent to CPSC-720. Prerequisites: take CPSC-4342, CPSC-4345.

CPSC - 8735 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. Equivalent to CPSC-735. Prerequisite: take CPSC-4335.

CPSC - 8742 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. Equivalent to CPSC-742. Prerequisite: take CPSC-4342.

CPSC - 8790 Special Topics: Computer Science (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. Equivalent to CPSC-790.

CPSC - 8800 Internship (1-4)

Designed to provide graduate computer science majors with supervised experiences in applied settings. Equivalent to CPSC-880.

CPSC - 8810 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 the theoretical and practical foundation of modern computer science. Equivalent to CPSC-810. Prerequisites: take CPSC-3415, CPSC-4338.

CPSC - 8812 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. Equivalent to CPSC-812. Prerequisites: take CPSC-4255, CPSC-8810.

CPSC - 8815 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 which will be discussed. Equivalent to CPSC-815. Prerequisite: take CPSC-6660.

CPSC - 8820 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. Equivalent to CPSC-820. Prerequisite: take CPSC-4190.

CPSC - 8825 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. Equivalent to CPSC-825. Prerequisite: take CPSC-6660.

CPSC - 8845 Advanced Database Concepts (3)

Provides students with an in-depth study of the sensitive issues on database design and development. Topics include: application development techniques using a common DBMS in the market, database design, data integrity and security, relational database theory, multi-user databases, and client/server architect. Equivalent to CPSC-845. Prerequisites: take MATH-3137, CPSC-4345.

CPSC - 8900 Graduate Thesis/Project (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. Equivalent to CPSC-890.

CPSC - 8985 Grad Seminar in Computer Science (3)

Examines current trends and issues in Computer Science. Guest speakers and invited experts will share their research results and perspectives on industry trends. Research methods and project management techniques will be discussed. Provides professional experience in software lifecycle development. Specific class activities include survey development, proposal presentation, project implementation, and public presentation of project findings and results. Equivalent to CPSC-885.

CPSC - 8990 Thesis Presentation in Computer Science (1)

Students provide oral presentations of their theses in a format similar to that followed in the presentation of papers at professional meetings. Students will enroll during the final term of their research or the following term. Equivalent to CPSC-899.

CPSC - 8999 Directed Scholarship: Masters in Computer Science (1-2)

Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing requirements for their degree and must have received a grade of "CO" in a designated capstone course. Note: This course is variable (1-2) in credit hours, repeatable (not replaceable), and is P/NC credit option. Equivalent to CPSC-898.

Counseling

COUN - 1008 Mastering College: Navigating Higher Education (1)

This is a one-credit course that supports the successful transition of students into the university community. In this interactive course, students will be introduced to a variety of topics critical to student success in higher education.

COUN - 1609 Principles of Peer Leadership (3)

Provides an opportunity for the building of leadership skills through interactive and experiential activities so that students can become better equipped to pursue student leadership positions. Leadership skills developed in this course include professional communication tactics, conflict and crisis management, group facilitation, and micro-counseling skills. Students will also develop a working knowledge of campus resources.

COUN - 2100 Academic and Career Decisions (2)

Emphasizes decision-making skills and strategies, self-assessment, and the integration of these in choosing an academic major and/or career path.

COUN - 3300 My Career Workshop (1)

This course is designed to facilitate the student's personal social and academic adjustment to the learning community at Governors State while engage the student in the processes of career exploration, assessment, planning as well as employability. The purpose is to facilitate the student to succeed academically and career ready upon completion of his/her degree at GSU.

COUN - 4470 Independent Study (6)

Individual reading, research, and/or project in counseling under the supervision of the faculty. Equivalent to COUN-470.

COUN - 5515 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. Equivalent to COUN-515.

COUN - 5518 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 redecision model. Equivalent to COUN-518.

COUN - 5548 Alternate Approaches to Traditional Psychotherapy (3)

Introduces students to alternate therapeutic strategies such as body therapy, communication therapy, Gestalt therapy, neurolinguistic programming, and psychodrama. Equivalent to COUN-548.

COUN - 6600 Professional Orientation and Ethical Standards for Counselors (3)

Provides an introduction to professional, ethical, legal, theoretical, and practical aspects of counseling. Students will examine the roles and responsibilities of counselors, professional organizations, and associations. Historical and social contexts along with emerging professional issues and directions are included. Equivalent to COUN-600.

COUN - 6609 Issues in Counseling (1-3)

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. Equivalent to COUN-609.

COUN - 6610 Research and Assessment (3)

This course provides a basic introduction to psychometric issues related to assessment, evaluation and research in a multicultural society. Prerequisites: Take a statistics course and a research methodology course prior to course enrollment.

COUN - 6622 Applied Learning Theory for School Personnel (3)

Explores learning theories for school counselors and other school personnel. Focus is on the study and application of psychological principles, theories, and methodologies to relevant issues of teaching and learning for P-12 populations. Equivalent to COUN-622.

COUN - 6625 Sex Therapy (3)

Participants in this course will learn about how to assess and intervene with sexual issues. The main focus is to help mental health professionals demonstrate the ability to discuss and assess
sexual issues, and demonstrate the ability to create basic interventions related to sex and sexuality.

COUN - 6630 Counseling Theories and Ethics (3)

Introduces students to the major theories in counseling and associated techniques. Summaries of applicable research are covered. Equivalent to COUN-630.

COUN - 6638 Introduction to School Counseling (3)

Provides an overview of School Counseling. The developmental model of school counseling will be introduced along with state and national standards. Students will learn counselor roles in advocacy, prevention, personal/social growth, academic development, and career development. Various issues relevant to today's children and adolescents will be explored. Offered as a Hybrid Lecture course. Equivalent to COUN-638.

COUN - 7620 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. Equivalent to COUN-620.

COUN - 7633 Clinical Mental Health Counseling, Community Counseling, and Professional Orientation (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 MA in Counseling.

COUN - 7720 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. Equivalent to COUN-720.

COUN - 7725 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. Equivalent to COUN-725.

COUN - 7730 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. Equivalent to COUN-730.

COUN - 7735 Students and the Higher Education Culture: An Introduction (3)

This course introduces the specialty field of college student personnel. It provides an examination of institutional culture in

higher education in general and college students in particular. Specifically, the history of higher
education, student demographics and development, diversity, equity, as well as ethical/legal issues, as well as how student
services interact with the academic will be studied.

COUN - 7810 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. Equivalent to COUN-810. Prerequisite: take COUN-6630.

COUN - 7847 Group Dynamics (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. Equivalent to
COUN-847. Prerequisite: take COUN-6600.

COUN - 7855 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). Equivalent to
COUN-855. Prerequisite: take PSYC-6610.

COUN - 8811 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 a minimum of two cases. Equivalent to COUN-811. Prerequisite: take
COUN-7725.

COUN - 8825 Advanced Family Systems Theory (3)

Provides an in-depth study of major family counseling approaches. Examines systems concepts and theory as they relate to the
family and larger sociocultural contexts, and explores how values at all levels (i.e., individual, family, professional, cultural,
societal) affect the therapeutic system. Emphasizes the evaluation of modern and postmodern perspectives and social
constructionism. Equivalent to COUN-825. Prerequisite: take COUN-7725.

COUN - 8826 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. Equivalent to COUN-826.
Prerequisites: take PSYC-3470, PSYC-4750, COUN-6630.

COUN - 8837 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. Equivalent to COUN-837.

COUN - 8838 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. Equivalent to COUN-838.

COUN - 8840 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. Equivalent to COUN-840. Prerequisite: take COUN-8844 or COUN-8845.

COUN - 8842 Practicum 1: Individual and Vocational Counseling (3)

Beginning application of theory and practice in individual and vocational counseling and therapy with adults. Equivalent to
COUN-842. Prerequisites: take COUN-6610, COUN-7730, COUN-7855 and candidacy.

COUN - 8843 Practicum: Higher Education Leadership and Counseling (3)

Introduces application of theory and practice in leadership and counseling in higher education. **PREREQUISITES:** COUN-7810, COUN-8865, and candidacy in the program.

COUN - 8844 Practicum: School Counseling (K-12) (3)

This course focuses on the development and refinement of counseling skills required for working with children, with particular emphasis on career, academic, and personal/social development. Students will work in a K-12 school setting; attend individual supervision, and group supervision. The minimum requirement for the practicum course is one hundred (100) hours in a K-12 school setting. Equivalent to COUN-844. Prerequisite: Degree candidacy and take COUN-6638.

COUN - 8845 Practicum 2: Advanced Individual and Vocational Counseling (3)

Advanced application of theory and practice in individual and vocational counseling and therapy with adults. Equivalent to COUN-845. Prerequisite: take COUN-8842.

COUN - 8846 Reality Therapy (3)

Applies techniques and skills of reality therapy in counseling sessions with adults. Studies concepts and orientations of Glasser, Harrington, and Haley toward mental health, including work with families. Equivalent to COUN-846.

COUN - 8848 Crisis Intervention and Trauma Counseling (3)

Introduces students to an overview of crisis intervention, crisis intervention models, and trauma counseling for individuals, groups, organizations and communities. Counseling strategies and techniques for dealing with individual, group and organizational crises in a variety of settings will be explored. Types of crises include suicide, domestic violence, sexual assault/rape, school and community violence, military trauma, terrorism and natural disaster. Equivalent to COUN-848. Prerequisite: take COUN-7633; B or better in Counseling coursework and candidacy.

COUN - 8849 Psychopharmacology and Substance Abuse (3)

Provides explanation of the use of psychotropic and other medication in the treatment of mental health disorders and substance abuse. This course will introduce students to clinical models involving substance abuse assessment and treatment as well as mental health assessment and treatment with respect to psychotropic medication, anxiety medication and alternate forms of healing. Equivalent to COUN-849. Prerequisite: take COUN-7633.

COUN - 8851 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. This course is offered as a Hybrid Lecture. Equivalent to COUN-7851. Prerequisite: take COUN-6630.

COUN - 8852 College Career Coaching Academy (3)

This course focuses on P-20 student development of college and career readiness. Students will become acquainted with knowledge, skills and techniques needed to assist P-20 students during their school years and during their transition from school to college and work. This course is offered as a Hybrid Lecture. Prerequisite: take COUN-7730.

COUN - 8854 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. Equivalent to COUN-854. Prerequisite: take COUN-8844.

COUN - 8856 Practicum in Group Counseling: Adult (3)

Study and practice of basic interviewing skills and treatment techniques in group counseling or group therapy with adults. Equivalent to COUN-856. Prerequisite or co-requisite: take COUN-8842.

COUN - 8857 Behavior Therapy (3)

Advanced study and application of behavioral therapy techniques with adults and children. Equivalent to COUN-857. Prerequisite: take COUN-8844 or COUN-8845.

COUN - 8858 Development of School Counseling Programs (3)

Study of rationale and program for guidance services. Special attention to analyzing, evaluating, and integrating administrative theory. Equivalent to COUN-858. Prerequisite: take COUN-6638 and must be approved for Candidacy.

COUN - 8859 Family and Couples Counseling (3)

Introduces applied practice of family and couples counseling approaches, concepts, and techniques. Covers modern and postmodern theories and trains students to begin to apply them in counseling families and couples. Emphasizes both live and team supervision. Equivalent to COUN-859. Prerequisites: take COUN-7725, COUN-8811, COUN-8842.

COUN - 8860 Applied Systems Theory (3)

Applies practice of family and couples counseling approaches, concepts and techniques. Offers an in-depth study of theories and topics related to counseling families and couples, with special emphasis on advanced skills, team, and live supervision. Equivalent to COUN-860. Prerequisite: take COUN-8859.

COUN - 8861 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. Equivalent to COUN-861. Prerequisites: take COUN-6638, COUN-7853.

COUN - 8862 College Admission Counseling (3)

This course provides supervised field work experiences preparing students to participate in the college admissions process for students in secondary schools or adult students who wish to return to college. A minimum of 100 on site hours are required. Practicum placement sites can be a high school, a community college, or university. Prerequisites: take COUN-7730, COUN-7620, COUN-8852.

COUN - 8863 College Student Success and Completion (3)

Introduces students to the theoretical, historical, and contemporary concepts associated with college student success and completion.

COUN - 8864 Student Development Theory & Today's College Students (3)

Provides an overview of the role of student development in life, educational, and career success. Learners will assess theories related to student learning, identity development, and wellness. Through the course, professionals will learn strengths-based strategies to help students to transfer skills across settings.

COUN - 8865 College Student Mental Health (3)

Reviews characteristics, risk factors, warning signs, and interventions for college students at risk for mental health and substance use disorders.

COUN - 8866 Evidence-Based Strategies for College Student Success (3)

Teaches strategies to improve student success and completion, including necessary resources, timetables, evidence of success, and evaluation. Students will develop an evidence-based intervention intended to improve postsecondary student success and completion.

COUN - 8870 Independent Study (6)

Individual reading, research, and/or project in counseling under supervision of faculty. Equivalent to COUN-870.

COUN - 8968 Counseling Internship I: School Counseling (3)

The internship takes place in a P-20 school setting. The intern will provide selected services in each of the four Delivery Systems delineated in the ASCA Developmental Guidance Model. A minimum of 300 on-site hours is required which should extend over the period of one full semester. (A minimum of 120 of the 300 must be spent in direct services to clients (students). Direct service is generally considered to consist of activities identified in the delivery systems of individual student planning and responsive services). Equivalent to COUN-8868. Prerequisite: Must have an approved application for internship prior to registration.

COUN - 8969 Counseling Internship II: School Counseling (3)

The internship takes place in a P-20 school setting. The intern will provide selected services in each of the four Delivery Systems delineated in the ASCA Developmental Guidance Model. A minimum of 300 on-site Hours is required which should extend over the period of one full semester. (A minimum of 120 of the 300 must be spent in direct services to clients (students). Direct service is generally considered to consist of activities identified in the delivery systems of individual student planning and responsive services). Equivalent to COUN-8869. Prerequisite: COUN-8968.

COUN - 8971 Counseling Internship I: Clinical Mental Health Counseling (3)

Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities for a minimum of 600 hours, (in combination with COUN-8972) including a minimum of 240 hours of direct client contact. Equivalent to COUN-8871. Prerequisites: Degree candidacy, successful completion (B or better) of Practicum courses: take COUN-8842, COUN-8845, COUN-8856. Must have an approved application for internship prior to registration.

COUN - 8972 Counseling Internship II: Clinical Mental Health Counseling (3)

Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities. This is a continuation of Internship I. Equivalent to COUN-8872. Prerequisites: Degree candidacy, successful completion (B or better) of Practicum courses: take COUN-8842, COUN-8845, COUN-8856 and COUN-8971 Counseling Internship I.

COUN - 8973 Counseling Internship I: Higher Education Leadership and Counseling (3)

Places students within in an institute of higher education and expected to perform a variety of activities. **Prerequisite:** COUN-8843

COUN - 8974 Counseling Internship II: Higher Education Leadership and Counseling (3)

Places students within in an institute of higher education and expected to perform a variety of activities. **Prerequisite:** COUN-8973

COUN - 8981 Counseling Internship I: Marriage and Family Counseling (3)

Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities for a minimum of 600 hours (in combination with COUN-8882), including a minimum of 240 hours of direct client contact. Prerequisites: Must have an approved application for internship prior to registration.

COUN - 8982 Counseling Internship II: Marriage and Family Counseling (3)

Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities. This is a continuation of Internship I. Equivalent to COUN-8882. Prerequisite: COUN-8981.

COUN - 8999 Directed Scholarship (1-2)

Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment In their masters program while completing requirements for their degree and must have received a grade of "CR" in a designated internship course. Note: This course is variable (1-2) in credit hours, repeatable (not replaceable), and is P/NC option for grading. Prerequisite: Degree Candidacy, instructor permission, and CR option being awarded in internship designate course(s).

COUN - 9301 Professional Identity in Counselor Education and Supervision (3)

Presents information related to the role of being a counselor educator and supervisor. Includes professional organizations, ethics, and legal responsibilities related to the field of counseling. Stresses the importance of research, scholarship, leadership, and advocacy as they relate to the role of counselor educator. Equivalent to COUN-901. Prerequisite: take COUN-6600.

COUN - 9320 Advanced Issues in Diversity (3)

Reviews literature and research related to multicultural issues and clinical work, supervision, teaching, research, advocacy, and the field of professional counseling. Discusses topics related to race, ethnicity, gender, sexual orientation, religion, physical abilities, and other issues of diversity. Applies multicultural competencies for counselors to various contexts facing Counselor Educators and Supervisors. Equivalent to COUN-920. Prerequisite: take COUN-7720.

COUN - 9330 Advanced Counseling Theory (3)

Advanced analysis and applications of major counseling theories, their strengths and weaknesses, theoretical basis for efficacy, applicability to diverse populations, and ethical considerations. Equivalent to COUN-930. Prerequisites: take COUN-6600, COUN-6630, COUN-7810.

COUN - 9360 Advanced Counseling Skills Practicum I (3)

Students will be placed in an agency or school to work with clientele in a role related to the duties of a professional counselor. Equivalent to COUN-960. Prerequisite: take COUN-8845.

COUN - 9361 Advanced Counseling Skills Practicum II (3)

Second supervised placement in an agency or school working with clientele in a role related to the duties of a professional counselor. Equivalent to COUN-961. Prerequisite: take COUN-9360.

COUN - 9365 Counseling and Clinical Supervision (3)

Describes the purpose of clinical supervision, theoretical frameworks and models of supervision, roles and relationships related to supervision, and the ethical considerations of supervision. Students will be required to provide clinical supervision to master's level students. Equivalent to COUN-965. Prerequisite: take COUN-9360.

COUN - 9990 Internship I (3)

Supervised experiences in clinical practice, supervision, research, and/or teaching. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the faculty advisor and student, based on experience, training, and career objectives.

COUN - 9991 Internship II (3)

Supervised experiences in clinical practice, supervision, research, and/or teaching. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the faculty advisor and student, based on experience, training, and career objectives. Prerequisite: take COUN-9990.

COUN - 9999 Capstone Research Project (3)

Student is to work on capstone project proposal, data collection, and/or writing of the final capstone project. Note: See Program Handbook for procedures Equivalent to COUN-999. Prerequisites: take COUN-9990, COUN-9991.

Criminal Justice

CJUS - 2100 Introduction to Criminal Justice (3)

Analyzes the criminal justice system, including an historical and philosophical overview of its development, with special emphasis on the system's primary components and the relationship of these components in the administration of criminal justice in the United States. Equivalent to CJUS-310.

CJUS - 2200 Introduction to Corrections (3)

An overview and analysis of the United States correctional system: history, evolution, and philosophy of punishment and treatment; operation and administration in institutional and non-institutional setting; and issues in constitutional law. Equivalent to CJUS-320.

CJUS - 2300 Introduction to Juvenile Justice (3)

Reviews and analyzes the juvenile justice system in the United States with a focus on the history and philosophies of society's reaction to juvenile behavior and problems, interaction among the police, judiciary, and corrections within the context of cultural influences, and the influence of causation and control theoretical perspectives to explain deviant behavior. Equivalent to CJUS-330.

CJUS - 2360 Judicial Process and Constitutional Issues in Criminal Justice (3)

Reviews jurisdiction, organization, policies, and procedures of courts and the judicial system and analyzes issues related to the administration of criminal justice from arrest to incarceration or release. Equivalent to CJUS-3600.

CJUS - 2400 Policing Foundations (3)

Topics and issues in the law enforcement process, police administration, police-community relations in the context of the multiethnic and multiracial urban communities. Equivalent to CJUS-355.

CJUS - 2500 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. Equivalent to CJUS-360.

CJUS - 3020 History of Corrections and Punishment (3)

This course provides a review and analysis of the historical development of the theories and functions of corrections and punishment, including institutional and community corrections and other sanctions, tracing the international roots of U.S. correctional practice as well as the social, political, cultural, and economic factors that have influenced the development and emergence of contemporary corrections in America. Equivalent to CJUS-4130. Prerequisite: take CJUS 2200

CJUS - 3099 Junior Seminar in Criminal Justice (3)

Introduces current and transfer students to trends, policies, and practices in the field of criminal justice by examining both historical and contemporary research of a number of relevant topics. Participation in a series of writing assignments and a class-selected service learning project will enable students to work with the community to address issues related to social welfare, encourage reflection and analysis, and improve communication skills. This course has been designated as a Writing Across the Curriculum (WAC) course. Prerequisite: take CJUS 2100

CJUS - 3100 Foundations of Social Justice (3)

Encompasses a review of the structure and methods employed by the American justice system. Examines a number of contemporary and controversial social issues in the context of criminal justice agency operations and processes. Assesses current justice system practices and procedures from the standpoint of ensuring equal and fair treatment under the law for all. Equivalent to CJUS-410.

CJUS - 3250 Foundations of Restorative Justice (3)

Introduces restorative justice theory and goals; engages students in the examination of justice philosophies, including retributive, rehabilitative and restorative philosophies and the impact such philosophies have on local, state and federal policies and programs. Equivalent to CJUS-4140. Prerequisite: take CJUS 2100

CJUS - 3300 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. Equivalent to CJUS-430.

CJUS - 3415 Criminological Inquiry and Research Design (3)

Examines the analysis, research design, problem-solving approaches, conceptualization, and implementation of various methodologies in the field of criminal justice, and applies these methods in a guided research project. Equivalent to CJUS-4415. Prerequisite: take CJUS 3099

CJUS - 3420 Community-based Corrections (3)

Analyzes current alternative correctional approaches used in today's contemporary society in dealing with offenders, more specifically the community-based approaches. Examines the theoretical premise of these approaches, impact on community and society, and empirical support generated for offender reintegration and community-based correctional initiatives. Equivalent to CJUS-4210. Prerequisite: take CJUS 2200 and CJUS 3099

CJUS - 3440 Exploring Ethics in the Justice System (3)

Examines ethical theories and their relevance to the criminal and juvenile justice systems, including the system of laws, enforcement, courts, corrections, probation, and parole. Considers the larger role ethics plays through application of normative ethical theories. Equivalent to CJUS-4400. Prerequisite: take CJUS 2100

CJUS - 3450 Race, Gender, and the Justice System (3)

Examines patterns of criminal behavior by race/ethnicity, gender, class, and age, as well as the justice system's response, with special emphasis on the correctional aspects. Explores the relationship between women and minorities in the paths of crime and justice. Equivalent to CJUS-4500.

CJUS - 3500 Contemporary Restorative Justice Practices (3)

Exposes students to restorative processes used in conflict circumstances in diverse settings; draws on research evidence to understand victim offender mediation, peacemaking circles and family group conferencing. It also discusses other practices of restorative justice, providing examples, the relevance of each of these models and their limitations. Emphasizing practical applications, the course introduces several theoretical key guidelines for engaging in restorative justice. Prerequisite: take CJUS 3250

CJUS - 3530 Computer Applications in Criminal Justice (3)

A review of the available resources and selected computer software applications for criminal justice professionals. Equivalent to CJUS-453. Prerequisites: take CJUS-3100, CPSC-2005, MIS-2101.

CJUS - 3550 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. Prerequisite Equivalent to CJUS-455. Prerequisite: take CJUS-3100.

CJUS - 3660 Mediation and Conferencing (3)

Examines advanced topics in restorative mediation and conferencing practices. Equivalent to CJUS-4360. Prerequisite: take CJUS 3250 and CJUS 3500.

CJUS - 3770 Management and Organizational Leadership (3)

Examines core concepts and management functions in criminal justice organizations such as organizational structures, environments, conflict, and decision-making processes, with a special focus on organizational culture. Students will learn organizational theory as it applies to criminal justice organizations. Equivalent to CJUS-4770. Prerequisite: take CJUS 2100 and CJUS 3099.

CJUS - 3860 Peace Circles (3)

Reviews the restorative practice of circles and its historical origin. Analyzes the purpose, goals, and structure of the circle process within various settings. Explores circle processes within schools and other community settings; and review research regarding the use of this dialogue in justice system, schools, community, workplace, etc. in contrast to traditional Criminal Justice interventions. Equivalent to: CJUS-4351. Prerequisites: take CJUS 3250 and CJUS 3500 .

CJUS - 4000 Special Topics in Criminal Justice (3)

Analysis of contemporary criminal justice-related issues and topics. Prerequisite: take CJUS-3100.

CJUS - 4100 Theories of Crime and Deviance (3)

Reviews the historical and contemporary theories on crime and deviance and analyzes concepts and patterns of crime and deviant behavior and society's response to them. Examines the law, offenders, victims, and forms of crime and deviance in the criminal justice systems and formulates an integrated perspective that takes into account societal pressures and research about crime, rehabilitation, and recidivism. Equivalent to CJUS-4411. Prerequisite: take CJUS 3100 andCJUS 3250.

CJUS - 4120 Policing and the Community (3)

Reviews the historical development of policing in America and examines community-based and collaborative approaches to policing, crime prevention, and public safety problem-solving. Equivalent to CJUS-412. Prerequisite: take CJUS-3100.

CJUS - 4220 Institutional Corrections (3)

Explores the contemporary corrections systems in the U.S., including corrections history, law, operations, facilities, and experiences. Examines punishment, prisoner profiles, parole, and community reentry. Equivalent to CJUS-422. Prerequisite: take CJUS-3100.

CJUS - 4230 Health Issues in the Corrections System (3)

Covers the nature and scope of health and mental health issues in the corrections systems. Explores contemporary approaches to these issues. Equivalent to CJUS-423. Prerequisite: take CJUS-3200 .

CJUS - 4320 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. Equivalent to CJUS-3200. Prerequisite: take CJUS 2200 , CJUS 3020 , and CJUS 3420 .

CJUS - 4340 Restorative Justice in Schools (3)

Highlights the implementation and support of restorative practices in schools and community-based organizations. Students learn about working closely with School Resource Officers to develop and implement restorative practices. Students learn how to work with youth and implement a student-led restorative justice team and to organize and give formal and informal presentations to audiences to raise awareness about restorative practices in schools. Prerequisite: take CJUS 3250 and CJUS 3500.

CJUS - 4350 Victims and the Justice System (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. Equivalent to CJUS-435. Prerequisite: take CJUS-3100.

CJUS - 4352 Restorative Justice Practices II (3)

Examines advanced topics in restorative mediation and conference practices. Reviews restorative mediation and conferencing and its historical context; analyzes present day utilization of restorative mediation and conferencing practices within multiple settings. Reviews research surrounding the use of these dialogues to resolve disputes in contrast to traditional Criminal Justice interventions. Prerequisites: take CJUS-4140 and CJUS-4350.

CJUS - 4361 Mediation and Conferencing Practicum (1)

Supervised practical experience in community-based programs or court-sponsored programs that incorporate restorative justice principles. Equivalent to CJUS-437. Prerequisite: take CJUS-4140 . Corequisite course: CJUS-4360 .

CJUS - 4380 International Peace Initiatives (3)

Critically examines global peacebuilding initiatives, including strategies and practices based upon restorative justice. Equivalent to CJUS-438. Prerequisite: take CJUS-4140 .

CJUS - 4411 Theories of Crime and Deviance (3)

Reviews the historical and contemporary theories on crime and deviance. Analyzes concepts and patterns of crime and deviant behavior and society's response to them. Examines the law, offenders, victims, and forms of crime and deviance in the criminal justice systems. Formulates an integrated perspective that takes into account societal pressures and research about crime, rehabilitation, and recidivism. Equivalent to CJUS-411. Prerequisite: take CJUS-3100.

CJUS - 4420 Planning and Evaluation Practicum (3)

Reviews logic models, evaluation research design, and different approaches to evaluation and applied research as they apply to restorative justice, such as classical evaluation design, utilization-focused evaluation, and empowerment evaluation. Reviews development of program logic models, and measures of program activity, outcomes, and Impacts. Analyzes traditional scientific research methods and their relation to evaluation research, specifically surrounding Restorative Justice programs. Prerequisite: take CJUS-4415 .

CJUS - 4425 Death Penalty in America (3)

Critically examines the controversial issue of capital punishment in America. Historical and international perspectives, the death penalty and the Supreme Court, methods of execution, deterrence, costs, miscarriages of justice, religious perspectives, and public opinion are covered. The course also covers the administration of justice in relation to death penalty cases.

CJUS - 4465 Comparative International Criminal Justice Systems (3)

Explores the criminal justice systems of selected western and non-western cultures from a comparative and international perspective and examines the historical, legal, jurisprudential, organizational, administrative, and philosophical principles of criminal justice systems from selected countries around the world. Equivalent to CJUS-4565. Prerequisites: take CJUS 3100 , CJUS 4100.

CJUS - 4520 Substance Abuse in the Criminal Justice System (3)

This course will introduce the student to the issue of substance abuse treatment within the context of the criminal justice system. The course examines the points along the criminal justice system continuum where substance abuse intervention programming exist. Perspectives, policies, and goals of the criminal justice and treatment systems will be presented. Offered in an Internet format, with an agency site-visit experience. Equivalent to CJUS-520. Prerequisite: take CJUS-3100.

CJUS - 4545 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. Equivalent to CJUS-445. Prerequisite: take CJUS-4411 .

CJUS - 4565 Comparative International Criminal Justice Systems (3)

Examines the criminal justice systems of selected western and non-western cultures from a comparative international perspective. Surveys the organizational, administrative, and philosophical principles of criminal justice systems from selected countries around the world. Equivalent to CJUS-465. Prerequisites: take CJUS-3100, CJUS-4411.

CJUS - 4610 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. Equivalent to CJUS-451. Prerequisites: take CJUS-3100, CJUS-4415 .

CJUS - 4616 Crime Analysis (3)

Reviews the applied research design and implementation process. Introduces quantitative analysis applications in law enforcement including crime analysis, pattern recognition, hypothesis testing, strategic assessment of problem-solving initiatives, and trend analysis. Equivalent to CJUS-516. Prerequisites: take CJUS-3100 and CJUS-4415 .

CJUS - 4620 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. Equivalent to CJUS-452. Prerequisites: take CJUS-3100, CJUS-4415 , CJUS-4610.

CJUS - 4640 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. Equivalent to CJUS-454. Prerequisites: take CJUS-3100, CJUS-4415 , CJUS-4610.

CJUS - 4660 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. Equivalent to CJUS-456. Prerequisites: take CJUS-3100, CJUS-4565 .

CJUS - 4700 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. Equivalent to CJUS-470.

CJUS - 4750 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. Equivalent to CJUS-475. Prerequisite: take CJUS-3100.

CJUS - 4800 Internship (3)

Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. Equivalent to CJUS-480.

CJUS - 4900 Senior Capstone in Criminal Justice (3)

Integrates the concepts, issues, methodologies, policies and practices learned about the criminal justice system, subsystems, and processes. Culminates in the completion of a community-based action research project and formal presentation to community and professional partners. This course has been designated as a Writing Intensive course. Equivalent to CJUS-4990. Prerequisites: take CJUS 3099 , CJUS 3100 , CJUS 3415, CJUS 4100.

CJUS - 5000 Special Topics in Criminal Justice (3)

In-depth analysis of contemporary justice-related issues and topics. This course will provide the student with a general understanding how the Forensic process works and be introduced to various disciplines and methodologies of this popular field. This course will incorporate both lecture and lab and will focus on the process from the crime scene to the lab and finally to the courtroom. Prerequisite: take CJUS-3100.

CJUS - 5300 Digital Forensics (3)

Provides concepts and theory of file systems and apply them to digital investigations from real cases using analysis tools. Discusses processes and methodologies that an administrator or incident investigator needs to take in order to collect and analyze digital evidence. Topics include data acquisition, file system analysis, incident response methodology, evidence analysis, and incident response tools. Equivalent to CJUS-530. Prerequisites: take CPSC-4535, CPSC-4570.

CJUS - 5540 Contemporary Issues in Digital Forensics (3)

A review of contemporary issues concerning the impact of digital forensics on the criminal justice system, and on criminal justice system professionals. Explores current and emerging legal and ethical issues impacting the digital forensics field, research and development in the digital forensics field, and human resources issues pertaining to the impact of technology on law enforcement and prosecution. Equivalent to CJUS-554. Prerequisite: take CJUS-5300.

CJUS - 6020 Seminar in Criminal Justice Graduate Studies (3)

Discussion and examination of a variety of issues in the contemporary criminal justice system. An introduction to some of the influential criminal justice theories and their relationship to criminal justice practices. Students will analyze and summarize several pieces of criminal justice research both verbally and in writing. RESTRICTIONS: This course is intended for students enrolled in the Criminal Justice, Political and Justice Studies, and Public Administration MA programs. Prerequisites: None

CJUS - 6130 Gangs, Guns, and Drugs (3)

Illustrates contemporary approaches to understanding and preventing gangs and criminal behaviors associated with gang involvement. Equivalent to CJUS-613.

CJUS - 6150 Juvenile Delinquency (3)

Emphasizes the history of juvenile delinquency and juvenile justice in America, with a special emphasis on research and analysis regarding competency, brain development, and environmental factors affecting youth behavior. Equivalent to CJUS-615.

CJUS - 6510 Contemporary Issues in Criminal Law (3)

Explores recent and current legal and judicial debates and issues surrounding the criminal law, criminal codes, and administrative law: includes debates and mock trials. Equivalent to CJUS-651. Prerequisite: take CJUS-3600 .

CJUS - 7010 Criminal Justice Leadership: Theory and Practice (3)

Focuses on understanding contemporary theories of leadership, and applying leadership theories and concepts in the context of criminal justice, juvenile justice, and public safety environments. Prerequisite: take CJUS-6010 or permission of instructor.

CJUS - 7110 Inductive Theory Building (3)

A 3-credit course that reviews qualitative approaches to theory development; engages students in the development of new theories regarding criminal behavior, deviant behavior, and behavior in criminal justice organizations. Equivalent to CJUS-711. Prerequisite: take CJUS-4415 .

CJUS - 7210 Evaluation Research and Policy Analysis (3)

Focuses on program evaluation and policy analysis; students will engage in real-life evaluation project with a local justice agency. Equivalent to CJUS-721. Prerequisite: take CJUS-4415 .

CJUS - 7220 Theory And Crime Prevention (3)

Looks at new, practical approaches to crime prevention based on theory; examines such approaches as deterrence, crime prevention through environmental design, therapeutic jurisprudence, and strategic approaches to crime in urban areas, and more. Equivalent to CJUS-722. Prerequisite: take CJUS-4411 .

CJUS - 7225 The Death Penalty in American (3)

Critically examines the controversial issue of capital punishment In America, covers such Issues as historical and international perspectives, the death penalty and the Supreme Court, methods of execution, deterrence, costs, miscarriages of justice, religious perspectives, and public opinion. Covers the administration of justice In relation to death penalty cases, and will include research and statistical summaries of several key topics. Prerequisite: take CJUS-3100.

CJUS - 7230 Special Topics in Crime Policy (3)

Variable topics workshop that examines contemporary policy approaches to preventing and reducing crime and delinquency; touching on police, courts, and corrections.. Equivalent to CJUS-723. Prerequisite: take CJUS-3100.

CJUS - 7240 Crime Problem-Solving Strategies (3)

Explores key innovations in crime problem solving over the past several decades in such areas as: drugs, guns, gangs, violent crimes, white collar crime, and terrorism. Equivalent to CJUS-724. Prerequisite: take CJUS-4120.

CJUS - 7430 Terrorism and the Justice System (3)

Examines the criminal justice system in the post-911 era, covering terrorism, intelligence and surveillance systems, the rise of homeland security, and how these developments have changed the administration of justice in America. Equivalent to CJUS-743.

CJUS - 8100 Theories of Crime and Deviance (3)

Focuses on the study of criminal behavior as it relates to several varieties of crime (violent crime, property crime, white collar crime, corporate crime): emphasizes the evolution of the understanding of crime social construction of crime and deviance. Equivalent to CJUS-810.

CJUS - 8170 Social Location and Prejudice in the Justice System (3)

Examines evidence regarding the intersections and interactions of race, gender, and class in the administration of criminal and juvenile justice in America, as well as recent efforts to re-analyze crime and crime control policy. Equivalent to CJUS-817. Prerequisite: take CJUS-4500 .

CJUS - 8200 Research Applications (3)

Designed to teach master's students to conduct original research and secondary analysis independently; covers research design and methods, quantitative applications (hypothesis testing, descriptive, and inferential statistics), and qualitative applications, (participant observation and case studies). Equivalent to CJUS-820. Prerequisite: take CJUS-4415 .

CJUS - 8210 Justice System Reform and Change (3)

Examines social policy and organization change from a global perspective, and reform theories and processes in such areas as: juvenile justice reform, corrections reform, police reform, death penalty reform, and the changing justice system labor force. Equivalent to CJUS-821. Prerequisite: take CJUS-6010.

CJUS - 8220 Community Restorative Justice (3)

Examines the history of restorative justice as well as current applications of restorative justice in the U.S. and around the world. Equivalent to CJUS-822. Prerequisite: take CJUS-4140 or CJUS-4380.

CJUS - 8280 Independent Research (1-3)

Provides the student with an opportunity to identify a focused area of research and inquiry, collect secondary or original data, and analyze the data under the guidance of a program faculty member. Equivalent to CJUS-828. Prerequisite: take CJUS-8200.

CJUS - 8300 Criminal Justice System Organization Finances and Administration (3)

Covers project and organizational budgeting, planning and forecasting, needs assessment, human resource management, and organizational evaluation. Equivalent to CJUS-830. Prerequisite: take CJUS-4140 .

CJUS - 8370 Special Topics in Organization Management (3)

Experts from the criminal and juvenile justice fields, covering such topics as proposal writing, recruiting for diversity, managing the multi-cultural agency, planning for technological change, and managing the "learning organization." Equivalent to CJUS-837. Prerequisite: take CJUS-8300.

CJUS - 8400 The Justice System and the Community (3)

Focusing on collaborate strategies and approaches to solving crime and public safety problems, crime prevention, crime problem-solving, restorative justice, and therapeutic jurisprudence (drug courts, mental health courts, best practice models). Equivalent to CJUS-840. Prerequisite: take CJUS-4140 .

CJUS - 8700 Graduate Research (3)

A course open for students pursuing the thesis option focusing on individual reading and research in Criminal Justice under the supervision of a graduate faculty member in Criminal Justice. Equivalent to CJUS-870. Prerequisite: take CJUS-8200.

CJUS - 8800 Justice System Internship (1-3)

The internship course can be taken from one to three credit hours and is designed to provide the graduate student with an opportunity to synthesize theory and practice. Equivalent to CJUS-880.

CJUS - 8880 Problem Solving Practicum (6)

Students must complete an original problem-solving practicum, working with a committee of three faculty members (the practicum director must be a CJUS faculty member). The practicum involves an issue or problem in the community or workplace, the student develops a plan to resolve or reduce the problem, and prepares a practicum report explaining the development, implementation, and outcomes of the project. Equivalent to CJUS-888.

CJUS - 8891 Directed Readings for the Comprehensive Exam - Required Curriculum (3)

This is one of two final courses in the MA in CJUS major. It is intended to assess student's ability to analyze, synthesize and evaluate diverse content materials and apply their knowledge to selected issues and problems in the Criminal Justice field. This course will emphasize content from the required course curriculum. Prerequisite: Must have completed 30 hours in the program.

CJUS - 8892 Direct Reading for Comprehensive Exam - Elective Curriculum (3)

One of the two final courses in the MA in CJUS major. It is intended to assess student's ability to analyze, synthesize and evaluate diverse content materials and apply their knowledge to selected issues and problems in the Criminal Justice field. Emphasizes content from the elective course curriculum. Prerequisite: Students must have completed a minimum of 30 credit hours in the program.

CJUS - 8990 Graduate Thesis (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 publically presented and discussed. Equivalent to CJUS-890.

Dance

DNCE - 2100 Introduction to Dance (3)

Introduces dance as an art form. Includes study of historical development, cultural characteristics and aesthetics of various dance traditions. Additional course topics include survey of global and contemporary dance forms, choreography, and dance production.

DNCE - 2110 Introduction to Ballet (3)

Introduces the technique, concepts, and vocabulary of ballet.

DNCE - 2210 Introduction to Jazz Dance (3)

Introduces the basic technique and style of jazz dance.

DNCE - 2310 Introduction to Modern Dance (3)

Introduces the basic concepts and technique of modern dance.

DNCE - 2410 Introduction to Tap Dance (3)

Introduces the basic vocabulary and technique of tap dance; examines the historical and cultural context of tap dance.

DNCE - 2500 Social Dance (3)

Explores selected social dance styles from around the world.

DNCE - 3100 World Dance (3)

Exploration of dance traditions from around the globe through beginning level recreational dances from various regions, including Europe, Africa, Asia, and North and South America. Cultural values, religious beliefs, and social systems are examined in the context of the dances. Equivalent to DNCE-390.

DNCE - 4100 Choreography (3)

Introduces the basic tools, principles, and concepts of choreography.

Economics

ECON - 2301 Principles of Microeconomics (3)

Studies price formation, demand, and production decisions. Examines the individual and interrelated behavior of consumers, firms, and industries. Equivalent to ECON-301. Prerequisites: None.

ECON - 2302 Principles of Macroeconomics (3)

Studies the economy as a whole, dealing with economic data, behavior, and theory at the aggregate level of the economy.

Examines income, output, employment, prices, and other variables in terms of their measurement, determination, and policy implication. Instructional Method: Offered in both lecture and televised format. Equivalent to ECON-302. Prerequisites: None.

ECON - 3000 Special Topics in Economics (1-3)

Special topics course exploring issues in Economics.

ECON - 3099 International Economics (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. Equivalent to ECON-3511. Prerequisites: take ECON 2301 , MGMT 4600.

ECON - 3301 Intermediate Microeconomics (3)

Examines rational decision-making behavior of consumers and firms, together with price and output determination in various market structures. Prerequisites: take ECON-2301, ECON-2302, MATH-2281.

ECON - 3302 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. Equivalent to ECON-410. Prerequisites: take ECON-2301, ECON-2302.

ECON - 3404 Managerial Economics (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. Equivalent to ECON-420. Prerequisites: take ECON-2301, ECON-2302, MATH-2281, STAT-3700.

ECON - 3501 Money and Banking (3)

Concentrates on analysis of money and its functions, the mechanics of the commercial banking system and its determination of the money supply, the Federal Reserve system's functions and policy instruments, the impact and effectiveness of monetary policy on the public, commercial banks, and the treasury, and its overall impact on the economy. Equivalent to ECON-350. Prerequisites: take ECON-2301, ECON-2302.

ECON - 3502 Economic Development (3)

Examines the process of economic growth with reference to developing countries. Explores capital formation, resource allocation, relation to the global economy, economic planning and institutional factors with case studies. Prerequisites: take ECON-2301, ECON-2302, MATH-2281.

ECON - 3503 Labor Economics (3)

Provides an analytical framework for studying the structure of labor markets and conducting research on market structures, industries and international issues to influence public policy. The course presents a comprehensive and understandable study of employers and employees in competitive and imperfectly competitive labor markets. Prerequisites: take ECON-2301, ECON-2302, MATH-2281.

ECON - 3515 International Trade (3)

Reviews the major theories of international trade. Explores gains from trade, effects of tariff and non-tariff barriers and conduct of commercial policy. Examines the balance of payments, theories of exchange rate determination, and other international economic issues. Prerequisites: take ECON-2301, ECON-2302, MATH-2281.

ECON - 3901 Mathematical Economics (3)

Provides the mathematical tools used in quantitative economics courses. Prerequisites: take ECON-2301, ECON-2302, MATH-2281, STAT-3700.

ECON - 4101 Econometrics I (3)

Focuses on economic measurement, including specification and estimation of econometric models and statistical methods in economic research. Prerequisite: take ECON-3901.

ECON - 4102 Econometrics II (3)

Studies economic measurement: specification and estimation of econometric models; statistical methods in economic research at an advanced level. Includes panel data and time series analyses. Prerequisite: take ECON-4101.

ECON - 4800 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. Equivalent to ECON-470.

ECON - 4900 Research Methods in Economics (3)

Capstone course for economics undergraduate students. Includes applied economic research. Equips students with skills to apply economic knowledge, locate and compile economic data, and analyze economic problems using theory and qualitative and quantitative methods. Prerequisites: ECON 3302 , ECON 3511 , AND either ECON 3301 OR ECON 3404. Requires approval of academic advisor to register in the course.

ECON - 5000 Special Topics in Advanced Economics (1-3)

Special topics course exploring advanced issues in Economics.

ECON - 6100 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. Equivalent to ECON-601.

ECON - 7500 Managerial Economics and Forecasting (3)

Integrates the application of economic theory, statistics, optimization theories, and forecasting models as tools for the managerial decision-making process in a local, regional, national, and global context. The course utilizes a statistical modeling software and develops an industry analysis paper for the applications content of the course. Equivalent to ECON-801. Prerequisites: take MGMT-6700, MATH-2281, and ECON-6100.

ECON - 8880 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. Equivalent to ECON-870.

ECON - 8999 Graduate Thesis/Project (6)

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. Equivalent to ECON-890.

Education - General

EDUC - 2000 Introduction to Careers in Education (3)

Provides undergraduates an opportunity to examine a broad spectrum of professional opportunities in Education including Early Childhood Education, Elementary Education, Middle School Education, Secondary Education, Administration, School Psychology and Counseling, and Instructional Technology, as well as other educational careers in non-school settings.

EDUC - 2310 Foundations of Education (3)

Presents an interdisciplinary and developmental overview of the historical, philosophical, and sociological factors that have influenced American education. Identifies and critically analyzes contemporary issues and trends such as teacher accountability, school desegregation, cultural pluralism, and bilingual/multicultural education. Ten hours of field observation required. Writing Intensive Course.

EDUC - 2330 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.

EDUC - 3320 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. Fifteen hours of field observation required. Equivalent to EDUC-330. Prerequisite: take EDUC-2310; passage of the ILTS Test of Academic Proficiency (TAP). Corequisite courses: EDUC-3321, EDCP-2101.

EDUC - 3321 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. Equivalent to EDUC-320. Prerequisite: take EDUC-2310; passage of the ILTS Test of Academic Proficiency (TAP). Corequisite courses: EDUC-3320, EDCP-2101.

EDUC - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)

Explores current educational psychology and research. Examines major theories of learning as well as the role of physical, social, cultural, emotional, linguistic, and economic factors on learning. Provides working knowledge of assessment constructs and ability to interpret test results as they relate to student learning and effective teaching. Presents current best practices in classroom management. Requires fifteen hours of field experience. EDUC-2330 or equivalent and EMED 3321 for EMED majors only (EMED 3321 not a prerequisite for CDIS or SEC EDUC majors). EMED 3321 may also be taken concurrently with 3440. Must be taken prior to student teaching.

EDUC - 4330 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. Equivalent to EDUC-321. Prerequisite: Complete 24 semester hours in science, all Gateway I requirements and EDCP-2101.

EDUC - 4340 Teaching Secondary School Science (3)

Students learn to create positive science classroom climates which promote a pluralistic approach to teaching and eliminate gender biases. Students develop inquiry-based activities to motivate secondary school students and involve them in learning. Technology is utilized as a tool and resource for teaching and learning. Diverse methods of learning assessment are developed.

Thirty-five hours of clinical experience required. Equivalent to EDUC-433. Prerequisites: take EDUC-4330, SPED-2100, PSYC-3201.

EDUC - 4360 Principles of Secondary Mathematics Education (3)

Investigates the content and various models of the secondary mathematics curriculum. The course explores different teaching models and theories and provides opportunities to prepare and present lesson and unit plans. The course will include an in-depth study of the Common Core Standards for Mathematics. Equivalent to EDUC-434. Prerequisite: Must have completed all Gateway I requirements, at least twenty-four semester hours in mathematics, and EDCP-2101.

EDUC - 4370 Teaching Secondary School Mathematics (3)

Investigates the content and various models of the secondary mathematics curriculum In the U.S. The course will study pedagogical research as it applies to the teaching and learning of mathematics, especially with respect to academic language, ELL instruction, and content area reading. Topics in the history of mathematics and mathematical processes are discussed. Requires 35 hours of clinical experience. Prerequisite: EDUC-4360 with a grade of B or better, SPED-2100, and EDUC-4440.

EDUC - 4442 Early Adolescent Educational Psychology (3)

Examines the Middle School level philosophy, structure and goals, based on the psychology of early adolescence. Analysis of developmentally appropriate curriculum, instruction, and support systems at the Middle School level. Current teacher roles, classroom management and educational assessment in the Middle School are examined. Knowledge of several theories of adolescent psychology is applied to classroom settings. Equivalent to EDUC-442. Prerequisite: take EDUC-4440.

EDUC - 4443 Curriculum and Methods for Middle Schools (3)

As the needs of the early adolescent are unique, so too must be the curriculum and instruction to meet the learner's needs. Explores the curriculum and instructional needs of the early adolescent learner. Models of curriculum and methods of instruction for the Middle School setting will be explored in teams of students. Equivalent to EDUC-443. Prerequisite: take EDUC-4442.

EDUC - 4465 Methods of Teaching English (3)

Focuses on the various components of the secondary school English curriculum. Includes study in English language, literature, composition, listening, and reading, with an emphasis on the knowledge, pedagogy and dispositions. Emphasizes the challenges of individual student differences, and instructional technology. Requires 40 hours of field experience for students seeking certificate. Equivalent to EDUC-465. Prerequisites: take EDUC-2310, EDUC-4440, SPED-4100, EDCP-3101, ENGL-4570, ENGL-4575, ENGL-4580.

EDUC - 4470 Independent Study (6)

Individual reading, research, and/or project in education under the supervision of a faculty member. Deals with content not available in organized courses. Equivalent to EDUC-470.

EDUC - 4999 Student Teaching (12)

Provides the teacher candidate with directed experiences in planning, organizing, and instructing pupils within a regular classroom of an Illinois public school. Candidate is supervised by a Governors State University faculty member and a school-based cooperating teacher. Includes 15 weeks of full-time classroom experience. Equivalent to EDUC-499.

EDUC - 5530 Multicultural Literature in the Classroom (3)

Introduces prospective and practicing teachers to the wealth of contemporary multicultural literature available for students in grades kindergarten through eight. Explores strategies for enhancing literacy development using multicultural literature, as well as methods of implementing multicultural literature across the curriculum. Equivalent to EDUC-530.

EDUC - 5531 Teaching Secondary School Mathematics for Teachers (3)

Introduces teachers to the content, methodology, and instructional materials of secondary school mathematics. Explores methods and strategies in a real world learning environment. Emphasizes the guidelines set forth in the Principles and Standards for School Mathematics. Equivalent to EDUC-531. Prerequisites: take EDUC-2310, SPED-4100.

EDUC - 5535 Education of the 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. Equivalent to EDUC-535.

EDUC - 6100 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. Equivalent to EDUC-610.

EDUC - 6320 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. Equivalent to EDUC-632.

EDUC - 6330 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. Equivalent to EDUC-433. Prerequisite: Complete 24 semester hours in science, all Gateway I requirements and EDCP-2101.

EDUC - 6340 Teaching Secondary School Science (3)

Students learn to create positive science classroom climates which promote a pluralistic approach to teaching and eliminate gender biases. Students develop inquiry-based activities to motivate secondary school students and involve them in learning. Technology is utilized as a tool and resource for teaching and learning. Diverse methods of learning assessment are developed. Thirty-five hours of clinical experience required. Equivalent to EDUC-434.

EDUC - 6360 Principles of Secondary Mathematics Education (3)

Investigates the content and various models of the secondary mathematics curriculum for middle school grades (6-8) and high school (9-12) in the U.S. as well as in other cultures. Traces the evolution of contemporary programs and the philosophies that have driven them. Includes study of the NCTM Standards, the Illinois Learning Standards, and the use of various forms of technology as tools for exploring mathematics. Equivalent to EDUC-436.

EDUC - 6370 Teaching Secondary School Mathematics (3)

Investigates the content and various models of the secondary mathematics curriculum In the U.S. The course will study pedagogical research as it applies to the teaching and learning of mathematics, especially with respect to academic language, ELL instruction, and content area reading. Topics in the history of mathematics and mathematical processes are discussed. Requires 35 hours of clinical experience. Prerequisite: EDUC-6360 with a grade of B or better.

EDUC - 6400 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. Equivalent to EDUC-640.

EDUC - 6422 Educational Psychology Applied to the Middle School (3)

Examines the history, philosophy, and psychology surrounding the Middle School. Focuses on a number of related topics including teaching a diverse Middle School population, including all students in instruction, and the psychological, emotional and physical development of the Middle School learner. Equivalent to EDUC-642.

EDUC - 6423 Curriculum and Instruction in the Middle School (3)

Examines the curriculum and instruction in the Middle School. Focuses on a number of related topics including instructional

techniques for teaching in a diverse Middle School population and the ideal curriculum to meet the needs of the Middle School/Junior High students. Explores teaching methods that assist with the cognitive growth of Middle School/Junior High students. Equivalent to EDUC-643. Prerequisite: take EDUC-6422.

EDUC - 6501 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. Equivalent to EDUC-650.

EDUC - 7200 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. Equivalent to EDUC-700. Prerequisite: take EDUC-8257.

EDUC - 7210 Teaching 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. Equivalent to EDUC-710.

EDUC - 7212 Digital Primary Sources (3)

Designed to effectively access, integrate, and produce curricula utilizing the Internet and digitized primary source materials from the collections of the Library of Congress. Focuses on the nature of primary sources and classroom applications for digital technology. Provides hands-on experience using the historical tests, photographs, motion pictures, maps and sound recordings from the Library Congress American Memory digital collections. Equivalent to EDUC-721.

EDUC - 7732 Issues in Mathematics 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. Equivalent to EDUC-732. Prerequisite: take EDUC-6400.

EDUC - 7739 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. Equivalent to EDUC-739.

EDUC - 8105 Student Learning & 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. Equivalent to EDUC-800. Prerequisite: take EDUC-6100.

EDUC - 8112 The Elementary/Middle School Curriculum (3)

Emphasizes the role of the teacher in curriculum construction and exemplary models of elementary education. Reviews and analyzes research findings, current issues and trends in curriculum organization, and pedagogy essential to developing, implementing, and evaluating effective classroom programs for the learner. Examines the relationship between the elementary/middle school, especially in terms of vertical and horizontal articulation and coordination of the curriculum between these two entities. Equivalent to EDUC-805.

EDUC - 8114 Teacher as Researcher (3)

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. Prerequisites: Admission to candidacy in the M.A. in Education, the

M.A. in Multicategorical Special Education, the M.A. in Early Childhood Education, or the M.A. in Educational Administration program; and completion of 24 credit hours in specified M.A. program.

EDUC - 8115 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. Equivalent to EDUC-815.

EDUC - 8180 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. Equivalent to EDUC-818. Prerequisite: take EDUC-6400.

EDUC - 8233 Learning Communities and Collaboration (3)

Focuses on reviewing different models of learning communities, assisting practitioners in developing a learning community, and utilizing action research to inform the learning community of problems and issues that impact learning in schools. Equivalent to EDUC-823. Prerequisite: take EDUC-6100.

EDUC - 8244 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. Equivalent to EDUC-824. Prerequisite: take EDUC-6100.

EDUC - 8257 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. Equivalent to EDUC-825. Prerequisite: take EDUC-6100.

EDUC - 8310 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. Equivalent to EDUC-831. Prerequisite: take EDUC-6400.

EDUC - 8330 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. Equivalent to EDUC-833. Prerequisite: take EDUC-6400.

EDUC - 8463 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. Equivalent to EDUC-846. Prerequisite: take SPED-8619.

EDUC - 8701 Research Project in-(Specialization) (3)

Provides students with opportunities to apply research skills in solving practical educational problems. With faculty supervision in their specializations, students develop researchable problems related to their interests, review related literature, and collect and analyze data to answer the problems. Examples of acceptable projects are action research projects, case studies with individual learners, evaluation studies using defined criteria, and surveys that produce data for the analysis of problems. Equivalent to EDUC-869. Prerequisites: take EDUC-6100, EDUC-8105, EDUC-8114, EDUC-8244.

EDUC - 8702 Independent Study (6)

Individual reading, research, and/or project in education under the supervision of the faculty. Equivalent to EDUC-870.

EDUC - 8970 Capstone Internship: Student Teaching - Secondary Mathematics (9)

Provides the teacher candidate with directed experiences in planning, organizing, and instructing students within a regular classroom in an Illinois public secondary school. Includes fifteen weeks of full-time classroom experience. Candidate is supervised by a Governors State University faculty member and a school-based Cooperating Teacher. Prerequisite: Must be approved for student teaching.

EDUC - 8991 Thesis I in-(Specialization) (3)

Provides students with opportunities to initiate in-depth, supervised research in their areas of interest. Complete proposals and Chapters 1 and 2 (including the review of literature) are required. Equivalent to EDUC-890. Prerequisite: take STAT-8260.

EDUC - 8992 Thesis II in-(Specialization) (3)

Allows students to complete their research initiated in Thesis I. Thesis II culminates with successful oral defense of the research. Allows students to complete their research initiated in Thesis I. Thesis II culminates with successful oral defense of the research. Equivalent to EDUC-891. Prerequisite: take EDUC-8991.

EDUC - 8999 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. Cross referenced to EDEC868. Equivalent to EDUC-868.

Education - Administration/Supervision

EDAD - 6618 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. Equivalent to EDAD-618.

EDAD - 6621 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. Equivalent to EDAD-621.

EDAD - 6661 Curriculum Development and Learning Theory (3)

Analyzes the basic determinants of curriculum; factors influencing design, current trends, and school reforms, including special and experimental programs and practices. Emphasizes theories and methods of learning and models of teaching in the classroom, as they relate to sociological and cultural factors. Outlines methods for evaluating the effectiveness of curricula and programs. Equivalent to EDAD-601. Prerequisites: take EDAD-6621, EDAD-7729.

EDAD - 7713 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, and school service personnel. Equivalent to EDAD-713. Prerequisite: take EDAD-6621.

EDAD - 7724 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. Equivalent to EDAD-724. Prerequisite: take EDAD-6621.

EDAD - 7729 Research for School Leaders (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 EDUC 810. Equivalent to EDAD-729. Prerequisite: take EDAD-6621.

EDAD - 7731 School 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. Equivalent to EDAD-731. Prerequisite: take EDAD-6621.

EDAD - 7732 Schools and Society (3)

Discusses such social issues as gang involvement, teenage pregnancy, the use of drugs and alcohol by elementary and high school students, the reduced funding base for schools, and the growing trend toward privatization of public schools. Equivalent to EDAD-732.

EDAD - 7801 Organizational Leadership (3)

Examines development, implementation, and assessment of organizational structures and strategies related to mission/vision, leadership effectiveness, collaboration, planning to achieve goals, a culture of ethical behavior and trust, and a personalized and motivating environment.

EDAD - 7802 Technology Driven Leadership (3)

Focuses on the use of technology to support a digital-age learning culture in schools that promotes enhanced student learning, organizational effectiveness, and ethical and legal citizenship in an evolving, technologically supported world.

EDAD - 7803 Principal as Evaluator (3)

Examines evaluation and its relationship to the process, personnel, and organizational factors that affect instructional performance. Specific focus is the evaluation of instructional personnel according to Illinois rules, including the creation and implementation of assistance plans for teachers needing remediation and professional development. Prerequisites: take EDAD-7801, EDAD-7802.

EDAD - 7804 Principal as Curriculum Leader (3)

Focuses on the knowledge and skills school principals need to lead curriculum development, implementation, and evaluation for a diverse population of P-12 learners, including English language learners and students with disabilities. Data collection, analysis, current research, best practices, and technology needed to support the curriculum are examined. Prerequisites: take EDAD-7801, EDAD-7802.

EDAD - 7901 Instructional Leadership (3)

Focuses on the roles and responsibilities of school principals to promote the learning and success of all students by examining current research on learning and the characteristics of effective learner-centered teaching in all content areas including literacy and numeracy, the use of technology to support teaching and learning, the use of student assessment to improve student learning, and professional development. Prerequisites: take EDAD-7801, EDAD-7802.

EDAD - 7904 Effective Operations for Spring (1)

One in a set of three, non-sequential, field-based courses focusing on the responsibilities of effective principals in managing the school to provide an optimum learning environment during the spring term. Addresses key issues in establishing a positive learning culture by stressing management skills. Particular emphasis is placed on building operations and safety, grant management, and school mission and vision. Prerequisites: take EDAD-7801, EDAD-7802. Corequisite courses: EDAD-8201, EDAD-8202, EDAD-8203.

EDAD - 7905 Effective Operations for Summer (1)

One in a set of three, non-sequential, field-based courses focusing on the responsibilities of effective principals in managing the school to provide an optimum learning environment during the summer term. Addresses key issues in establishing a positive learning culture by stressing management skills. Particular emphasis is placed on building operations and safety, grant management and school mission and vision. Prerequisites: take EDAD-7801, EDAD-7802. Corequisite courses: EDAD-8201, EDAD-8202, EDAD-8203.

EDAD - 7906 Effective Operations for Fall (1)

One in a set of three, non-sequential, field-based courses focusing on the responsibilities of effective principals in managing the school to provide an optimum learning environment during the fall term. Addresses key issues in establishing a positive learning culture by stressing management skills. Particular emphasis is placed on building operations and safety, grant management and school mission and vision. Prerequisites: take EDAD-7801, EDAD-7802. Corequisite courses: EDAD-8201, EDAD-8202, EDAD-8203.

EDAD - 8101 School Improvement Process (3)

Analyzes the leader's behavior and the collaborative process of school stakeholders in developing school improvement plans ensuring P-12 students of diverse needs meet the New Illinois Learning Standards Incorporating the Common Core. The use of data in the decision-making process, school climate, and professional development are also examined. Prerequisites: take EDAD-7801, EDAD-7802.

EDAD - 8102 Leading All Students (3)

Prepares principals to promote the understanding and application of theories of learning and teaching methodologies founded on research-based interventions for a diverse population of P-12 learners, specifically at-risk students, students with disabilities, and English language learners. Prerequisites: take EDAD-7801, EDAD-7802.

EDAD - 8103 School Law for Principals (3)

Includes analysis and application of legal principles derived from case law, statutes, and administrative regulations affecting Illinois public schools, particularly P-12 students with disabilities and English language learners. Content includes the legal system; roles of federal, state and local governments; the instructional program; students' rights and responsibilities; collective bargaining; and negligence torts. Prerequisites: take EDAD-7801, EDAD-7802.

EDAD - 8105 Engaging the Community (3)

Analyzes the role of educational policy in the modern community, community power structure and resources, social and political context, and principles of community relations in the context of social change, including group processes, multicultural and multiethnic understanding, needs of exceptional students, interagency cooperation, funding, and evaluation. Prerequisites: take EDAD-7801, EDAD-7802.

EDAD - 8201 Principal Internship I (2)

The three-semester internship enables the candidate to be exposed to and participate in a variety of school leadership situations in school settings that represent diverse economic and cultural conditions and involve interaction with various members of the school community while working directly with a mentor. Prerequisite: Completion of 24 credit hours in the Principal Leadership Program; successful completion of the training required under Section 24A-3 of the School code [105 ILCS 5/24A-3]. Corequisite with either EDAD-7904, EDAD-7905 or 8906.

EDAD - 8202 Principal Internship II (2)

The three-semester internship enables the candidate to be exposed to and participate in a variety of school leadership situations in school settings that represent diverse economic and cultural conditions and involve interaction with various members of the school community while working directly with a mentor. Prerequisite: take EDAD-8201.

EDAD - 8203 Principal Internship III (2)

The three-semester internship enables the candidate to participate in a variety of school leadership situations in school settings that represent diverse economic and cultural conditions and involve interaction with various members of the school community while working directly with a mentor. Prerequisites: take EDAD-8201, EDAD-8202.

EDAD - 8205 Special Education Finance (3)

Focus on the financing of special education programs in both school district and cooperative arrangements. The theoretical and legal background of special education finance and the application of relevant financial rules and regulations to various situations will be emphasized. Budgeting procedures and strategies of practicing special education business managers will be analyzed. Prerequisites: take EDAD-8832.

EDAD - 8820 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. Equivalent to EDAD-820. Prerequisite: take EDAD-6621.

EDAD - 8822 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. Equivalent to EDAD-822. Prerequisite: take EDAD-6621.

EDAD - 8823 Community College Administration (3)

Examines college administration in different areas of college operations. Focuses on policy-setting processes. Equivalent to EDAD-823. Prerequisites: take EDAD-6621, EDAD-8820.

EDAD - 8832 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. Equivalent to EDAD-832. Prerequisite: take EDAD-6621.

EDAD - 8833 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. Equivalent to EDAD-833. Prerequisites: take EDAD-6621, EDAD-7729.

EDAD - 8834 Internship in School Administration I (3)

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated

with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business, and facilities management, and community relations. Equivalent to EDAD-834.

EDAD - 8835 Practicum in Instructional Leadership and School Management II (3)

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business, and facilities management, and community relations. Equivalent to EDAD-835. Prerequisite: take EDAD-8834.

EDAD - 8836 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. Equivalent to EDAD-836. Prerequisite: take EDAD-6621.

EDAD - 8838 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. Equivalent to EDAD-838. Prerequisite: take EDAD-6621.

EDAD - 8839 School Finance II: Advanced Concepts/CSBO (3)

Reviews central concepts in School Finance I. Extends the student's knowledge and skills in areas such as school bookkeeping, transportation, school building, supervision of ancillary staff, and alternative funding. Equivalent to EDAD-839. Prerequisite: take EDAD-8832.

EDAD - 8840 School Finance III: Applications/CSBO (3)

Designed for students planning to become business officials. The course begins with a review of topics and concepts studied in EDAD-8832: School Finance, and EDAD-8839: School Finance II, and then introduces new topics necessary for the preparation of students to become school business officials, topics such as overall personnel functions, including payroll, health insurance, retirement and incentives, accounts payable, negotiations, budgeting, and the use of technology in the business office. Instruction will use a problem-solving model that utilizes actual school situations and the use of technology. Equivalent to EDAD-840. Prerequisite: take EDAD-8838.

EDAD - 8842 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. Equivalent to EDAD-842.

EDAD - 8845 Practicum in School Business Management (3)

The major purpose of the field practicum is to provide the student with a supervised experience in the functions and duties associated with school business management and operations. Students will participate in activities related to development and implementation of school business procedures, budget development, transportation, computer operations, and management of non-certificated personnel. Equivalent to EDAD-845.

EDAD - 8846 Practical Experience in School Business Management (1)

Provides the student with the required supervision needed to gain experience as a school business official. Student must create a

partnership with a school district that is willing to provide opportunities for the student to engage in school business management activities. Equivalent to EDAD-846.

EDAD - 8850 Seminar: Educational Policies (3)

Provides an understanding of educational policies at the state, local, and federal levels. Includes legal and political issues involving state and federal educational programs for bilingual and disabled students. Equivalent to EDAD-850. Prerequisite: take EDAD-6621.

EDAD - 8860 The Dynamics of Maintaining and Improving School Climate (3)

Examines the dynamics of the relationship among school administration, the community, and the teachers' union and provides strategies for affecting productive working relations among these and other involved groups. The superintendent's role as mediator, negotiator, problem-solver, and strategist is treated as it relates to influencing the school atmosphere. Equivalent to EDAD-860.

EDAD - 8865 Information Technology for School Administrators (3)

Emphasizes the leadership role the school administrator plays in developing and executing technology skills with school personnel. Highlights problem-solving skills the principal might use in addressing school related computer use. Provides an overview of productivity and curricular application that the administrator is expected to be familiar. Equivalent to EDAD-865. Prerequisite: take EDAD-6621.

Education - Bilingual-Bicultural

BBED - 4501 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. Requires 20 clock hours of field experience. Equivalent to (cross-listed as) ENGL-5308. Prerequisite: None

BBED - 4520 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. Prerequisite: None

BBED - 4525 Assessment of Language 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: Take BBED-4520 or permission from instructor.

BBED - 4530 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. Prerequisite: Take BBED-4520 or instructor permission.

BBED - 4538 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. Prerequisites: None

BBED - 4977 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 field experience. Prerequisites: Take BBED-4525 and BBED-4501 or ENGL-5308.

BBED - 6501 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. Requires 20 clock hours of field experience. Equivalent to (cross-listed as) ENGL-5308. Prerequisite: None

BBED - 6520 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. Equivalent to BBED-520.

BBED - 6525 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. Equivalent to BBED-525. Prerequisite: take BBED-6520.

BBED - 6530 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. Equivalent to BBED-530. Prerequisite: take BBED-6520.

BBED - 6538 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. Equivalent to BBED-538.

BBED - 7977 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. Equivalent to BBED-797. Prerequisites: take BBED-6525, ENGL-5308.

BBED - 8100 Practicum in Bilingual and ESL (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. Equivalent to BBED-800.

Education - Computer Education

EDCP - 2101 Introduction to Educational Technology (3)

Examines the impact and use of technology in today's educational system, particularly as it applies to the introduction, use, and evaluation of technology as an instructional and managerial aid. Equivalent to EDCP3101.

EDCP - 6101 Introduction to Educational Technology (3)

Examines the impact and use of technology in today's educational system, particularly as it applies to the introduction, use, and evaluation of technology as an instructional and managerial aid.

EDCP - 6610 Evaluating Software for Instruction (3)

Examines the role and function of computer software in the instructional process. Activities focus upon the development of criteria appropriate for selecting software as part of classroom instruction and management. Utilizes a curriculum-based decision-making approach to evaluating the function of software. Equivalent to EDCP-610.

EDCP - 7320 Educational Applications of the Microcomputer: Mathematics (3)

Presents a variety of software and examines how these might be incorporated into the teaching of mathematical concepts and skills and the development of problem-solving processes. Examines the use of commercial and instructional applications software, the creation of teacher-made software, and the assessment of software and hardware needs. Equivalent to EDCP-732. Prerequisite: take EDCP-6101.

EDCP - 7350 Integrating Technology into Reading and Writing Instruction (3)

Provides the student with instructional applications of technology for use in reading, language arts, and writing skills development. Topics span developmental through remedial applications. Particular emphasis is placed upon the use of technology enriching the connection between reading and writing. Equivalent to EDCP-735. Prerequisite: take EDCP-6101.

EDCP - 7360 Integrating Technology into Science Instruction (3)

Students develop uses for the Integration of Educational Technology tools for the science classrooms. Involves multiple uses of educational technology tools geared toward science teaching. Equivalent to EDCP-736. Prerequisite: take EDCP-6101.

EDCP - 7370 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). Equivalent to EDCP-737. Prerequisite: take EDCP-6101.

EDCP - 7700 Information Technology for School Administrators (3)

Emphasizes the leadership role the school administrator plays in developing and executing technology skills with school personnel. Highlights problem solving skills the principal might use in addressing school related computer use. Provides an overview of productivity and curricular application with which the administrator is expected to be familiar. Equivalent to EDCP-770. Prerequisite: take EDAD-6621.

EDCP - 8100 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. Equivalent to EDCP-810. Prerequisite: take EDCP-6101.

EDCP - 8200 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. Equivalent to EDCP-820. Prerequisite: take EDCP-6101.

EDCP - 8500 Coordinating Educational Technology (3)

Requires students to analyze and synthesize current educational technology issues. Topics covered include uses and abuses of technology, future roles of technology, educational staffing and training issues, hardware and software cost analyses, promoting technology planning and funding, as well as other issues faced by school technology coordinators. Equivalent to EDCP-850. Prerequisite: take EDCP-6101.

Education - Early Childhood

EDEC - 3099 Developmentally Appropriate Practices In ECE (4)

Examines developmentally appropriate practices in Early Childhood Education. Provides opportunities to observe and assess the developmental appropriateness of an early childhood classroom. Introduces writing developmentally appropriate early childhood lesson plans. Reviews instructional terminology as it relates to implementing appropriate early childhood teaching practices. Includes opportunities to work with technology. This is a writing intensive course and focuses on professional dispositions within the framework of the junior seminar. Prerequisite: EC Opt. I-seeking IL license must have passed TAP or ACT; EC Opt. II - none.

EDEC - 3310 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. Equivalent to EDEC-350.

EDEC - 3320 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. Equivalent to EDEC-360.

EDEC - 3380 Typical and Atypical Speech and Language Development (3)

Focuses on the typical and atypical communication and language development of young children, developmentally appropriate practices for facilitating young children's construction of language, creating quality language-learning environments, and the relationship between language and literacy. Equivalent to EDEC-370. Prerequisites: take EDEC-3371, EDEC-3310 EDEC-3320.

EDEC - 4420 Methods of Teaching in the Creative Arts P-5 (3)

Provides pre-service teachers with the theoretical background for integrating arts (i.e. art, music, creative movement/dance, and drama) concepts into curricula designed for preschool through elementary school children. Opportunities will be provided to learn skills and strategies that will enable the future teacher to use the arts across the curriculum while developing the whole child. Equivalent to EDEC-410. Prerequisites: take EDEC-3371, SPED-4100 and take EDEC-3310 or EDEC-3320.

EDEC - 4430 Observation and Assessment for Young Children with and without Special Needs (3)

The history and issues of early childhood assessment are studied. Experiences in the observation and recording of the behavior of young children are applied. Learners will critique screening approaches, assessment techniques and materials. The relationships between naturalistic and authentic assessment and curriculum and instruction in early childhood education will be emphasized. Equivalent to EDEC-420. Prerequisites: take EDEC-3371, SPED-4100, EDEC-3310, EDEC-3320.

EDEC - 4440 Child and Families with and without Special Needs in the Community (3)

Overview of the cultural differences, child-rearing practices, communication patterns, experiences of families, and the life

stresses that effect young children and their views of self and others in family, school, and community. Explores ways in which the schools can provide services to families and identifies support networks in the community. Equivalent to EDEC-415. Prerequisites: take EDEC-3371, SPED-4100, EDEC-3310, EDEC-3320. Corequisite course: EDEC-4441.

EDEC - 4441 Laboratory 1: Infant and Toddler Methods (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. Students will be delivering teaching episodes, facilitating parent-child interaction, and parent support groups. Requires 30 clock-hours of field experience. Equivalent to EDEC-416. Prerequisites: take EDEC-3371, SPED-4100, EDEC-3310, EDEC-3320. Corequisite courses: EDEC-4440.

EDEC - 4450 Preprimary and Special Education Methods (3)

Introduces techniques for individualizing developmentally appropriate instruction in specific content areas for young children with an emphasis on the prekindergarten and kindergarten years. Introduces curriculum development and content related to language and emergent literacy, manipulatives, sensorial materials, blocks, dramatic play, the arts, movement, math, science, and social studies. Examines approaches to working with culturally diverse children and the inclusion of special needs children. Equivalent to EDEC-425. Prerequisites: take EDEC-3371, SPED-4100, EDEC-3310, EDEC-3320. Corequisite course: EDEC-4451.

EDEC - 4451 Laboratory 2: Preprimary Methods (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. Equivalent to EDEC-426. Prerequisites: take EDEC-3371, SPED-4100, EDEC-3310, EDEC-3320. Corequisite course: EDEC-4450.

EDEC - 4460 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. Equivalent to EDEC-460. Prerequisites: take EDEC-4440, EDEC-4441, EDEC-4450, EDEC-4451, EDEC-4480, EDEC-4481, EDEC-4490, EDEC-4491.

EDEC - 4470 Guidance of Young Children (3)

Essential elements in guiding children in early childhood, such as applying child development knowledge to guidance and modeling of responsible behavior. Positive and effective direct and indirect child guidance. Special topics in child guidance, such as preventing aggression and bullying. Effects of developmentally appropriate guidance on social and emotional development, such as emotional intelligence, self-esteem, social skills, and prosocial behavior. Prerequisites: take EDEC-3310, EDEC-3320, EDEC-3371, and EDEC-3380.

EDEC - 4480 Literacy Methods in Early Childhood Education (3)

Introduces pre-service teachers to content, methods, and materials for teaching reading, writing, and language arts. Requires teaching small groups of primary grade students. Equivalent to EDEC-432. Prerequisites: take EDEC-4440, EDEC-4450. Corequisite course: EDEC-4481.

EDEC - 4481 Laboratory 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 teaching 30 clock-hours of supervised fieldwork. Equivalent to EDEC-431. Prerequisites: take EDEC-4441, EDEC-4451. Corequisite course: EDEC-4480.

EDEC - 4490 Methods of Teaching Primary Science, Math, and Social Studies (3)

Introduces prospective teachers to content, methodology, and instructional materials for teaching science, mathematics, social

studies, and technology to children from kindergarten through third grade within a community school context. Equivalent to EDEC-440. Prerequisites: take MATH-2141, EDEC-4440, EDEC-4450. Corequisite course: EDEC-4491.

EDEC - 4491 Laboratory 4: Teaching Primary Science, Math, and Social Studies (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. Equivalent to EDEC-441. Prerequisites: take MATH-2141, EDEC-4441, EDEC-4451. Corequisite course: EDEC-4490.

EDEC - 4510 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. Equivalent to EDEC-520. Prerequisites: take EDEC-3320, EDEC-3380.

EDEC - 4595 EC Leadership: Principles and Management (3)

Overviews of theories, practices, resources, communication, and environments needed for effective leadership. Comprehending the facilitation and supervision of management operations, human resources, technology, and public relations will be emphasized. The legalities including state and national standards driving school/center/agency practices will be discussed in relationship to the knowledge, skills, dispositions, and professional reflection required for effective leadership and advocacy in ECE. Prerequisites: take EDEC-3310, EDEC-3320, EDEC-3371, and EDEC-3380.

EDEC - 4899 Practicum in EC (3-9)

Culminating experience in EC centers/agencies serving children birth-Kindergarten. Experience consists of three campus seminars and two field formative evaluation visits implemented by assigned EC faculty. Students shadow ECE leadership-level professionals for maximum of eight hours a week engaging in activities related, but not exclusive, to directing/supervising faculty, designing/implementing management schedules, creating/overseeing curriculum, initiating/maintaining diverse family/community networks, developing/operating budgets, and applying relevant technology. Number of Practicum hours required will be determined by ECE Program Coordinator based on an analysis of prior work experience. Prerequisite: Minimum of 36 credit hours in EDEC professional coursework; application submitted for approval one semester prior.

EDEC - 4999 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. Equivalent to EDEC-499.

EDEC - 6620 Methods of Teaching in the Arts (3)

Introduces and evaluates music and art methods and related disciplines, such as dance, movement, and drama for the preschool and primary levels. Includes attention to culturally diverse populations and special needs children. Equivalent to EDEC-665. Prerequisites: take EDUC-6100, SPED-4100 and take EDEC-8810 or EDEC-8820.

EDEC - 6640 Children with or without Special Needs and Family in the Community (3)

Focuses on the children with or without special needs, experiences in families and communities, including cultural/ linguistic differences, child-raising practices, communication patterns, and life stresses as it affects young children and their view of self/others. Explores legalities and philosophies to assess ways of being responsive to the needs of families/communities. Identifies consultation/collaboration networks with professionals/agencies in the community. Equivalent to EDEC-652. Prerequisites: take EDUC-6100, SPED-4100 and take EDEC-8810 or EDEC-8820. Corequisite course: EDEC-6641.

EDEC - 6641 Laboratory 1: Infant and Toddler (1)

Under supervision, assists with experience in observing infants and toddlers, both typical and atypical, assist in developing and maintaining appropriate educational environment and planning appropriate learning experiences for the young child. Students

will be facilitating parent/child interactions and parent support groups. Requires 30 clock-hours of field experience. Equivalent to EDEC651. Prerequisites: take EDUC-6100, SPED-4100 and take EDEC-8810 or EDEC-8820. Corequisite course: EDEC-6640.

EDEC - 6650 Preprimary and Special Education Curriculum Development in Early Childhood (3)

Analyzes techniques for individualizing instruction in specified content areas that are developmentally appropriate for young children with an emphasis on the pre-kindergarten and kindergarten years. Analyzes and evaluates curriculum development and content related to typical and atypical language and emergent literacy, manipulatives, sensorial materials, blocks, dramatic play, the arts, movement, math, science, and social studies. Critiques approaches to working with culturally and linguistically diverse children and children with special needs. Equivalent to EDEC-670. Prerequisites: take EDUC-6100, SPED-4100 and take EDEC-8810 or EDEC-8820. Corequisite course: EDEC-6651.

EDEC - 6651 Laboratory 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. Equivalent to EDEC-671. Prerequisites: take EDUC-6100, SPED-4100 and take EDEC-8810 or EDEC-8820. Corequisite course: EDEC-6650.

EDEC - 6680 Literacy Methods in Early Childhood Education (3)

Introduces pre-service teachers to writing, reading, and language arts at the primary level. Includes approaches for working with culturally diverse children and special needs children. Equivalent to EDEC-680. Prerequisites: take EDEC-6640, EDEC-6650. Corequisite course: EDEC-6681.

EDEC - 6681 Laboratory 3: Literacy Methods in Early Childhood Education (1)

Introduces pre-service teachers to content, methodology, and materials for teaching writing, reading, and language arts at the primary level. Includes approaches for working with culturally diverse children in elementary school language arts. Requires teaching small groups of primary grade students. Requires 30 clock-hours of supervised fieldwork. Equivalent to EDEC-681. Prerequisites: take EDEC-6641, EDEC-6651. Corequisite course: EDEC-6680.

EDEC - 6690 Methods of Teaching Primary Math, Science, and Social Studies (3)

Introduces prospective teachers to content, methodology, and instructional materials for teaching science, mathematics, social studies, and technology to children from kindergarten through third grade within a community school context. Equivalent to EDEC-695. Prerequisites: take EDEC-6640, EDEC-6650. Corequisite course: EDEC-6651.

EDEC - 6691 Laboratory 4: Teaching Primary Math, Science, and Social Studies (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 experiences. Equivalent to EDEC-696. Prerequisites: take EDEC-6641, EDEC-6651, MATH-2141. Corequisite course: EDEC-6690.

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

Examines specific sources, of risk/special needs and the effects on the young children/families. Protective factors of resiliency will be examined. Implications for policy are explored. Developmentally appropriate practices for educating young children with risk factors/special needs in social, cognitive, communication, adaptive, and motor development in school and home settings will be identified. IEP and IFSP's will be analyzed. Requires 15 clock-hours of field experiences. Equivalent to EDEC-740. Prerequisites: take EDEC-3310, EDEC-3320 SPED-4100.

EDEC - 7780 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. Explores and critiques the application of language models for typical and atypical development. Equivalent to EDEC-800. Prerequisites: take EDUC-6100, EDEC-8820, or EDEC-8810.

EDEC - 8810 History and Philosophy of Early Childhood Education (3)

Investigates and analyses the status of young children in history, focusing on the development of early childhood education in Western Europe. Traces influences on early childhood education practices in North America and explores emerging cross-cultural exchanges. Equivalent to EDEC-812. Prerequisite: take EDUC-6100.

EDEC - 8820 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. Equivalent to EDEC-822. Prerequisite: take EDEC-3320.

EDEC - 8830 Advanced Assessment Techniques for Children with and without Special Needs 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 for children with and without special needs. Legal and ethical issues of assessment and the writing of individualized educational programs of young children will be discussed. Equivalent to EDEC-860. Prerequisites: take EDUC-6100, SPED-4100 and take EDEC-8810 or EDEC-8820.

EDEC - 8860 Integrating Instruction in Early Childhood Education (3)

Prepares future teachers to create holistic learning experiences for children through planning of physical and social/emotional classroom environment. Includes exploration, analysis, and evaluation techniques in establishing interest centers, peer relationships, community networks, appropriate activity scheduling, subject integration and extended learning projects. Primary emphasis on preschool and early primary children. Includes attention to culturally diverse populations and special needs children. Equivalent to EDEC-885. Prerequisites: take EDUC-6100, EDEC-8810, EDEC-8820, SPED-4100.

EDEC - 8864 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. Equivalent to EDEC-864.

EDEC - 8968 Culminating Experience (3)

Provides the opportunity to synthesize graduate degree coursework by completing an approved thesis, project, portfolio, internship or other experience under the supervision of three faculty members. Equivalent to EDEC-868.

EDEC - 8999 Student Teaching (1-12)

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. Equivalent to EDEC-899.

Education - Elementary

EMED - 3099 Prof Dev Seminar I: The Mindful Educator (2)

Introduces social/emotional educational goals and methodology for elementary students. Explores secular mindfulness practices for students and teachers that reduce stress and nurture students' social and emotional competencies to enhance motivation, attentional focus, mutual respect, self-awareness, emotion regulation, and healthy, positive relationships. Also considers requisite professional dispositions and leadership skills within the framework of the junior seminar. Conceptual. **Prerequisites**: Take EDUC-2310 or the equivalent, must be admitted to the Professional Education Unit of the Division of Education. Co-requisites: EMED-3321 and EMED-3333.

EMED - 3321 Effective Teaching For Diverse Students And Effective Teaching Laboratory (4)

Examines relationships among the major instructional components including goals/objectives, instructional strategies, and evaluation procedures. Introduces differentiation of instruction to address the needs and abilities of diverse student populations. Explores integration of the Common Core into public school curricula as well as the role of technology in preparing students for career or college. Requires 15 hours of field experience. Take EDCP-2101 prior or concurrent and must be admitted to the EMED Program.

EMED - 3333 Educational Linguistics (3)

Emphasizes the genres and styles of professional writing as well as the modes of professional oral communication used by successful educators. Through inquiry and practice, students explore the knowledge, skills, and attitudes necessary to use and teach written and oral communication effectively and to serve as positive role models school settings. **Prerequisites**: Earn a B or better in ENGL-1010 or equivalent; must be admitted to one of the Programs of the Educator Preparation Provider Unit, e.g. Elementary, Middle, Secondary, or Special Education.

EMED - 3402 Field Experience I: Teaching Language Arts and Creative Arts (1)

Provides opportunities under supervision for teacher candidates to make, implement, and evaluate instructional decisions in language arts and creative arts. Requires teaching whole class or small groups of public elementary school students. Requires forty (40)hours of field experience. **Prerequisites**: Take EMED-3099 , EMED-3321 , EMED-3333 , and EDUC-3440; Must be admitted to Educator Preparation Provider Unit of the Division of Education. Co-requisites EMED-3404, EMED-3405, EMED-3420, and EMED-3425.

EMED - 3404 Developmental Reading in the Elementary Grades (3)

Introduces teacher candidates to the Common Core content, methods, and materials for teaching reading in the elementary grades.   Examines state and national standards and explores options for making sound instructional decisions. **Prerequisites:** Take EDUC-2310, EMED-3099, EMED-3321, EMED-3333. Must be admitted to the Professional Education Unit of the Division of Education. **Corequisites**: EMED-3402, EMED-3405, EMED-3420, and EMED-3425.

EMED - 3405 Literacy Across the Curriculum in the Elementary Grades (3)

Provides an overview of children's literacy development, factors that influence development, and instructional strategies for supporting that development. Particular attention is given to the literacy demands of elementary content-area classes, reading of informational texts, and use of writing to enhance content-area learning. **Prerequisites:** Take EDUC-2310, EMED-3099, EMED-3321, EMED-3333 , ENGL-2131 (may be co-requisite); Must be admitted to the Professional Education Unit of the Division of Education. **Corequisites**: EMED-3402 , EMED-3404, EMED-3420, and EMED-3425

EMED - 3420 Teaching Creative Arts in the Elementary Grades (3)

Provides teacher candidates with the theoretical background for integrating arts (i.e. art, music, creative movement/dance, and drama) concepts into elementary curricula. Provides opportunities to learn skills and strategies that will enable the future teacher to integrate the arts across the curriculum while developing the whole child. **Prerequisites**: Take SPED-2100, EDCP-2101, EMED-3099, EMED-3321, EMED-3333; Corequisites: EMED-3402, EMED-3404, EMED-3405, and EMED-3425.

EMED - 3425 Professional Development Seminar II: 21st Century Learning (1)

Focuses on 21st Century teaching methods essential for increasing student learning and achievement, and prepares pre-service teachers for a technology rich and rapidly changing workplace. Examines research characterizing 21st century standards, assessments, curriculum/Instruction, and learning environment. **Prerequisites**: Take EMED-3099 and EMED-3321.

EMED - 3499 Mindful Educator II (1)

Explores attunement in the elementary and middle grades classroom. Candidates continue development of their own social emotional competence through mindfulness practices. Prerequisites: Grades of B or better in EMED-3099, EMED-3321, and EMED-3333. Corequisites: EMED-3402, EMED-3404, EMED-3405, EMED-3420, and EMED-3425.

EMED - 3880 Teaching Health and Physical Education in the Elementary and Middle Grades (2)

Provides the theoretical background for teaching health and wellness concepts and for understanding the links between movement and learning. Provides opportunities to develop skills and strategies necessary for conflict resolution, cooperative learning, and group play. Offers practice for integrating subject area learning with health education and physical development. Prerequisites: EMED-3321 and HLSC-2100. Must be admitted to the Elementary and Middle School Education Program.

EMED - 3888 Teaching English Language Learners (3)

Prepares teacher candidates to function effectively in classrooms with English Language Learners. Examines instructional best practices, materials, and evaluation based on current theories of teaching and learning for the English language learner. Requires 20 hours of field experience. **Prerequisites**: Take EMED-3402, EMED-3402, EMED-3405;

EMED - 4000 Special Topics in Elementary and Middle Grades Education (1-3)

Provides an opportunity for students to explore current topics of special interest in the fields of elementary and middle grades education. Course may be repeated with different topics to earn up to 3 credit-hours.

EMED - 4402 Field Experience II: Teaching Science, Math, and Social Studies in the Elementary Grades (1)

Provides opportunities for teacher candidates to make, implement, and evaluate pedagogical decisions under supervision in teaching mathematics, science, and social studies. Requires teaching math, science, and social studies lessons to students in whole classes and small groups in elementary classrooms. Requires forty(40) hours of field experience. **Prerequisites**: Take EMED-3402, EMED-3404, EMED-3405, and EMED-3420; Must be taken prior to Field Experience III: Student Teaching. **Corequisites**: Concurrent enrollment in EMED-4404, EMED-4405, EMED-4406.

EMED - 4404 Teaching Science in the Elementary Grades (3)

Introduces teacher candidates to the Common Core content, methods, and materials for teaching science in the elementary grades. Explores options for making effective instructional decisions. **Prerequisites**: Take EMED-3402, EMED-3404, and EMED-3405, EMED-3420 and EMED-3099. Also requires 12 credit hours of biological, earth/space, and physical sciences. **Corequisites**:EMED-4402,EMED-4405, EMED-4406 and EMED-4425.

EMED - 4405 Teaching Mathematics in the Elementary Grades (3)

Introduces teacher candidates to the Common Core content, methods, and materials for teaching mathematics in the elementary grades. Explores options for making effective instructional decisions. **Prerequisites**: Take MATH-2131, MATH-2141, and one additional 3-hour MATH elective with grades of C or better in each; EMED-3402, EMED-3404, EMED-3405, EMED-3420 and EMED-3099. **Corequisites**: Take EMED-4402, EMED-4404, EMED-4406, and EMED-4425.

EMED - 4406 Teaching Social Studies in the Elementary Grades (3)

Introduces teacher candidates to Common Core content, methods, and materials for teaching social studies in the elementary grades. Explores options for making effective instructional decisions. **Prerequisites**: Take EMED-3402, EMED-3404, EMED-3405, EMED-3420and EMED-3425; Also required 9 hours of social sciences coursework. **Corequisites**: Take EMED-4402, EMED-4404, EMED-4405, and EMED-4425.

EMED - 4425 Professional Development Seminar III: Effective Strategies to Promote Critical Thinking (1)

Introduces essential teacher characteristics for effective teaching. Explores effective questioning techniques to enhance comprehension and retention of content knowledge. Investigates a variety of instructional strategies to promote a productive learning community. **Prerequisite**: Take EMED-3425

EMED - 4442 Educational Psychology Applied to the Middle Grades (3)

Examines the history, philosophy and psychology surrounding adolescent development and learning. Focuses on a number of related topics including surveying the various theories of adolescence, teaching a diverse middle school population, and understanding the psychological, social, emotional, and physical development of the middle school learner. Emphasizes relationship of theories of development to middle school instruction. Data-driven instruction for the middle school is also emphasized. **Prerequisites**: Take EDUC-2310 and EDUC-3440.

EMED - 4443 Curriculum and Instruction in the Middle Grades (3)

Explores components of the Middle School philosophy and meeting the educational needs of middle grades learners. Examines a variety of instructional and assessment strategies including differentiated instruction, backward design, blended learning, and others to equip teacher candidates to implement an engaged and interactive curriculum in their classrooms. **Prerequisites**: Take EDUC-2310, EDUC-3440, and EMED-4442 (may be taken as a co-requisite with instructor permission).

EMED - 4444 Field Experience I: Collaboration in the Middle Grades (1)

Provides experiences, under supervision, for teacher candidates to observe, develop, implement, and evaluate instruction in a Middle Level school practicing Middle School philosophy and pedagogy. Requires 40 hours of field experience. **Prerequisites**: Take EDUC-2310, EMED-3321 (or equivalent), EMED-3333, EMED-3099, and EDUC-3440. **Corequisites**: Take EMED-4443.

EMED - 4447 Literacy Across the Curriculum in the Middle Grades (3)

Provides an overview of young adolescents' literacy development, factors that influence its development, and instructional strategies for supporting its development. Particular attention is given to the literacy demands of middle-school content-area classes, reading of informational texts, and use of writing to enhance content-area learning. **Prerequisites**: Take EMED-3321 and EMED-3333.

EMED - 4450 Language Arts Assessment and Differentiated Instruction in the Elementary Grades (3)

Explores options for making instructional decisions based on assessment data for elementary and middle school students who are experiencing minor problems in literacy **development or skills.** Prerequisites**: Take EMED-3404, EMED-3405 and EMED-3402.**

EMED - 4453 Teaching English Language Arts in the Middle Grades (3)

Supports development of knowledge and skills necessary for teaching English language arts to young adolescents. Examines instructional strategies for reading and writing, selection of appropriate texts, and planning units of instruction. **Prerequisites**: Take EMED-3333, EMED-4442, EMED-4443, and EMED-4444. **Corequisite**: Take EMED 4460.

EMED - 4455 Teaching Science in the Middle Grades (3)

Introduces prospective teachers to content, methods and materials for teaching middle school science. Examines state and national standards, literacy strategies to promote scientific literacy, and strategies for making instructional decisions. **Prerequisites**: Take EMED-4442, EMED-4443, EMED-4444, and 21 credit-hours distributed across the life, earth/space and

physical sciences, including laboratory experiences in each area (See Science Content Alignment Table in Middle Level Program Handbook for suggested science courses). **Corequisites**: Take EMED-4460.

EMED - 4457 Teaching Mathematics in the Middle Grades (3)

Introduces Common Core content, methods, and materials for teaching mathematics to students in the middle grades. Explores options for making instructional decisions **Prerequisites**: Take EMED-4442, EMED-4443, EMED-4444, and 15 credit-hours of mathematics courses including MATH-2131, MATH-2141. **Corequisite**: Take EMED-4460.

EMED - 4459 Teaching Social Studies in the Middle Grades (3)

Introduces prospective teachers to content, methodology, and materials for middle grades social studies. Explores options for making instructional decisions. **Prerequisites**: TakeEMED-4442, EMED-4443, EMED-4444 and a minimum of 15 credit hours of social sciences coursework. **Corequisites**: Take EMED-4460.

EMED - 4460 Field Experience II: Teaching in the Middle Grades (1)

Provides opportunities for teacher candidates to make, implement, and evaluate pedagogical decisions under supervision in teaching in a content area at the middle grade levels. Requires teaching English language arts, mathematics, science, or social studies lessons to students in middle grade classrooms. Requires 30 hours of field experience. **Prerequisites**: Take EMED-4442, EMED-4443, and EMED-4444. **Corequisites**: Take EMED-4453 or EMED-4455 or EMED-4457 or EMED-4459.

EMED - 4499 Mindful Educator III (1)

Evaluates a repertoire of age-appropriate mindfulness strategies and techniques for teaching mindfulness strategies in elementary and middle grades classrooms. Candidates continue development of their own social emotional competence through mindfulness practices. Prerequisites: Grade of B or better in EMED-3402, EMED-3404, EMED-3405, EMED-3420, EMED-3425, and EMED-3499. Corequisites: EMED-4402, EMED-4404, EMED-4405, EMED-4406, and EMED-4425.

EMED - 4999 Student Teaching and Culminating Professional Development Seminar (12)

Supervised full-time teaching for 15 weeks in a public school under the supervision of a master teacher and a university supervisor. Requires participation in orientation and five seminar sessions. **Prerequisites**: Take EMED-4402, EMED-4404, EMED-4405 and EMED-4406. Must have passed the required Illinois Content Exam and have submitted proff of 100 observation hours.

EMED - 6442 Educational Psychology Applied to the Middle Grades (3)

Examines the history, philosophy, and psychology surrounding adolescent development and learning. Surveys the various theories of adolescence, teaching a diverse middle grades population, and understanding the psychological, social, emotional, and physical development of the young adolescent. Emphasizes the relationship of theories of development to effective, data-driven instruction for students in the middle grades. **Prerequisites**: Initial teacher licensure, graduate status.

EMED - 6443 Curriculum and Instruction in the Middle Grades (3)

Explores components of the Middle School philosophy and meeting the educational needs of middle grades learners. Explores a variety of instructional and assessment strategies including differentiated instruction, backward design, blended learning, and others to equip teacher candidates to implement an engaged and interactive curriculum in their classrooms. **Prerequisites**: Initial teacher licensure, graduate status. EMED-6442 or equivalent (may also be taken as a corequisite).

EMED - 6447 Literacy Across the Curriculum in the Middle Grades (3)

This course provides an overview of young adolescents' literacy development, factors that influence its development, and instructional strategies for supporting its development. Particular attention is given to the literacy demands of middle-school

content-area classes, reading of informational texts, and use of writing to enhance content-area learning. **Prerequisites**: Initial teacher licensure, graduate status.

EMED - 6457 Teaching Mathematics in the Middle Grades (3)

Introduces Common Core content, methods, and materials for teaching mathematics to students in the middle grades. Explores options for making instructional decisions. **Prerequisites**: Admission to the Program and 15 hours of mathematics courses including [MATH-2131](#) and [MATH-2141](#) or equivalent.

Education - Higher Education Administration

HEAD - 6618 The Adult Learner (3)

Examines characteristics of higher education students in various programs. Analyzes enrollment trends of adult learners as compared with and contrasted against traditional age students. Distinguishes program planning, marketing, and program delivery in relation to the adult learner, student needs, and demographic changes. Equivalent to HEAD-618.

HEAD - 6621 Foundations of Higher Education Administration and Organization (3)

Emphasizes the nature of the administrative process, administrative theory, and long-range planning and personnel management: overview of structure, governance, policy or public education, and school reform at the local, state, and federal levels. Equivalent to HEAD-621.

HEAD - 6625 Institutions of Higher Education (3)

Examines the school of higher learning as a unique type of educational institution. Surveys the historical development, philosophical bases, control, curriculum, students in this system, governance structures, and trends, in higher education. Equivalent to HEAD-625. Prerequisite: take HEAD-6621.

HEAD - 7713 Leadership and Organizational Behavior in Higher Education. (3)

Covers the principles of leadership from historical, research, and application perspectives. Focuses on management behavior, leader-team relations, group interaction, and organizational dynamics. Equivalent to HEAD-713. Prerequisite: take HEAD-6621.

HEAD - 7731 Community Relations and Higher Education (3)

Analyzes the role of higher education policy in modern community, community power structure and resources, the social and political context, and the principles of higher education-community relations in the context of social change, including group processes, multicultural and multiethnic understanding, the needs of the adult learner, interagency cooperation, funding, and evaluation. Equivalent to HEAD-731. Prerequisite: take HEAD-6621.

HEAD - 8823 Higher Education Administration (3)

Examines university, college and other institutions of higher education administration in different areas of operation and focuses on policy-setting processes. Includes distinctive organizational and environmental features of colleges and universities and how these features affect the behavior and management of these organizations. Equivalent to HEAD-823. Prerequisite: take HEAD-6625.

HEAD - 8832 Higher Education Finance (3)

Examines issues and trends of finance for institutions of higher learning. Studies funding, expenditures, and budgeting at the institutional, state, and federal level. Equivalent to HEAD-832. Prerequisite: take HEAD-6621.

HEAD - 8833 Higher Education Law (3)

Focuses on legal issues in higher education including intellectual property, collective bargaining, academic freedom, students' rights, and affirmative action. Equivalent to HEAD-833. Prerequisites: take HEAD-6621, EDAD-7729.

HEAD - 8834 Practicum in Higher Education Administration I (3)

Provides candidates with a supervised experience in the functions and duties associated with instructional leadership at the college level and higher education management. Emphasizes to candidates the behaviors, best practices, and dispositions of instructional leadership. Equivalent to HEAD-834. Prerequisites: take HEAD-6621, EDAD-7729.

HEAD - 8835 Practicum in Higher Education Administration II (3)

Provides candidates with additional supervised experience in the functions and duties associated with leadership at the college level and higher education management. Emphasizes to candidates the behaviors, best practices, and dispositions of management. Equivalent to HEAD-835. Prerequisites: take HEAD-6621, HEAD-8834.

HEAD - 8850 Seminar: Higher Education Policies and Issues (3)

To identify, research, and analyze current issues and the influence role regarding policy development. Equivalent to HEAD-850. Prerequisite: take HEAD-6621.

HEAD - 9001 Independent Study in Higher Education Administration (3)

Supports student inquiries associated with higher education administration. Students examine diverse topics on college and university campuses within the U.S. and abroad. Prerequisites: Graduate student in the Interdisciplinary Leadership Ed.D. Program, completion of proposal for an Independent Study, and approval of course instructor and the Chair of the Division of Education.

HEAD - 9002 Special Topics in Higher Education Administration (3)

Addresses one of a variety of special topics designed to foster critical thinking about and enhance knowledge and practice of leadership skills/abilities of Higher Education Administration concentration doctoral students. Possible topics: Globalization of the Curriculum, Cultural Pluralism, Financing Higher Education, International Study of Higher Education, Diversity Issues, P-20 Partnerships, Globalization of Higher Education, "Hot Topics" on College and University Campuses, Sustainability and Resource Management, and Organizational Communications in Higher Education. Topics change each semester. Prerequisite: Graduate student in the Interdisciplinary Leadership Ed.D. Program.

HEAD - 9101 Leadership in Colleges and Universities (3)

Addresses the theories and practices of leadership as applied to two- and four- year institutions. Topics include organizational behavior, leadership styles, institutional culture, communications, group decision-making, problem solving, conflict resolution, organizational theory, and career planning and development. Prerequisite: Graduate student in the Interdisciplinary Leadership Ed.D. Program, Higher Education Concentration.

HEAD - 9102 Organization, Governance, and Campus Culture in Higher Education (3)

Explores the diversity and distinct goals of two- and four- year institutions of higher education. Institutional structures and cultures within the educational, cultural, social, economic and political structures are examined. The impact of governance structures on mission, vision, and purpose of Institutions is discussed. Emphasis is placed on organizational development, improvement and reform. Prerequisite: Graduate student in the Interdisciplinary Leadership Ed.D. Program, Higher Education Concentration.

HEAD - 9103 Strategic Planning in Higher Education (3)

Provides an overview of the concept and processes associated with strategic planning in higher education. Emphasizes the need for strategic planning and the dynamics of the university-based strategic planning process. Explores challenges and issues in planning. Students examine basic models of strategic planning and work through the steps of a strategic planning process to address issues at the postsecondary level. Prerequisite: Successful completion of LEAD-9104 and Graduate student in the Interdisciplinary Leadership Ed.D. Program, Higher Education Concentration.

HEAD - 9104 Political and Legal Issues in Higher Education (3)

Provides an in-depth analysis of the legal structure and political landscape of higher education including academic freedom, employment, collective bargaining, due process, student rights, contracts, campus security, accreditation issues, affirmative

action, tort liability, and other political and legal issues. Prerequisite: Graduate student in the Interdisciplinary Leadership Ed.D. Program, Higher Education Concentration.

HEAD - 9105 Theories of Teaching and Learning in Adult Education (3)

Provides an in-depth analysis of theories and conceptual frameworks for adult learners. Surveys teaching styles that address the diverse needs of adult learners. Topics such as adult learner motivation, nontraditional and traditional students, the Impact of life stages on learning, learning modalities, best practices to support and enhance adult learning, social contexts for learning and recent trends are explored. Prerequisite: Graduate student in the Interdisciplinary Leadership Ed.D. Program, Higher Education Concentration.

HEAD - 9106 Student Affairs in Higher Education (3)

Addresses student development theories as applied to various models for administering student services in community colleges and four-year colleges and universities. Current trends and issues in the management and maintenance of student affairs programs in higher education and research in student affairs administration are explored. Prerequisite: Graduate student in the Interdisciplinary Leadership Ed.D. Program, Higher Education Concentration.

HEAD - 9201 Accountability and Accreditation in Colleges and Universities (3)

Addresses the accountability and accreditation responsibilities in higher education administration. National and regional accrediting standards and their impact on the college and university are also addressed. Explores assessment of general education, academic majors, effective student learning, retention employment sustainability and follow-up, and other aspects of accountability for two- and four-year postsecondary institutions. Prerequisite: Graduate student in the Interdisciplinary Leadership Ed.D. Program, Higher Education Concentration.

HEAD - 9202 Business and Fiscal Management in Colleges and Universities (3)

Examines the fiscal and economic dimensions of higher education. Topics include: size and scale of higher education and its historical development; appropriations and taxing authority; tuition-setting; gifts, investments and endowment; functional and natural distributions of spending; dilemmas of cost control; capital projects; debt financing and debt capacity; fiscal and compliance audits; and use of financial indices and rations as measures of institutional financial health. Focuses on theoretical backgrounds for leadership and higher education finance and interdisciplinary application of those theoretical backgrounds relative to Illinois and other states. Prerequisite: Graduate student in the Interdisciplinary Leadership Ed.D. Program, Higher Education Concentration.

HEAD - 9203 Emerging Trends in Higher Education (3)

Examines the current trends in higher education in America and abroad. Focus will be placed on the need for different types of leadership, program design and delivery models. The role of higher education in promoting educational attainment, civic engagement, sustainability, and globalization is explored. Contemporary policy issues are also addressed .Prerequisite: Graduate student in the Interdisciplinary Leadership Ed.D. Program, Higher Education Concentration.

Education - Professional Development

EDPD - 6511 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. Equivalent to EDPD-511.

EDPD - 6621 Seasonal Science Methods: Autumn (1)

Examines the structures and patterns found in the natural world during autumn. Includes using dichotomous keys for plant and insect identification, astronomy of the fall skies, examination of a restored prairie, migratory bird identification, and mapping skills. Techniques for monitoring a natural site will be presented. Offers classroom activities in mathematics, literature, and related arts. A weekend field study course designed for elementary teachers. Equivalent to EDPD-621.

EDPD - 6622 Seasonal Science Methods: Spring (1)

An outdoor education workshop providing the background information and activities for exploring the emergence aspects of the spring season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to spring will be covered. A weekend field study course designed for elementary teachers. Equivalent to EDPD-622.

EDPD - 6623 Seasonal Science Methods: Summer (1)

An outdoor education workshop providing background information and activities for exploring the emergence aspects of the summer season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to summer will be covered. A weekend field study course designed for elementary teachers. Equivalent to EDPD-623.

EDPD - 6624 Seasonal Science Methods: Winter (1)

An outdoor education workshop exploring the unique opportunities for wonder, delight, and mystery allowed only by winter. Activities in tracking, winter literature, energy implications, astronomy, snow, ice, and tree and twig identification will be presented. A weekend field study course designed for elementary teachers. Equivalent to EDPD-624.

EDPD - 6650 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. Equivalent to EDPD-650.

Education - Reading

READ - 6190 Narrative and Expository Writing Instruction, K-12 (3)

Examines research on the development of K-12 students' spelling and writing, especially narrative and expository writing. Provides a foundation in instructional strategies and curricular organizations based on this research. Topics include developmental spelling, reading-writing connections, word processors and other technology, conventions of standard American English, assessment of students' writing, and implementation of lessons plans in-class. Equivalent to READ-819.

READ - 6200 Psycholinguistics and Sociolinguistic Foundations of Literacy (3)

Examines major theories and research on language development, cognition, and learning. Studies the relationships of linguistic differences and social, cultural, and environmental factors to language and literacy development. Equivalent to READ-820.

READ - 6210 Survey of Reading: Theory and Practice (3)

Provides a foundation in models and theories of reading process and current issues in reading instruction. Investigates research on developmental reading practices with varied populations, including special needs and linguistically and culturally diverse students. Develops teachers' ability to read, discuss, and write about reading research and to connect that research to their own classrooms. Equivalent to READ-821.

READ - 6220 Teaching Reading in the Content Areas (3)

Explores instructional practices that facilitate learning with content area texts. Identifies strategies for vocabulary and concept development, comprehending difficult text, and writing to enhance understanding of content materials. Includes assessment practices which can provide a basis for instructional decisions in content area teaching. Technology intensive course that requires the use of Internet research, a listserv, online instructional materials, and electronic learning logs. Equivalent to READ-822.

READ - 6230 Integrating Children's and Adolescents' Literature Across the Curriculum (3)

Study of literature reflecting the culture, experiences, and contributions of distinct cultural and ethnic groups, as well as other literature for enhancing content area learning across the K-12 curriculum. Equivalent to READ-823.

READ - 7240 Reading Diagnosis (3)

Emphasizes the application of knowledge of theory and research to the selection of appropriate standardized and informal diagnostics in analyzing, administering, scoring, and interpreting diagnostic measures. Preparation of a diagnostic case study is

required. Equivalent to READ-824. Prerequisites: take READ-6200, READ-6210, READ-6220, and READ-6190 or READ-6230.

READ - 7250 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. Equivalent to READ-825. Prerequisites: take READ-6230, READ-7240.

READ - 7300 Developing and Supervising the School Reading Program (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. Equivalent to READ-830. Prerequisite: take READ-7250.

READ - 8260 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. Equivalent to READ-826. Prerequisites: take READ-6190, READ-7250.

READ - 8270 Reading Practicum II: Middle and Secondary 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. Equivalent to READ-827. Prerequisites: take READ-6190, READ-7250.

READ - 8828 Seminar in Reading Research (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. Equivalent to READ-828.

Education - Special Education

SPED - 2100 Survey of Students with Exceptionalities (3)

Introduces study of various exceptionalities, including learning disabilities and how they are impacted by classroom Instruction and the learning environment. Focuses on methods for providing the least restrictive environment for individuals with exceptionalities and considers legal requirements, policies, and directions in special education. Requires background check and 15 hours of field experience.

SPED - 6101 Survey of Students with Exceptionalities (3)

Introduces study of various exceptionalities, including learning disabilities and how they are impacted by classroom Instruction and the learning environment. Focuses on methods for providing the least restrictive environment for individuals with exceptionalities and considers legal requirements, policies, and directions in special education. Requires background check and 15 hours of field experience.

SPED - 6102 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. Equivalent to SPED-610.

SPED - 6210 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. Equivalent to SPED-621. Prerequisite: take SPED-6101.

SPED - 6240 Characteristics of Students with Emotional/ Behavior Disorders (3)

Explores various definitions, causes, characteristics, treatments, and instructional strategies involved in educating students with behavior disorders. Requires 15 to 20 hours of fieldwork. Equivalent to SPED-624. Prerequisite: take SPED-8619.

SPED - 6250 Characteristics of Students with Cognitive/Mental Impairments (3)

Examines the theoretical foundations of mental retardation/ cognitive impairments and attempts to relate the various constructs to such issues as causation, prevention, and selection of appropriate psychoeducational means to identify such impairments. Additional attention is given to the effects of these individuals upon their family community. Requires 20 hours of fieldwork. Equivalent to SPED-625. Prerequisite: take SPED-8619.

SPED - 6400 Characteristics of Students with Learning Disabilities (3)

Examines the theoretical foundations of learning disabilities and attempts to relate the various constructs to such issues as causation, prevention, and selection of appropriate psychoeducational means to identify specific learning problems. Additional attention is given to the effects of these individuals upon their family community. Equivalent to SPED-640. Prerequisite: take SPED-8619.

SPED - 6410 Methods for Teaching Trainable/Severe/Profound Students with Mental Impairments (3)

Identifies the programming areas and professional procedures required to plan and implement appropriate instructional programs for the students with moderate to severe mental retardation. Examines specific federal mandates which assure these individuals the right to individual treatment plans and access to community and public educational systems. Requires 20 hours of fieldwork. Equivalent to SPED-641. Prerequisite: take SPED-6250.

SPED - 6440 Methods for Teaching Students with Behavior Disorders (3)

Studies the conditions which initiate and perpetuate inappropriate social behaviors which interfere with learning. Examines various strategies and methods that foster program planning and implementation for groups and students. Requires 15 to 20 hours of fieldwork. Equivalent to SPED-644. Prerequisite: take SPED-6240.

SPED - 6450 Methods of Teaching Individuals with Learning Disabilities (3)

Examines the procedures for planning and implementing instructional programs for individuals with specific learning disabilities. Provides methods and strategies consistent with the federal mandate to initiate instructional planning from predetermined educational goals (IEP). Requires 20 hours of fieldwork. Equivalent to SPED-645. Prerequisite: take SPED-6400.

SPED - 6500 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. Equivalent to SPED-650.

SPED - 6999 Special Education Student Teaching (9)

Provides graduate candidates with experience in teaching students with disabilities. Each candidate t is placed in a special education setting commensurate with experiences required for certification sought (i.e., students with LD, S/ED, MR/MI/CI, PH, traumatic brain injury (TBI) and 384 autism). WebCT seminar activities are also required. Equivalent to SPED-699.

SPED - 8200 Learning Characteristics of Learners with Exceptionalities (3)

Investigates the cognitive and psychomotor abilities of students of students encompassed by the Illinois LBS I Unlimited credential, i.e., students with LD, S/ED, MR/MI/CI, PH, traumatic brain injury (TBI) and autism. Requires 30 clock-hours of fieldwork. Equivalent to SPED-820. Prerequisite: take SPED-6101.

SPED - 8310 Behavioral Characteristics of Learners with Exceptionalities (3)

Examines the social-affective development across the continuum of behaviors of students encompassed by the Illinois LBS I Unlimited credential, i.e., students with LD, S/ED, MR/MI/CI, PH, traumatic brain injury (TBI) and autism Investigates theoretical approaches utilized in identification of exceptionalities. Requires 30 clock-hours of fieldwork. Equivalent to SPED-831. Prerequisite: take SPED-8200.

SPED - 8350 Methods for Teaching Learners with Exceptionalities (3)

Investigates advanced methods and teaching techniques for use with the full range of students encompassed by the Illinois LBS I Unlimited credential, i.e., students with LD, S/ED, MR/MI/CI, PH, traumatic brain injury (TBI) and autism Examines strategies for curriculum development and writing IEPs. Requires 30 clock-hours of fieldwork. Equivalent to SPED-835. Prerequisites: take SPED-8619, SPED-8200, SPED-8310.

SPED - 8400 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. Equivalent to SPED-840. Prerequisites: take SPED-8200, SPED-8310.

SPED - 8500 Special Education 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. Equivalent to SPED-850. Prerequisites: take SPED-8200, SPED-8310.

SPED - 8600 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 30 clock-hours of field experience. Equivalent to SPED-860. Prerequisite: take SPED-6101.

SPED - 8619 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 30 clock-hours of fieldwork. Equivalent to SPED-619. Prerequisite: take SPED-6101.

SPED - 8805 Special Education Law (3)

Includes an analysis of special education legal principles as defined by the United States Constitution; federal case law; federal statutory law; the Illinois Constitution; Illinois case law; and Illinois statutory law. Also examines special education law from an historical perspective, law-making agencies affecting Illinois public schools, legal research, and the practical application of special education law. Prerequisites: SPED-2101 or SPED-6101 or its equivalent; SPED-8200.

SPED - 8806 Administration and Supervision of Special Education (3)

Includes concepts related to administrative leadership; policy; school reform; collaboration across multicultural contexts; instructional leadership and evaluation of programming; and provision of supervision of special education personnel. Required: 40 clinical/field hours. Prerequisites: SPED-2101 or SPED-6101 or its equivalent; SPED-8200; SPED-8805.

SPED - 8963 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. Equivalent to SPED-863. Prerequisites: take SPED-8400, SPED-8500.

SPED - 8999 Graduate Seminar in Multicategorical Special Education (4)

Examines current trends and issues in multicategorical special education. Explores contemporary philosophies of educating

students with disabilities, instructional alternatives, and service delivery programs. Serves as culminating project for the master of arts degree in Multicategorical Special Education. Equivalent to SPED-865. Prerequisite: take SPED-8350.

Education - Superintendent

SUPT - 8836 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.

SUPT - 8838 Collective Negotiations (3)

Focus on 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: EDAD-6621 or equivalent.

SUPT - 8842 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 declining achievement. Students will apply political skills through role-playing and simulation. Prerequisite: LEAD core courses.

SUPT - 8860 The Dynamics of School Climate (3)

Examines the dynamics of the relationship among school administration, the community, and the teachers' union, and provides strategies for affecting productive working relations among these and other involved groups. The superintendent's role as mediator, negotiator, problem-solver, and strategist is treated as it relates to influencing the school atmosphere. Prerequisite: LEAD core courses

SUPT - 9101 School Finance for Superintendents (3)

Emphasizes the role of the chief operational manager of the District to which the Superintendent might serve. District budgetary decisions will be examined aligned with the mission and vision of the District. Maximizing revenues and efficiently allocating expenditures will be analyzed based on supporting the whole child PK-12 while maintaining high expectations for student achievement. Will provide an examination of all external services including, but not limited to, architectural and internal auditing. Prerequisite: LEAD core courses

SUPT - 9102 Education for Diversity (3)

Focus on prioritizing the need to service the entire PK-12 educational community including, but not limited to, special education, bilingual, low-income and gifted education. Utilizes the concepts of Multiple and Emotional Intelligence to enhance student learning and to reduce any achievement gaps. Promote community outreach to ensure social justice for all students. Prerequisite: LEAD core courses

SUPT - 9103 Curriculum and Assessment (3)

Designed to evaluate the District's system of assessment and its alignment to curriculum aimed at analyzing student growth at all levels PK-12. Course also addresses the supervising all resources that includes teaching and support staff; and planning for the utilization of technology to facilitate the creation of the district's instructional mission and vision. Prerequisite: LEAD core courses

SUPT - 9104 The Politics of Education (3)

Focus on the importance of the physical environment to the educational process including exploring planning models for school facilities and equipment needs; determining efficiency of school facilities; understanding school facilities operations and

maintenance programs; understanding the development of program planning and educational specifications; developing a plan for bond program and school construction project; and conducting an appraisal for the adequacy of a school facility. Prerequisite: LEAD core courses

SUPT - 9330 Advanced School Law (3)

Analyzes school district governance from the superintendent's perspective; primarily the role of the school board and policy development, federal and state governments, the instructional program, employee rights and responsibilities, student rights and responsibilities, tort liability, district records, contracts, and discrimination issues. Preventive law will be emphasized. Prerequisite: LEAD core courses and EDAD-8833 or the equivalent.

SUPT - 9340 The Superintendency - Issues and Trends (3)

Analyzes the role and responsibilities of the superintendent with respect to the Illinois School Superintendent Standards, i.e., facilitating a vision of educational excellence, learning environment and instructional program, management, collaboration with families and communities, and knowledge of laws, regulations, and professional ethics. Prerequisite: LEAD core courses.

SUPT - 9350 District Improvement Planning (3)

Emphasizes the alignment of all improvement planning to the district's mission and vision by using a collaborative process among school district stakeholders; analyzes the five essentials needed to meet the Illinois Learning Standards and the Common Core Standards, i.e., leadership, parent-community ties, professional capacity, student-centered learning climate, and instructional guidance. Prerequisite: LEAD core courses.

Early Start

ESEN - 0999 SI in Writing for Early Start (0)

Explores with the Early Start Students the idea that writing is persuasive. Enhances students' ability to utilize a wide range of strategies that encourage productive and effective writing. Supports writing across the curriculum by providing instruction that writing Is an integral part of all academic disciplines and is an important tool for learning Co-requisite: Take with general education writing class.

ESMA - 0999 SI in Mathematics for Early Start (0)

Enhances the learning experience for the mathematics general education courses with supplemental instruction. Co-Requisite: Take with general education mathematics class.

English

ENGL - 1000 Writing Studies I (3)

Introduces the fundamentals of written communication, with an emphasis on primary-source and popular-source research. Prerequisites: None.

ENGL - 1010 Writing Studies II (3)

Introduces the fundamentals of English composition with an emphasis on secondary-source research. Requisite courses: Take ENGL-1000. (Required, Previous).

ENGL - 1111 British Literature I (3)

Examines British Literature from its beginnings to 1785. Prerequisites: Students must have passed one college-level Composition/Writing class with a grade of C or better.

ENGL - 1112 British Literature II (3)

Examines British Literature from 1786 to present. Equivalent to ENGL-3112. Prerequisites: Students must have passed one college-level Composition/Writing class with a grade of C or better.

ENGL - 1221 American Literature I (3)

Focuses on the major writers, works, and related background in American literature before 1865. Equivalent to ENGL-1222, ENGL-3121, ENGL-3121, ENGL-321.

ENGL - 1222 American Literature II (3)

Focuses on the major writers, works, and related background in American literature, from 1865 to the present. Equivalent to ENGL-3121, ENGL-1221. Prerequisites: Students must have passed one college-level Composition/Writing class with a grade of C or better.

ENGL - 2131 Literature for Children and Adolescents (3)

Introduces the major genres, themes, and critical concerns of literature written for children and early adolescents. Explores opportunities for enhancing literacy development using literature as well as methods of implementing the use of literature across the curriculum. Prerequisites: ENGL 1010: Writing Studies II or equivalent.

ENGL - 2331 World Literature I (3)

Examines World Literature from its beginnings to 1699. Prerequisites: Students must have passed one college-level Composition/Writing class with a grade of C or better.

ENGL - 2332 World Literature II (3)

Examines World Literature from 1700 to the present. Prerequisites: Students must have passed one college-level Composition/Writing class with a grade of C or better.

ENGL - 2333 Regional World Literature (3)

Examines World Literature from a particular nationality, language, historical period, or region of the world. Prerequisites: Students must have passed one college-level Composition/Writing class with a grade of C or better.

ENGL - 2910 Writing Principles (3)

Emphasizes principles, techniques, form, and style in writing. Equivalent to ENGL-310.

ENGL - 3099 Literary Criticism (3)

Examines major approaches to criticism as a means of critiquing literature from a variety of perspectives on a variety of levels. As the program's junior seminar, supports students' transition from the broad intellectual goals of general education to the focused study of English language and literature. Junior Seminar Course. Prerequisites:ENGL-1000 and ENGL-1010, or their equivalent.

ENGL - 3101 Composition: Structure 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 students' command of the English language and their ability to write for other content-specific courses and in the workplace. Equivalent to ENGL-301.

ENGL - 3105 Writing, Information , and Technology Across the Disciplines (3)

Helps students develop and integrate skills for writing, accessing, and analyzing information, and using information-based technology across subject disciplines. Students will analyze and practice discourse conventions, critical thinking, and information access within the humanities, social sciences, and physical sciences. Instruction in library research skills and the web as a presentation tool are central to this course. Online course. Equivalent to ENGL-305. Prerequisite: take ENGL-3101.

ENGL - 3108 Living Literature: The Classics and You (3)

Explores the relevance of classic texts to contemporary lives includes Genesis, Homer, Sophocles, Virgil, Dante, Shakespeare, Moliere, Milton, Voltaire, Goethe, Flaubert, Dostoevsky, Tolstoy, and Kafka. Equivalent to ENGL-308.

ENGL - 3115 Studies in Mythology (3)

Introduces world mythology with special emphasis on the ancient Greek and Roman classical periods. Explores the mythological cultural contexts and the aesthetic influences in literature, art, and music. Equivalent to ENGL-315. Prerequisite: take ENGL-3101.

ENGL - 3123 Modern American Poetry: Voices and Visions (3)

An introductory literature course emphasizing relationships of the poets, their influence on each other and on those who followed them, and their place in American literature. Compares and contrasts the American vernacular voice with modern European idiom, the democratic image of society with the poet as a privileged visionary, and the poetry of social conscience with a poetry of metaphysical rumination. Equivalent to ENGL-420.

ENGL - 3330 Studies in Literature (3)

Emphasizes the relationship between critical reading and critical writing about literature. Introduces a variety of literary genres, criticism, research and documentation according to Modern Language Association guideline. Equivalent to ENGL-330. Prerequisite: take ENGL-3101.

ENGL - 4080 English Special Topics (3)

Offers an in-depth analysis of selected topics in writing, language, literature, and/or English education. Applies and evaluates several aspects of the topic using a variety of methodologies, theories, and/or perspectives. Note: May be repeated for credit with a different topic. Equivalent to ENGL-5080, ENGL-580. Prerequisites: College composition and enrollment In the B.A. In English, English Education program, or other graduate programs.

ENGL - 4100 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. Equivalent to ENGL-400.

ENGL - 4105 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. Equivalent to ENGL-410.

ENGL - 4110 Linguistics (3)

Provides a comprehensive introduction to the ways in which linguistics describe language, focusing especially on English. Explores linguistic structure from sound (phonetics and phonology) to meaning and use (semantics and pragmatics). Examines major issues and subdisciplines in the systematic study of language, including dialects, prescriptivism, and language abuse, style, historical change, usage and definitions of standards, and the differences between speech and writing. Equivalent to ENGL-501. Prerequisite: take ENGL-3101.

ENGL - 4111 African Novel (3)

A critical analysis of the literature written by selected major African writers. Equivalent to ENGL-511.

ENGL - 4121 Advanced Survey of Black Literature (3)

An advanced survey course of black literature. Covers a wide variety of works from several genres. Provides a model for approaching Black literature from a variety of literary and sociocultural perspectives. Equivalent to ENGL-512.

ENGL - 4131 Comparative Latin American Literature (3)

Studies the Latin American novel. Covers major writers of different Latin American countries and the poetry of protest and revolution in the 20th century. Equivalent to ENGL-521. Prerequisites: take ENGL-3121, ENGL-3122.

ENGL - 4141 American Poets (3)

Emphasizes the relationships of the American poets, their unique features, and critical response to their work. Explores historical and critical contexts that requires integration of poetry and criticism. Equivalent to ENGL-522.

ENGL - 4151 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. Equivalent to ENGL-532.

ENGL - 4161 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. Equivalent to ENGL-541.

ENGL - 4171 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. Equivalent to ENGL-556.

ENGL - 4172 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. Equivalent to ENGL-5172, ENGL-558.

ENGL - 4173 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. Equivalent to ENGL-559.

ENGL - 4181 Asian American Literature (3)

Asian-Americans have a commonality in their immigration experiences, all of which are being articulated and fast becoming the threads of a literary tradition shaping the now maturing Asian-American literature. It tells the story that "Asian and Pacific Americans have shed sweat and blood in the struggle for America's nationhood . . . they have greatly enriched our cultural heritage and institutions." (Proclamation 4727 of President Carter for APA week.) Equivalent to ENGL-502.

ENGL - 4190 Writing Across the Curriculum in the Common Core (3)

Exploration of the major theories about writing's role in disciplines across the curriculum to improve both writing and learning of disciplinary concepts. Students will explore the role of writing in the Common Core, which emphasizes research-supported writing and argument, abilities that students need to learn and develop from middle school through college. Teaching practices that support writing development in many contexts, the importance of teaming teachers across the levels and across the disciplines and recent writing theory will be included.

ENGL - 4205 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. Equivalent to ENGL-505. Prerequisite: take ENGL-3101.

ENGL - 4210 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. Equivalent to ENGL-421. Prerequisites: take ENGL-3101, ENGL-3123.

ENGL - 4300 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. Equivalent to ENGL-592. Prerequisite: take ENGL-4110.

ENGL - 4307 African American English (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. Equivalent to ENGL-507. Prerequisite: take ENGL-3101.

ENGL - 4387 Exploring Barriers in Race, Class, and Gender (3)

Offers an in-depth study of politics, economics, and social implications of race, class and gender. Focuses on the ways the discourses of race, class, and gender are produced as well as on the ways these discourse patterns orchestrate the relations between people everyday lives and the various social/political institutions that govern them. Equivalent to ENGL-587.

ENGL - 4431 Literature for Children and Adolescents (3)

Introduces the student to the variety of literature available for children and adolescents. Examines establishing criteria for selection of literature for children and adolescents, including criteria related to reading levels, student interests, quality of materials, and psychological, cultural, and social issues. Equivalent to ENGL-531.

ENGL - 4435 Literature and History (3)

Explores the relationships among ideas that have political, social, and historical importance and the developments in history for which these ideas have consequences. Topics vary and include the 1920s and modern Europe (19th and 20th centuries). Equivalent to ENGL-5435, ENGL-535.

ENGL - 4460 Philosophical Themes in Contemporary Literature (3)

Examines philosophical ideas embodied in literary works of art and presents a methodology of thematic studies in literature. Equivalent to ENGL-560.

ENGL - 4462 Studies in Literary Genre (3)

Examines a selected literary genre, drawn from traditional categories and/or contemporary forms, placing the selected genre in the context of its historical development. This is a variable offering and may be taken more than once under different subtitles. Equivalent to ENGL-562.

ENGL - 4475 The Short Story: Crossing Cultures (3)

Examines the short story as genre and analyzes the ways in which writers from a variety of backgrounds and contexts make meaning. Encourages analytic responses to the texts that help to understand cross-cultural boundaries. Equivalent to ENGL-575.

ENGL - 4483 Literature of the Environment (3)

Involves many forms of dialogue on issues pertinent to humanity's relationship with the Earth. By reading works by writers from

diverse fields and by writing in response, the student will gain a better understanding of our planet and its needs and a better control of writing in response to learning. Equivalent to ENGL-5483, ENGL-583.

ENGL - 4485 Film: Analysis, Criticism, Ideologies (3)

Course examines, analyzes, and, where appropriate, "reads against" a canon of American and foreign films using contexts from social, political, and literary-critical theory. Equivalent to ENGL-585. Prerequisites: take ENGL-3111, ENGL-3112, ENGL-3121, or ENGL-3122.

ENGL - 4500 Play Analysis (3)

Study of drama, with emphasis on critical analysis of structure, genre, theme, style, character, language, dramatic event, and points of view (actor, director, critic, audience). Introduction to theatre research methods.

ENGL - 4505 Major English Authors (3)

Concentrated study of selected authors. Students may take course for credit more than once, because the selected authors selected change from year to year. Equivalent to ENGL-510. Prerequisites: take ENGL-3111, ENGL-3112.

ENGL - 4510 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. Equivalent to ENGL-520. Prerequisites: take ENGL-3121, ENGL-3122.

ENGL - 4515 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. Equivalent to ENGL-515.

ENGL - 4520 Contemporary Literature (3)

Focuses on the work and related background of Anglophone writers after 1945. Course may be taken for credit three times providing different authors or topics are studied. Equivalent to ENGL-524.

ENGL - 4525 Women Writers (3)

Examines works by women writers with attention to their cultural and historical contexts. Explores ideas about women's writing, its reception, and its place in the literary canon. May be repeated for credit under a different topic.

ENGL - 4550 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. Equivalent to ENGL-551.

ENGL - 4570 Writing Theory and Practice in the Secondary Classroom (3)

Provides a forum for sharing ideas and proven strategies for teaching writing at the high school level and models an inquiry-oriented classroom to learn, practice, and reflect upon instructional strategies in writing at the secondary level. Equivalent to ENGL-573. Prerequisites: take ENGL-4205, ENGL-4600.

ENGL - 4575 Reading Theory and Practice in the Secondary Schools (3)

Focuses on building reading comprehension strategies appropriate for readers in secondary schools. Teacher processes for developing critical literacy, engaging students, and connecting to texts. Reveals how highly engaged young adult readers produce meaning, and teaches meaning-making strategies to use with reluctant readers. Includes 12.5 hours of micro-teaching field experiences for undergraduates seeking certification in English secondary education. Equivalent to ENGL-574. Prerequisites: take ENGL-4205, ENGL-4600, EDCP-3101.

ENGL - 4580 Read and Rap: Literature for Young Adult Readers (3)

Introduces the variety of literatures available for young adult readers (middle school and high school students). Examines establishing criteria for the selection of literature for young adults, including criteria related to student interests, reading levels, quality of materials, and psychological, historical, cultural, political, and social issues. Emphasizes the components necessary for the creation of thematic literature units to be used in secondary language arts classrooms. Equivalent to ENGL-533. Prerequisites: take ENGL-3101, ENGL-3112, ENGL-3122, ENGL-4570, ENGL-4575, EDUC-2310.

ENGL - 4600 Rhetorical Theory and Practice (3)

Examines the history of rhetoric and composition and applies this to contemporary issues in rhetorical theory and pedagogical practice. Develops the student's abilities as a writer and/or as a teacher of writing. Writing intensive course. Equivalent to ENGL-570. Prerequisites: take ENGL-3101, ENGL-4600.

ENGL - 4625 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. Equivalent to ENGL-525. Prerequisite: take ENGL-3101.

ENGL - 4626 Technical Writing I (3)

Study, discussion, and writing of technical descriptions and processes, business communications and correspondence, formal and informal proposals, and reports. Equivalent to ENGL-526. Prerequisite: take ENGL-3101.

ENGL - 4627 Technical Writing II: Computer Sciences; Technical Writing II: Health Industry; Technical Writing II: Business Applications; Technical Writing II: Sciences (3)

Designed as a continuation of ENGL-4626. Students will apply the basics learned in that introductory course to the specific applications necessary for given general fields. Equivalent to ENGL-527. Prerequisite: take ENGL-4626.

ENGL - 4630 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. Equivalent to ENGL-545. Prerequisite: take ENGL-3101.

ENGL - 4635 Writing Fellows Practicum (3)

Exploration of theory and practice of tutoring in the context of Writing Across the Curriculum. Students will read theoretical materials about teaching writing, the writing process, and transfer theory as well as pedagogical materials about one-to-one conferences, writing groups, peer review, and writing in the disciplines. Students will complete a variety of hands-on tasks, including responding to student writing, interviewing professors, and working with student writers. Prerequisite: none.

ENGL - 4700 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. Equivalent to ENGL-470.

ENGL - 4800 English Internship (1-3)

Provides English majors and minors with meaningful opportunities to apply and refine their academic skills in supervised, professional environments.

ENGL - 4900 English Capstone (3)

Leads English majors in a culminating experience in writing, research, and literary analysis. Students will synthesize the skills and knowledge they have developed in their major and showcase these by completing a capstone project. Students will also project how their English skills may be adapted to serve their future personal and professional goals. Prerequisites: take ENGL-4100, ENGL-4200 and take ENGL-4505 or ENGL-4510.

ENGL - 5308 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. Equivalent to ENGL-508. Prerequisite: take ENGL-3101.

ENGL - 5628 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. Equivalent to ENGL-528. Prerequisite: take ENGL-4627.

ENGL - 6080 English Special Topics (3)

Offers an in-depth analysis of selected topics in writing, language, literature, and/or English education. Applies and evaluates several aspects of the topic using a variety of methodologies, theories, and/or perspectives. Note: May be repeated for credit with a different topic. Equivalent to ENGL-5080, ENGL-580. Prerequisites: College composition and enrollment In the M.A. In English, Post-BA English Education Certificate (EEDC) program, or other graduate programs.

ENGL - 6111 African Novel (3)

A critical analysis of the literature written by selected major African writers. Equivalent to ENGL-511.

ENGL - 6121 Teaching English as a Second Language (3)

An advanced survey course of black literature. Covers a wide variety of works from several genres. Provides a model for approaching Black literature from a variety of literary and sociocultural perspectives. Equivalent to ENGL-512.

ENGL - 6131 Comparative Latin American Literature (3)

Studies the Latin American novel. Covers major writers of different Latin American countries and the poetry of protest and revolution in the 20th century. Equivalent to ENGL-521.

ENGL - 6141 American Poets (3)

Emphasizes the relationships of the American poets, their unique features, and critical response to their work. Explores historical and critical contexts that requires integration of poetry and criticism. Equivalent to ENGL-522.

ENGL - 6151 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. Equivalent to ENGL-532.

ENGL - 6161 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. Equivalent to ENGL-541.

ENGL - 6171 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. Equivalent to ENGL-556.

ENGL - 6172 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. Equivalent to ENGL-5172, ENGL-558.

ENGL - 6173 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. Equivalent to ENGL-559.

ENGL - 6181 Asian-American Literature (3)

Asian-Americans have a commonality in their immigration experiences, all of which are being articulated and fast becoming the threads of a literary tradition shaping the now maturing Asian-American literature. It tells the story that "Asian and Pacific Americans have shed sweat and blood in the struggle for America's nationhood . . . they have greatly enriched our cultural heritage and institutions." (Proclamation 4727 of President Carter for APA week.) Equivalent to ENGL-502.

ENGL - 6190 Writing Across the Curriculum in the Common Core (3)

Exploration of the major theories about writing's role in disciplines across the curriculum to improve both writing and learning of disciplinary concepts. Students will explore the role of writing in the Common Core, which emphasizes research-supported writing and argument, abilities that students need to learn and develop from middle school through college. Teaching practices that support writing development in many contexts, the importance of teaming teachers across the levels and across the disciplines and recent writing theory will be included.

ENGL - 6220 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. Equivalent to ENGL-620.

ENGL - 6307 African-American English (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. Equivalent to ENGL-507.

ENGL - 6387 Exploring Barriers in Race, Class, and Gender (3)

Offers an in-depth study of politics, economics, and social implications of race, class and gender. Focuses on the ways the discourses of race, class, and gender are produced as well as on the ways these discourse patterns orchestrate the relations between people everyday lives and the various social/political institutions that govern them. Equivalent to ENGL-587.

ENGL - 6400 Pro-Seminar Teachers of Writing (3)

Emphasizes the methods and practice of teaching writing. Focuses on methods of motivating students, pre-writing, free writing, style development, revision, and evaluation. Equivalent to ENGL-690.

ENGL - 6431 Literature for Children and Adolescents (3)

Introduces the student to the variety of literature available for children and adolescents. Examines establishing criteria for selection of literature for children and adolescents, including criteria related to reading levels, student interests, quality of materials, and psychological, cultural, and social issues. Equivalent to ENGL-531.

ENGL - 6435 Literature and History (3)

Explores the relationships among ideas that have political, social, and historical importance and the developments in history for which these ideas have consequences. Topics vary and include the 1920s and modern Europe (19th and 20th centuries). Equivalent to ENGL-5435, ENGL-535.

ENGL - 6460 Philosophical Themes in Contemporary Literature (3)

Examines philosophical ideas embodied in literary works of art and presents a methodology of thematic studies in literature. Equivalent to ENGL-560.

ENGL - 6462 Studies in Literary Genre (3)

Examines a selected literary genre, drawn from traditional categories and/or contemporary forms, placing the selected genre in the context of its historical development. This is a variable offering and may be taken more than once under different subtitles. Equivalent to ENGL-562.

ENGL - 6475 The Short Story: Crossing Cultures (3)

Examines the short story as genre and analyzes the ways in which writers from a variety of backgrounds and contexts make meaning. Encourages analytic responses to the texts that help to understand cross-cultural boundaries. Equivalent to ENGL-575.

ENGL - 6483 Literature of the Environment (3)

Involves many forms of dialogue on issues pertinent to humanity's relationship with the Earth. By reading works by writers from diverse fields and by writing in response, the student will gain a better understanding of our planet and its needs and a better control of writing in response to learning. Equivalent to ENGL-5483, ENGL-583.

ENGL - 6485 Film: Analysis, Criticism, Ideologies (3)

Course examines, analyzes, and, where appropriate, "reads against" a canon of American and foreign films using contexts from social, political, and literary-critical theory. Equivalent to ENGL-585. Prerequisites: take ENGL-3111, ENGL-3112, ENGL-3121, ENGL-3122.

ENGL - 6500 Play Analysis (3)

Study of drama, with emphasis on critical analysis of structure, genre, theme, style, character, language, dramatic event, and points of view (actor, director, critic, audience). Introduction to theatre research methods.

ENGL - 6505 Major English Authors (3)

Concentrated study of selected authors. Students may take course for credit more than once, because the selected authors selected change from year to year. Equivalent to ENGL-510.

ENGL - 6510 Major American Authors (3)

Individual American writers will be studied in-depth. Students may take course for credit three times providing different authors are studied. Equivalent to ENGL-520. Prerequisite: take ENGL-3121 or ENGL-3122.

ENGL - 6515 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. Equivalent to ENGL-515.

ENGL - 6520 Contemporary Literature (3)

Focuses on the work and related background of Anglophone writers after 1945. Course may be taken for credit three times providing different authors or topics are studied. Equivalent to ENGL-524.

ENGL - 6525 Women Writers (3)

Examines works by women writers with attention to their cultural and historical contexts. Explores ideas about women's writing, its reception, and its place in the literary canon. May be repeated for credit under a different topic.

ENGL - 6550 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. Equivalent to ENGL-551.

ENGL - 6570 Writing Theory and Practice in the Secondary Classroom (3)

Provides a forum for sharing ideas and proven strategies for teaching writing at the high school level and models an inquiry-oriented classroom to learn, practice, and reflect upon instructional strategies in writing at the secondary level. Equivalent to ENGL-573. Prerequisite: take ENGL-4205 ENGL-4600.

ENGL - 6575 Reading Theory and Practice in the Secondary Schools (3)

Focuses on building reading comprehension strategies appropriate for readers in secondary schools. Teacher processes for developing critical literacy, engaging students, and connecting to texts. Reveals how highly engaged young adult readers produce meaning, and teaches meaning-making strategies to use with reluctant readers. Includes 12.5 hours of micro-teaching field experiences for undergraduates seeking certification in English secondary education. Equivalent to ENGL-574. Prerequisites: take ENGL-4205, ENGL-4600, EDCP-3101.

ENGL - 6580 Read and Rap: Literature for Young Adult Readers (3)

Introduces the variety of literatures available for young adult readers (middle school and high school students). Examines establishing criteria for the selection of literature for young adults, including criteria related to student interests, reading levels, quality of materials, and psychological, historical, cultural, political, and social issues. Emphasizes the components necessary for the creation of thematic literature units to be used in secondary language arts classrooms. Equivalent to ENGL-533.

ENGL - 6635 Writing Fellows Practicum (3)

Exploration of theory and practice of tutoring in the context of Writing Across the Curriculum. Students will read theoretical materials about teaching writing, the writing process, and transfer theory as well as pedagogical materials about one-to-one conferences, writing groups, peer review, and writing in the disciplines. Students will complete a variety of hands-on tasks, including responding to student writing, interviewing professors, and working with student writers. Prerequisite: none.

ENGL - 7100 Introduction to Graduate Studies (3)

This course provides an introduction to graduate work in English, developing the terminological, bibliographic, and analytical skills fundamental to graduate-level research. Topics include English as a discipline, graduate-level research skills, and current issues and practices in the field. Equivalent to ENGL-800.

ENGL - 7200 Seminar: Studies in Theory (3)

Focuses on extensive readings in a major area of rhetorical, literary, and critical theory. Possible topics include feminist theory, psychoanalytical theory, deconstruction, narrative theory, reader-response theory, cultural studies, ethnic studies, and postcolonial studies. This course, under a separate topic, may be repeated for credit. Equivalent to ENGL-830. Prerequisites: take ENGL-3111, ENGL-3112.

ENGL - 7300 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. Equivalent to ENGL-840.

ENGL - 7500 College Composition Theory and Practice (3)

Introduces the histories, theories, and practices of composition studies to prepare future instructors for college composition. Topics are approached from both the perspective of current theoretical debate and practical classroom application, and include composing processes, collaborative writing, peer-reviews, argument and the rhetorical tradition, creating assignments, ways of responding to student writing, assessment, and grading. Equivalent to ENGL-815. Prerequisite: take ENGL-4100.

ENGL - 8530 Seminar: Theories in Technical and Professional Writing (3)

Focuses on theoretical and scientific approaches to studying rhetoric and writing in the context of business and technical environments and explores pedagogical principles for teaching business-related writing. Prerequisites: ENGL-4100: Advanced Composition, ENGL-4600: Rhetorical Theory and Practice, an equivalent course in rhetoric, or permission of the instructor.

ENGL - 8540 Seminar: British Literature (3)

Explores selected works of British literature. Focuses on period, theme, or author in English literature, with the literature placed in its cultural and historical context. Course may be repeated once for credit under a different topic. Equivalent to ENGL-845. Prerequisites: take ENGL-3111, ENGL-3112.

ENGL - 8550 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. Equivalent to ENGL-850. Prerequisites: take ENGL-3121, ENGL-3122.

ENGL - 8560 Seminar: Women's Literature (3)

Explores selected works of women writers with attention to the cultural and historical contexts in which they wrote. Focuses on the development of a tradition of women's writing English, including British, American, and/or Anglophone writers. May be repeated for credit under different topics. Equivalent to ENGL-855.

ENGL - 8570 Seminar: World Literature (3)

Explores selected works of world literature. Focuses English, including translations from other languages and works written in English. Focuses on period, theme, or genre, with the literature placed in context. Course may be repeated once for credit under a different topic. Equivalent to ENGL-865.

ENGL - 8700 Graduate Research (1-4)

Individual reading and research in English under the supervision of the English faculty. Students may take course for credit more than once providing it is a different topic. Equivalent to ENGL-870.

ENGL - 8750 Graduate Research (1-4)

Individual reading and research in English under the supervision of the English faculty. Students may take course for credit more than once providing it is a different topic. Equivalent to ENGL-870.

ENGL - 8751 Research in Workplace Rhetoric (3)

Explores writing practices of workplace writers. Introduces students to qualitative research methods in the field of Writing Studies. Prerequisites: ENGL-4100: Advanced Composition, ENGL-4600: Rhetorical Theory and Practice, equivalent course in rhetoric, or permission of instructor.

ENGL - 8800 Capstone: Internship in Writing/Writing Pedagogy (3)

Provides students with contextualized learning specific to their future career goals in the application of workplace writing or writing pedagogy. Prerequisites: ENGL-7500: Composition Theory and Practice, ENGL-8530: Seminar: Theories in Technical and Professional Writing, and ENGL-8751: Research in Workplace Writing.

ENGL - 8900 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. Equivalent to ENGL-890. Prerequisite: take ENGL-8700.

ENGL - 8950 Comprehensive Examination in English (1)

Students prepare for and take a comprehensive exam drawn from the graduate level seminars in literature, rhetorical, and critical theory. Emphasis is on a critical reflection of literature. Results are used as a formative assessment. Equivalent to ENGL-892.

Entrepreneurship

ENTR - 3000 Special Topics in Entrepreneurship (1-3)

Special topics course exploring issues in entrepreneurship.

ENTR - 3100 Principles of Entrepreneurship (3)

Emphasizes what it takes to start a business by examining the differing forms of entrepreneurship and all aspects of the entrepreneurial process. Equivalent to ENTR-310.

ENTR - 4100 Entrepreneurial Opportunity (3)

Emphasizes the different methods of locating and/or creating entrepreneurial opportunities. Equivalent to ENTR-410. Prerequisite: take ENTR-3100.

ENTR - 4200 Entrepreneurial Accounting and Finance (3)

Emphasizes the financial measurements essential for monitoring and managing an entrepreneurial venture. This course is specifically tailored for entrepreneurs who are not accounting majors. Equivalent to ENTR-420. Prerequisites: take ENTR 3100 , ENTR-4100, ACCT-2110, and FIN 3110.

ENTR - 4300 Entrepreneurial Ethics and the Law (3)

Emphasizes the legal challenges inherent in entrepreneurial ventures and suggest strategies for meeting those challenges without sacrificing business objectives. Equivalent to ENTR-430. Prerequisite: take ENTR-4100.

ENTR - 4400 Entrepreneurial Finance (3)

Emphasizes the basic financial concepts and tools for financial decision making in entrepreneurial environments, with special focus on start-up ventures. Equivalent to ENTR-440. Prerequisites: take ENTR-4200, FIN-31

ENTR - 4600 Entrepreneurial Marketing (3)

Emphasizes the marketing methods, tools, and tactics necessary for successfully building and launching a new business opportunity. Equivalent to ENTR-460. Prerequisites: take ENTR-4100, MKTG-2100.

ENTR - 4700 Social Entrepreneurship (3)

Explains the concept of social entrepreneurship, its significance and practical relevance in the context of business discipline. Demonstrates how business skills can be effectively used to address complex social problems. Evaluates opportunities for developing social ventures, strategies for mobilizing resources, and systematic methods for the measurement of performance. Equivalent to MGMT-460. Prerequisite: take ENTR-3100.

ENTR - 4880 Entrepreneurial Internship (3)

Provides entrepreneurship students with supervised practical experience. Associates each intern with a start-up company (incubator or hatchery) where there will be opportunity for the intern to participate in meaningful decision making. Equivalent to MGMT-490.

ENTR - 4900 Entrepreneurial Project (3)

Designed to bring together all the knowledge students have acquired as it relates to the entrepreneurial process. Students work on individual projects that help them experience features of entrepreneurship first hand with the intent of assisting the student with

taking the first steps to becoming an entrepreneur. The course creates a link between the educational experience at the university and the competitive entrepreneurial environment. Prerequisites: Completion of all required courses in program.

ENTR - 5000 Special Topics in Advanced Entrepreneurship (1-3)

Special topics course exploring advanced issues in entrepreneurship.

ENTR - 7100 Principles of Corporate Entrepreneurship (3)

Emphasizes the tools needed to allow a manager to react flexibly, faster, aggressively and innovatively in order to maintain the competitive edge of an entrepreneur. Equivalent to ENTR-730.

ENTR - 8100 Corporate Entrepreneurial Opportunity (3)

Emphasizes the different methods of locating and/or creating entrepreneurial opportunities. Equivalent to ENTR-810. Prerequisite: take ENTR-7100.

ENTR - 8500 Corporate Entrepreneurial Leadership (3)

Emphasizes the transformational strategies necessary to lead an entrepreneurial company. Equivalent to ENTR-850. Prerequisite: take ENTR-8100.

Environmental

ENVS - 3202 Environmental Ethics (3)

Explores and evaluates important environmental ethical issues, including climate change, environmental justice, animal welfare, wilderness and species preservation, land use, and ecological restoration, by applying reasoning, moral theories, and other philosophical tools to better understand human relationships with the natural world.

ENVS - 4044 The Environmental Documentary (3)

Examines style and influence of key contemporary environmental narrative and documentary filmmakers. Prerequisite: Any prior course in Communications at Governors State University OR instructor permission.

FILM

FILM - 2702 Digital Film Production I (3)

Focuses on learning digital filmmaking process from the idea forming to production and creating a short film as the writer/director.

FILM - 2703 Digital Film Production II (3)

Focuses on the post-production process: editing, sound design, color correction and mastering and marketing and distribution of short films. Prerequisite: FILM - 2702 Digital Film Production I (3)

FILM - 2731 Screenwriting (3)

Provides an overview of the principles of screenwriting, including the reading of screenplays and composition of loglines, character descriptions, step outlines and scenes for screenplays.

FILM - 2909 Film History II: American Independent Film (3)

Discusses historical stages of film and research important movement in each period. Presents films representing each era and film movements and places them within historical context of films.

FILM - 3734 Video Editing (3)

Explores theories and techniques of non-linear digital video editing. Introduces aesthetics and techniques of editing for film and documentary. Prerequisite: FILM - 2702 Digital Film Production I (3) or Instructor permission.

FILM - 4734 Advanced Video Editing (3)

Explores advanced techniques of non-linear digital video editing system (Adobe Premiere Pro) and basic techniques of motion graphics with Adobe After Effects. Prerequisite: FILM - 3734 Video Editing (3) or Instructor permission.

Finance

FIN - 3000 Special Topics in Finance (1-3)

Special topics course exploring issues in finance.

FIN - 3110 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. Lecture/ discussion/online course. Equivalent to FIN-301. Prerequisites: take ACCT-2110, STAT-2700.

FIN - 3501 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. Equivalent to FIN-460. Prerequisite: take FIN-3110.

FIN - 4110 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. Equivalent to FIN-420. Prerequisite: take FIN-3110.

FIN - 4201 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. Equivalent to FIN-440. Prerequisite: take FIN-3110.

FIN - 4350 International Financial Management (3)

Focuses on international aspects of financial management. Particular emphasis is placed on control of exchange rate and financing multinational corporations. Equivalent to FIN-425. Prerequisites: take FIN-3110, MGMT-4600.

FIN - 4501 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. Equivalent to FIN-436. Prerequisite: take FIN-3501.

FIN - 4502 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. Equivalent to FIN-465. Prerequisite: take FIN-3501.

FIN - 4530 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. Equivalent to FIN-455. Prerequisite: take FIN-4110.

FIN - 4805 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. Equivalent to FIN-470.

FIN - 4810 Internship (3)

Designed to provide finance students with supervised practical experiences in applied settings. Equivalent to FIN-480.

FIN - 5000 Special Topics in Advanced Finance (1-3)

Special topics course exploring advanced issues in finance.

FIN - 7101 Problems in 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. Equivalent to FIN-801. Prerequisite: take ACCT-6100.

FIN - 7501 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. Equivalent to FIN-850. Prerequisites: take FIN-7101, STAT-2700.

FIN - 7805 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. Equivalent to FIN-870.

FIN - 7810 Internship (3)

Designed to provide finance students with supervised practical experience in applied settings. Equivalent to FIN-880.

FIN - 8101 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. Equivalent to FIN-865. Prerequisites: take FIN-7101, STAT-3700.

FIN - 8350 International Finance (3)

Explores all areas of corporate finance from the perspective of a multinational corporation concentrating on decision elements that are rarely encountered by domestic firms such as multiple currencies, varying rates of inflation, differing tax systems,

multiple money markets, exchange rate controls, segmented capital markets, and country risks. Emphasizes how to take advantage of being multinational. Equivalent to FIN-825. Prerequisites: take FIN-7101, MGMT-7500.

FIN - 8501 Derivatives (3)

Covers the theory and practice of derivatives. Explains pricing, hedging, markets and institutions, and the regulatory environment of derivatives. Emphasizes financial and real options, forward and futures contracts, equity and index derivatives, foreign currency, commodity, and interest rate derivatives, swaps, and the recent expansion into trading of exotic options. Incorporates risk into the management of derivatives. Studies the organized and over-the-counter derivative markets and regulations. Equivalent to FIN-853. Prerequisite: take FIN-7501.

FIN - 8530 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. Equivalent to FIN-830. Prerequisite: take FIN-7101.

FIN - 8901 Graduate Thesis/Project: (6)

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of three faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate in business should select the thesis option. Equivalent to FIN-890.

First Year Seminar

FYS - 1001 Interdisciplinary Humanities (3)

Introduces systems-thinking approaches to understanding literature, history, and philosophy in an interdisciplinary context. Emphasizes cultural, historical, philosophical, and environmental impacts on complex systems to demonstrate the interconnectedness of the world around us. Encourages transferability of these thinking strategies to other academic and personal contexts to help foster lifelong learning and innovative solutions to life's challenges.

Gender and Sexuality Studies

GNSX - 1200 Gender and Identity in Literature (3)

Examination of various types of literary works that reflect the experience and construction of gender and sexual identity. May emphasize selected genres or the literary contributions of a gender-defined group (e.g., women writers). Addresses influence of gender and sexual identities on literary expression; influence of literature on gender and sexual identities; terminology and methods of literary analysis and evaluation.

GNSX - 2000 Topics, Gender and Sexuality (3)

Examines topics in gender and sexuality studies. Focuses study through topic-related readings, research, and/or projects. Note: Can be repeated for credit with a different topic.

GNSX - 2100 Introduction Gender and Sexuality Studies (3)

Through an interdisciplinary survey perspective, provides an introduction to gender and sexuality studies as a field. Introduces concepts from anthropology, communication, literature, political science, and sociology that examine gender and sexuality as a social reality. Equivalent to IAI S9 900 Interdisciplinary Social/Behavioral Science I.

GNSX - 3099 Theories in Practice (3)

Surveys theoretical developments in the fields of gender and sexuality studies. Covers key concepts, thinkers, and debates in feminism, sexuality studies, and masculinity studies. Requisite courses: Take GNSX-2100.

GNSX - 3400 Global Politics of Gender (3)

Addresses gender issues in the local context of women's movements in several regions and countries around the world as articulated by feminist scholars within those countries. Uses a comparative perspective to consider the diversity of issues and perspectives within women's/feminist movements around the globe.

GNSX - 3450 History Of Sexuality In The US (3)

Provides a historical perspective on how sexual attitudes, politics and human rights shape social policies and practices in current contexts. Examines the role of sexuality during major historical moments, including medieval sexuality, 20th Century American history, focusing on the work of sexologists, queer history, HIV/AIDS, and other topics.

GNSX - 3500 Methods of Inquiry (3)

Examines approaches to research and research methodologies utilized by feminist and queer scholars to study issues related to gender and sexuality. Considers ethical and political dimensions to research methods and knowledge production. Requisite courses: Take GNSX-3100.

GNSX - 3600 Politics Of Reproduction (3)

Examines the various ways that power shapes human reproductive rights and behavior from an historical, contemporary, national and global perspective.

GNSX - 4000 Advanced Topics in Gender and Sexuality Studies (3)

Examines advanced topics in gender and sexuality studies. Focuses study through topic-related readings, research, fieldwork and/or projects. Note: Can be repeated for credit with different topic. Requisite courses: Take GNSX-3100.

GNSX - 4700 Independent Study (1-3)

Individual readings and/or project in gender and sexuality studies under the supervision of the faculty. Can be repeated for credit with different topic.

GNSX - 4800 Internship in Gender and Sexuality Studies (1-3)

Provides supervised, practical experiences in applied settings. Students work under the direction of a site supervisor and faculty director to carry out directed tasks in an approved field site related to the discipline of gender and sexuality studies. Note: To be enrolled in this course, students must have their proposals approved.

GNSX - 4850 Undergraduate Research (1-3)

Provides an opportunity to further develop research skills in quantitative, qualitative, or mixed methods and to actively participate in a practical research experience. Note: Can be repeated for credit with different topic. Requisite courses: Take GNSX-3500.

GNSX - 4869 Sex, Drugs, Rock, and Recovery (3)

Explores the concept of sexual health and examines related multicultural topics from theoretical and clinical perspectives. Develops strategies to work with sensitive sexual topics in the treatment realm and examine their personal attitudes toward atypical sexual behaviors. Fosters increased comfort in discussing sexual issues with clients.

GNSX - 4900 Senior Seminar (3)

Presets current debates in gender and sexuality studies as the culminating experience of the Gender and Sexuality Studies major and minor. Focuses on synthesis of pervious coursework and application of theory and research within the context of activism and advocacy. Requisite courses: Take GNSX-3500.

Geography

GEOG - 1100 Geography, Non-Western World (3)

Examines the ways in which location, climate, resources, and cultural factors promote and inhibit change in the developing areas of Asia, Africa, and Latin America.

GEOG - 2100 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. Equivalent to GEOG-310.

GEOG - 2200 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. Equivalent to GEOG-320.

GEOG - 2500 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. Equivalent to GEOG-405.

GEOG - 3100 Nonwestern Economic Geography (3)

Examines the development and status of economic systems in various regions of the world other than Western Europe and North America, the importance of economics to geographical region, and the geographical differences that effect economics. Prerequisites: None

GEOG - 4470 Human Geography (3)

Examines methods and approaches in human geography. Analyzes spatial perspective including the concepts of culture, landscape, region related to interpretation of human settlement patterns, social conflict, and social change. Equivalent to GEOG-447.

Geographical Information Systems

GIS - 2100 Introduction to Geographical Information Systems-(GIS) (3)

Geographical Information Systems (GIS) provides researchers, policy makers, and citizens with a powerful analytical framework for decision making. GIS has advanced the way in which many disciplines examine problems by incorporating components of space and time not previously considered. An introduction to the principles and theory behind geographic data and experience in the use of state-of-the-art GIS software and related equipment will be provided.

GIS - 2200 Intermediate Geographical Information Systems-(GIS) (3)

Principles of data acquisition, processing, and display through digital methods will be covered. Spatial structures and algorithms will be used as examples of current GIS applications. Vector-based GIS analysis and mapping will be examined from the physical, biological, and social sciences. Spatial querying, database management, site suitability analysis, proximity analysis, geo-database creation, and model building will be introduced. Prerequisite: take GIS-2100.

Global Studies

GBLS - 1100 Introduction to Global Studies (3)

Introduces globalization and the interconnections among people and places as a result of globalization. Traces the impact that globalization, sustainable development, global and geopolitics, and cultural integration/coherence and diversity have had on different regions of the world. Explores the history of globalization, economic, and social development. Prerequisites: None

GBLS - 2100 Cross-cultural Relationships (3)

Explores the application of anthropological, historical, political, and sociological concepts, techniques, and information to understanding cross-cultural relationships across the globe. Discusses the relevance of cross-cultural relationships to economic, social, cultural, and political development issues.

Health Administration

HLAD - 3099 Healthcare Organization (3)

Introduces students to the foundational principles and their applications to current issues in health care organizational management and structure. Provides students the tools, concepts, and frameworks needed to make practical decisions relating to organizational structure and management of health systems. This course also introduces analytical and written inquiry as a mode to explain health care theories and approaches to challenges and barriers within the system. Equivalent to HLAD-3105.

HLAD - 3101 Introduction to Healthcare Management Strategies (3)

Reviews management theory and function and applies concepts to healthcare and other non-profit organizations. Reviews the functions of administrative and medical management emphasizing the interrelationships among planning, organizing, directing, and controlling for individual departments and for-profit and non-profit healthcare organizations. Equivalent to HLAD-301.

HLAD - 3102 Principles of Healthcare Microeconomics (3)

Focuses on the principles of microeconomics which examine the basic fundamentals of the theory of the consumer, theory of the firm, market structures, resource markets, income distribution and poverty, and important issues of public choice, market failure, healthcare, and international economics. Introduces the theoretical and analytical framework at the introductory level of microeconomics that can be applied to healthcare. Equivalent to HLAD-302.

HLAD - 3103 Basics of Healthcare Informatics (3)

Provides an overview of collection, storage, retrieval, communication, and optimal use of health related data, information, and knowledge. Covers introductory concepts of health systems analysis techniques, nature of computer applications in healthcare and problem-solving, and discusses the future of health information system technology. Includes an introduction to and use of database software in healthcare. Equivalent to HLAD-303.

HLAD - 3104 Healthcare Statistics (3)

Provides a basic review of elementary statistics and intermediate algebra. Applies analysis to healthcare data. Covers required healthcare utilization statistics and analysis and its application to industry standards and current results. Includes utilization, productivity, use rates, financial ratios, and intensity of service analyses for a variety of healthcare organizations. Equivalent to HLAD-304.

HLAD - 3106 Introduction to Epidemiology (3)

Presents use of descriptive and analytic epidemiology, include: classification of disease, definitions of incidence and prevalence, uses of rates, rate adjustment, outbreak investigation, study design, cohort studies, case-control studies, experimental studies, life tables, and screening. Equivalent to HLAD-335. Prerequisites: take HLAD-3103, HLAD-3104.

HLAD - 3107 Medical Sociology (3)

This course applies sociological knowledge, concepts, and methodologies to healthcare processes for the purpose of enhancing

the understanding of health administrators on the dynamics of interaction between patients and providers. In doing so, the course offers an overview of the diverse field of medical sociology from a theoretical and an applied perspective. Equivalent to HLAD-340. Prerequisites: take HLAD-3105, HLAD-3108.

HLAD - 3108 Policy Politics in Healthcare (3)

Provides the student with theoretical tools required to understand local, state, and federal policies beginning with an appreciation of the policy process, policy analysis, healthcare ethics and its intersections with economics and political theory. Recent policy developments in healthcare are discussed from a political and ethical perspective.

HLAD - 3109 Ethics in Healthcare Admin (3)

Presents some of the major ethical problems confronting society, the healthcare system, and the healthcare administrator. Each student will be encouraged to synthesize a personal professional philosophy to deal with the ethical dilemmas inherent in health services delivery.

HLAD - 3201 Healthcare Vocabularies (3)

Provides an overview of concepts such as Systematized Nomenclature Of Medicine Clinical Terms (SNOMED), Unified Medical Language System (UMLS), International Statistical Classification of Diseases and Related Health Problems (ICD) 9 and 10 Clinical Modification (CM) and Procedure Coding System (PCS), Current Procedural Terminology (CPT) / Healthcare Common Procedure Coding System (HCPCS), medical vocabulary standards, natural language processing and the role of clinical terminology in electronic health records. Prerequisites: None

HLAD - 3202 Healthcare Operations Management (3)

Covers basics of operations improvement, provides overview of the significant environmental trends in the healthcare industry. Addresses procedures and services in healthcare, control of quality, in-depth study of quality and performance improvement methodologies, policy development and documentation in healthcare. Focuses on strategic implementation of process improvement programs, techniques and tools in the healthcare environment with its complex reimbursement systems, physicians relations, workforce challenges and strong governmental regulations. Prerequisite: HLAD - 3099 Healthcare Organization (3)

HLAD - 3203 Health Information Technology and Systems Analysis and Design (3)

Addresses systems analysis and design, healthcare system selection and evaluation processes, national health initiatives in health IT, systems life cycle analysis, workflow process re-engineering and design, process modeling and planning methods of healthcare IT. Prerequisite: Basic computer literacy course such as CPSC - 2005 Introduction to Computer Technology (3).

HLAD - 4001 Independent Study (1-8)

Individual reading, research, and/or project in health administration under the supervision of the full-time faculty. Equivalent to HLAD-470.

HLAD - 4002 Internship (1-8)

Designed to provide health administration students with supervised practical experiences in applied settings. Equivalent to HLAD-480.

HLAD - 4099 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. Equivalent to HLAD-490.

HLAD - 4101 Healthcare Organizational Behavior (3)

Analyzes the behavior of people in healthcare organizations. Discusses organizational motivation, leadership, group behavior,

communication, and decision-making for profit and non-profit healthcare organizations. Discusses the similarities and differences in various types of healthcare organizations. Equivalent to HLAD-401.

HLAD - 4103 Legal Aspects of Healthcare (3)

Discusses legal implications and ramifications of conduct in health services administration. Introduces principles of administrative law that form the foundation of decision-making processes in the health services arena. Equivalent to HLAD-465.

HLAD - 4104 Healthcare Economics (3)

Applies economic analysis to health and healthcare services. Examines the concept of health as human capital. Investigates special features of the supply, demand, distribution, and economic impact of healthcare delivery. Equivalent to HLAD-460.

HLAD - 4105 Management in the Healthcare Setting (3)

Examines the management, environment, and personnel of diverse healthcare facilities. Emphasizes applying descriptive information to various operational situations and problems in specific healthcare departments and on general problems encountered by junior or mid-level managers. Equivalent to HLAD-455. Prerequisites: take HLAD-4101, HLAD-4103, HLAD-4104.

HLAD - 4106 Healthcare Accounting (3)

Covers financial and managerial accounting concepts and their applications to healthcare organizations. Includes financial statement analysis, cost finding, and cost analysis. This course is also structured to prepare students for the long-term care administrators licensing examination. Equivalent to HLAD-502. Prerequisites: take HLAD-4101, HLAD-4103, HLAD-4104.

HLAD - 4107 Healthcare Human Resource Management (3)

Focuses on human resource management, program, and policies. Addresses recruitment of health professionals, manpower requirements, staffing, training, development, examination of qualifications standards, performance appraisals, and employee morale. Examines methods of developing leadership in supervisory health managers, issues of wage and salary administration, and labor relations issues in healthcare. Equivalent to HLAD-503. Prerequisites: take HLAD-4101, HLAD-4103, and HLAD-4104.

HLAD - 4108 Health Planning (3)

Introduces health planning concepts, methods, and data sources useful in developing community and institutional health plans. Covers demographic and patient-specific data and concepts of epidemiology. Equivalent to HLAD-450. Prerequisites: take HLAD-4101, HLAD-4103, HLAD-4104.

HLAD - 4110 Health IT Standards (3)

Examines topics and applications of Health Level 7 (HL7); Nationwide Health Information Network (NwHIN), the Direct Protocol; Healthcare Information Technology Standards (HITSP); data exchange, imaging, medical device and public health reporting standards; standards and testing in healthcare. Prerequisites: HLAD - 3201 Healthcare Vocabularies (3) and HLAD - 3203 Health Information Technology and Systems Analysis and Design (3)

HLAD - 4111 Healthcare Information Systems (3)

Provides an overview of enterprise-wide systems, health IS repositories and databases, laboratory, pharmacy and radiology information systems, voice recognition systems and role in healthcare, computerized provider order entry (CPOE), clinical decision support systems (CDSS), historical, current and emerging health information systems, linkages among healthcare IT and business, planning and governance, characteristics of health IS and comparisons to systems in other industries. Prerequisite: HLAD - 3203 Health Information Technology and Systems Analysis and Design (3)

HLAD - 4112 Healthcare Statistics II (3)

Covers intermediate statistics concepts especially as related to healthcare, including regression, biostatistics, use of clinical IS in performing clinically-effective research; analysis of "big data" / business intelligence, statistics use in decision-making, data mining in healthcare, part 1. Prerequisites: HLAD - 3104 Healthcare Statistics (3), internet access, and the ability to use the Learning Management System - Blackboard.

HLAD - 4901 Institutional Management for Healthcare Organizations (3)

Designed to be the capstone course for the bachelor of health administration. Discusses reading and research in the areas of healthcare, as well as investigation of administrative situations in healthcare settings. Equivalent to HLAD-468. Prerequisites: take HLAD-3104, HLAD-4103, HLAD-4105, HLAD-4107.

HLAD - 5001 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, healthcare paradigm shift, and many other topics. Equivalent to HLAD-582.

HLAD - 5002 Study Abroad: Exploring the Swedish and Estonian Health Care Systems (3)

The Organization for Economic Co-operation and Development (OECD) ranks Sweden as the best healthcare system in the world. In addition, the healthcare system in Sweden is often used as a model by other countries. This international health course offers opportunities to develop cross-cultural competencies for students with healthcare experience. They will explore questions such as these: What makes Swedish healthcare system the best? and How much of that can be replicated in other parts of the world? Prerequisites: Must be a declared undergraduate or graduate major in Health Administration with a GPA of 3.0 or higher; undergraduate majors must have passed HLAD-3099 with a B or higher; graduate majors must have passed HLAD-7101 with a B or higher.

HLAD - 5003 Exploring Healthcare System and Culture of China (3)

Explores the healthcare system and culture of China. Provides students with critical thinking skills focusing on understanding how China can provide universal coverage for an enormous population, but the United States cannot. Exposes students directly to the Chinese culture that has significant influence on China's healthcare philosophy and its delivery system. Explores the healthcare system and culture of China. Provides students with critical thinking skills focusing on understanding how China can provide universal coverage for an enormous population, but the United States cannot. Exposes students directly to the Chinese culture that has significant influence on China's healthcare philosophy and its delivery system. Requires special permission of Instructor for enrollment.

HLAD - 5101 Introduction to Long-Term Care (3)

Provides a basic orientation to the long-term care continuum, including both nursing homes and noninstitutionalized alternatives, such as home health agencies and adult day care. Examines the long-term care needs of the chronically ill and disabled, and actual and proposed public policy responses to those needs. Equivalent to HLAD-520.

HLAD - 5102 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. Equivalent to HLAD-525.

HLAD - 5103 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. Equivalent to HLAD-530. Prerequisites: take HLAD-3105, MGMT-2100.

HLAD - 5104 Health IT Leadership (3)

Addresses strategy, planning and IT alignment with the healthcare business; leadership in e-health environment; systems thinking and theory; management's role in major IT initiatives; assessing and achieving value in health IT systems. Prerequisite: HLAD - 4111 Healthcare Information Systems (3)

HLAD - 5105 Human Computer Interaction (3)

Covers topics relevant to healthcare technologies including usability of healthcare information systems; human factors engineering, work organization and tools; evaluation methods; user-centered design; interaction design and interface design. Prerequisite: HLAD - 4111 Healthcare Information Systems (3)

HLAD - 6001 Health Administration Lecture Series (1-3)

Health practitioners discuss many of the issues and problems of the contemporary American healthcare delivery system. Major topics include the role of government, value and ethical considerations, the hospital and the consumer, and issues of manpower, financing, and quality of care. Equivalent to HLAD-630.

HLAD - 6101 Legal Issues in Health Technology (3)

Provides an overview of growth in computers and communications technology; legal aspects of healthcare data privacy and security; electronic data interchange and compliance-related issues; policy and regulatory concerns of health data; interdependence and implementation of enterprise information policy; and patient rights and regulations. Prerequisite: HLAD - 4111 Healthcare Information Systems (3)

HLAD - 6102 Issues in Health IT Seminar (3)

Covers policy analysis and development, models of healthcare delivery, and assessment and evaluation of care issues. Prerequisites: HLAD - 3203 Health Information Technology and Systems Analysis and Design (3) and HLAD - 5104 Health IT Leadership (3)

HLAD - 7101 Introduction to Healthcare Organization (3)

This is a beginning interdisciplinary graduate course in healthcare organization and administration. The course deals conceptually and factually with the problems and issues of current healthcare delivery systems. The course is an introductory macroanalysis of the U.S. health care delivery systems. It consists of five major parts: a) determinants of health and healthcare services; b) organization of healthcare services; c) financing of healthcare services; d) coordination and control of these three systems; and finally, e) a synthesis: reorganization of healthcare services. The course is designed for healthcare administration students to achieve an understanding and knowledge of the current healthcare delivery systems to enable them to develop and implement appropriate current and future healthcare policies and programs. Equivalent to HLAD-700.

HLAD - 7102 Community Health and Managerial Epidemiology (3)

Overviews population-based health issues and their administrative implications. Covers such topics as concepts of epidemiology, measurement of health and diseases, determinants of health, cultural and linguistically impacts on community health, and applications of epidemiology in health administration. Focuses on emerging trends and issues in disease patterns, diversity, community resource allocation, and improving and reforming the healthcare delivery system. Equivalent to HLAD-701. Prerequisite: take HLAD-3104.

HLAD - 7103 Information Systems for Healthcare Managers (3)

Provides an introduction to computers used to manage and analyze healthcare information. This course includes introductory concepts of computer technology and management of health information systems, concepts of system analysis and problem-solving, and extensive hands-on experience with various microcomputer software packages. Equivalent to HLAD-702. Prerequisite: take MIS-2101.

HLAD - 7104 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 healthcare services on the access to,

delivery, cost, outcomes, and quality of services." Topics to be examined include general concepts in the field, methodological strategies, and critiques of the existing body of research literature. Equivalent to HLAD-703.

HLAD - 7105 Applied Research Methods for Health Administration (3)

Introduces basic research methods and techniques to provide students with a sound foundation for undertaking research within health services organizations by emphasizing major steps in conducting a research, including conceptualization, research design, measurement, sampling, data collection and analysis. The statistical section of this course focuses on appropriate use and interpretation of commonly used statistics. Ethical issues will be referred to as appropriate throughout the semester. Equivalent to HLAD-705. Prerequisite: take STAT-4720.

HLAD - 7106 Database Design and Administration of Healthcare System (3)

Structured Query Language (SQL) is the dominant language for database queries. Healthcare organizations have to store data in a SQL server for data processing. This course is not only designed to provide the core foundation for installing, managing, and supporting the SQL server, but also designed to help the student understand a compiled language for hospital file maintenance: TAL. Equivalent to HLAD-713. Prerequisite: take MIS-2101.

HLAD - 7107 Economics of Health Administration (3)

Applies the theoretical principles of economic analysis to studying, evaluating, and understanding the health services sector of the economy. Provides an understanding of the economic forces, which act upon healthcare markets. Explores the importance of scarcity and incentives in the delivery of healthcare, allowing for the unique differences that characterize the healthcare sector. Equivalent to HLAD-715. Prerequisites: take HLAD-3102, HLAD-3104.

HLAD - 7108 Healthcare Policy (3)

Enables the student to describe, analyze, evaluate, and apply basic policy approaches to both American and international healthcare issues. Presents students with implementation skills for ethically managing power relations in a turbulent healthcare marketplace. Equivalent to HLAD-718. Prerequisites: take HLAD-3108, HLAD-7102.

HLAD - 7109 Healthcare Informatics (3)

Investigates the current status of informatics in health administration. Prepares students for the computer assisted management process of the future. Includes microcomputer applications, systems analysis and design, and computer selection strategies. Knowledge of basic computer science is desirable. Equivalent to HLAD-725. Prerequisites: take HLAD-7101, HLAD-7103, HLAD-7105.

HLAD - 7110 Healthcare Financial Management (3)

Provides an overview of the primary facets of healthcare financial management. Includes such topics as budgeting, working capital management, intermediate reimbursement theory, financing indigent care, tax-exempt status, internal audit and control, and cost containment. Equivalent to HLAD-740. Prerequisites: take HLAD-4106, HLAD-7102.

HLAD - 7111 Organizational Theories in Health Administration (3)

Studies organizational theories and behavior unique to effective administration of healthcare institutions. Views organizations as an open system that requires constant interaction with environment. Examines the relationships of input/structure, throughputs, outputs and external environment. Equivalent to HLAD-745. Prerequisite: take HLAD-3101.

HLAD - 7112 Healthcare Management I (3)

Presents the major concepts and theories of healthcare management. Addresses the historical evolution of the healthcare management and examines how the historical development of healthcare institution is interwoven with current trends in healthcare administration. Discusses the management of health institutions from departmental level to system level. Equivalent to HLAD-755. Prerequisites: take HLAD-3101, HLAD-7109.

HLAD - 8100 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. Equivalent to HLAD-801. Prerequisites: take CPSC-4578, HLAD-7103, HLAD-7106, HLAD-7109.

HLAD - 8101 Quantitative Decision-Making for Health Administration (3)

Emphasizes quantitative approaches to decision making and problem solving related to the healthcare management by introducing quantitative techniques for optimization, forecasting, staffing and scheduling, productivity determination, resources allocation, and queuing models etc. Examines the benefits as well as the limits of quantitative techniques in a real-world context and promotes a greater use of quantitative techniques in health administration by managers. Equivalent to HLAD-806. Prerequisite: take HLAD-7109.

HLAD - 8102 Healthcare Program Planning and Evaluation (3)

This course is designed to help students to gain a basic understanding of how to plan and implement a health or healthcare program, and how to evaluate its process and outcome by focusing on the development of knowledge and skills necessary to planning, implementing, monitoring and evaluating a health or healthcare program. Equivalent to HLAD-820. Prerequisite: take HLAD-7109.

HLAD - 8103 Healthcare Quality Improvement Concepts and Tools (3)

Introduce concepts of healthcare quality and define it in terms that are useful for healthcare administrators and managers. Focus on Lean Six Sigma process improvement methodologies. Present quality tools and their application within healthcare organization context throughout DMAIC phases of Six-Sigma. Equivalent to HLAD-823. Prerequisite: take HLAD-7112.

HLAD - 8104 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. Equivalent to HLAD-833. Prerequisites: take CPSC-4578, HLAD-7103, HLAD-7106, HLAD-7109.

HLAD - 8105 Healthcare 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 healthcare institutions. Applies TQM and ethics theories to the HRM process. Equivalent to HLAD-835. Prerequisite: take HLAD-7112.

HLAD - 8106 Healthcare 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. Equivalent to HLAD-837. Prerequisites: take HLAD-7101, HLAD-7102.

HLAD - 8107 Healthcare: 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 healthcare entities. Equivalent to HLAD-846. Prerequisite: take HLAD-7110.

HLAD - 8108 Strategic Planning and Marketing for Health Administration (3)

Covers the strategic planning process in the competitive healthcare field, including alternative delivery systems. Focuses on definition of mission, external analysis, goal achievement, and generation of alternatives and their selection. Marketing of specific healthcare entities, theories, and practices are discussed. Equivalent to HLAD-850. Prerequisites: take HLAD-7110, HLAD-8101, HLAD-8102,HLAD-8105.

HLAD - 8109 Independent Study (1-8)

Individual reading, research, and/or project in health administration under the supervision of the faculty. Equivalent to HLAD-870.

HLAD - 8110 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. Equivalent to HLAD-880.

HLAD - 8111 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. Equivalent to HLAD-890.

HLAD - 8112 Health Informatics Research Thesis (3)

Focuses on research and writing the master's thesis. This course is the culminating portion of the Master of Health Informatics degree at Governors State University, and is a research intensive document pertaining to the professional and/or personal interests of the student. Prerequisites: "Year 5" standing in the MS in Health Informatics Program, HLAD - 8904 Health Informatics Research Experience I (3), HLAD - 7105 Applied Research Methods for Health Administration (3), HLAD - 4112 Healthcare Statistics II (3) or equivalent, HLAD - 3109 Ethics in Healthcare Admin (3) or equivalent.

HLAD - 8901 Healthcare Management II (3)

Capstone course in the graduate degree in Health Administration. Focuses on the effective administration of healthcare facilities and systems. Covers the administrator's role in the application of such areas as finance, law, quantitative methods, human resource management, administrator/ medical staff relations, and ethics. Equivalent to HLAD-855. Prerequisites: take HLAD-8101, HLAD-8102, HLAD-8103, HLAD-8104, HLAD-8105, HLAD-8106, HLAD-8107.

HLAD - 8902 Health Administration Field Experience (3)

Students apply theories and principles of classroom learning in healthcare facility. The field experiences provide opportunities for development, integration, and reinforcement of competence. Equivalent to HLAD-865. Prerequisite: take HLAD-8901.

HLAD - 8903 Health Informatics Practicum Experience II (2)

Provides a period of structured, directed experience in the practice of health informatics in a setting appropriate to the student's career goals. Students apply theories and principles of classroom learning in a healthcare facility. The field experiences provide opportunities for development, integration, and reinforcement of competence. Prerequisites: HLAD - 7105 Applied Research Methods for Health Administration (3), HLAD - 6102 Issues in Health IT Seminar (3), and HLAD - 8900 Health Informatics Practicum Experience I (3)

HLAD - 8904 Health Informatics Research Experience I (3)

Focuses on original research in health informatics or information systems. Introduces basic research methods and techniques to provide students with a sound foundation for undertaking research within health services organizations by emphasizing major steps in conducting research, including conceptualization, research design, measurement, sampling, data collection and analysis. Prerequisites: HLAD - 7105 Applied Research Methods for Health Administration (3), HLAD - 6102 Issues in Health IT Seminar (3), and HLAD - 3109 Ethics in Healthcare Admin (3) or equivalent.

HLAD - 8905 Health Informatics Practicum Thesis (3)

Developed under the supervision of a practicum preceptor and of the master of health informatics program director. Students should have worked on a project of importance to the healthcare organization. The thesis incorporates key topics of the informatics degree program and contains an analysis of at least one key informatics-related issue of the practicum site faced by the IT department or informaticists in the healthcare organization. Prerequisites: HLAD - 8903 Health Informatics Practicum

Experience II (2), HLAD - 7105 Applied Research Methods for Health Administration (3), and HLAD - 3109 Ethics in Healthcare Admin (3) or equivalent.

HLAD - 8906 Health Informatics Research Experience II (2)

Focuses on original research in health informatics or information systems. Introduces basic research methods and techniques to provide students with a sound foundation for undertaking research within health services organizations by emphasizing major steps in conducting research, including conceptualization, research design, measurement, sampling, data collection and analysis. Prerequisites: HLAD - 7105 Applied Research Methods for Health Administration (3), HLAD - 6102 Issues in Health IT Seminar (3), HLAD - 8904 Health Informatics Research Experience I (3)

HLAD - 8907 Health Informatics Research Thesis (3)

Focuses on research and writing the master's thesis. This course is the culminating portion of the Master of Health Informatics degree at Governors State University and is research intensive pertaining to the professional and/or personal interests of the student. It provides the student an opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests in health informatics. Prerequisites: HLAD - 7105 Applied Research Methods for Health Administration (3) and HLAD - 8904 Health Informatics Research Experience I (3); and the undergraduate equivalent of HLAD - 3109 Ethics in Healthcare Admin (3) and HLAD - 4112 Healthcare Statistics II (3)

Health Sciences

HLSC - 1050 Introduction to Health and Human Services Health Professions (3)

Provides students with a basic understanding of various health professions within the context of the broader healthcare system.

HLSC - 2100 Contemporary Issues in Health (3)

Identifies and examines major health issues of our time. Designed to counteract apathy, dispel myths, and provide accurate information upon which to make decisions affecting individual and social health. Presents a broad overview of programs and policies in a historical context. Basic health concepts and terminology are presented for non-health care, as well as the health care track student. Equivalent to HLSC-305.

HLSC - 2200 Global Health (3)

This is an entry-level course designed to examine major global health challenges, programs and policies. Students will be introduced to determinants of health and disease through a global lens. Students will analyze and explore contemporary issues as well as develop an understanding of the social determinants of health inequities. Prerequisites: None

HLSC - 2300 Human Sexuality (3)

This course identified and discusses human sexuality issues of health, and introduces ethical and legal considerations in public health. Prerequisites: None

HLSC - 3150 Introduction to Community Health (3)

Reviews the latest trends in community health in an effort to address health issues facing today's communities. With an emphasis on developing the knowledge and skills necessary for a career in health education, this course covers topics such as epidemiology, community organization, program planning, minority health, healthcare, mental health, environmental health, drugs, safety, and occupational health. Equivalent to HLSC-330.

HLSC - 3200 Introduction to Environmental Health (3)

This course examines health issues, scientific understanding of causes, and possible future approaches to control environmental health problems in industrialized and developing countries. Topics include public health and health care responses to environmental pollutants, physical, chemical, and biological agents of environmental contamination. This course also covers

vectors for dissemination (air, water, soil); solid hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific base for policy decisions; and emerging global environmental health problems. Equivalent to HLSC-340.

HLSC - 3300 Cultural Attunement in Healthcare (3)

This course provides students with an understanding of how culture operates as a critical variable in planning educational, health promotion, and disease prevention strategies. Students will develop an understanding of what constitutes cultural attunement, and cultural sensitivity through issues pertinent to the design of culturally appropriate curriculum for health promotion strategies, prevention programs in community health, and service delivery systems. Equivalent to HLSC-421.

HLSC - 3400 Principles of Aging and Physical Activity (3)

This course is designed to examine the aging process, and the physical and emotional aspects of aging well. Students will explore socio-demographics, health behavior and exercise needs of older adults, as well as become engaged in lessons of the emotional needs and as well as life course barriers to better aging. Equivalent to HLSC-344.

HLSC - 4100 Introduction to Health Promotion (3)

Presents models for health promotion programming and introduces skills involved in planning, implementing, and evaluating health promotion programs. Emphasis is on motivational and behavioral techniques to enhance change and on implementing cost-effective health promotion programs in a workplace setting. Sample vignettes and case studies provide practical and realistic practice in the application of health promotion concepts. Equivalent to HLSC-505.

HLSC - 4101 HIV: The Epidemic: Issues for Healthcare Providers, Educators, Employers, and Consumers (3)

Provides an overview of the HIV/AIDS epidemic including changes in the pattern of occurrence, signs and symptoms, classifications of the disease, recognition of the course of the disease, and strategies for prevention. Prerequisites: none.

HLSC - 4130 Nutritional Pathways (3)

Identifies cellular and nutrient make-up of the body as it relates to the body's systems and the nutritional life cycle. Examines how socioeconomic factors enhance a person's food choices and how diet, nutritional guidelines, and physical exercise decrease the risk of disease. Hazards in our food supply and issues regarding hunger and the global environment will also be presented. Prerequisites: none.

HLSC - 4150 Health Education for Families and Communities (3)

Course explores specific topics in the area of health science and related fields. Topics vary and range from practical application to current conceptual areas and theories.

HLSC - 4200 Comparative Complementary and Alternative Medicine (3)

Compares the history and paradigm of complementary and alternative medicine (CAM) with that of conventional medicine. Reviews the major domains of CAM research. Evaluates the research on the effectiveness of CAM. Equivalent to HLSC-420.

HLSC - 4300 Health and Wellness Programs (3)

This course will emphasize strategies for the development of program content, overall planning, implementation, and evaluation of health promotion programs in community and workplace settings. Equivalent to HLSC-455.

HLSC - 4400 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 Masters of Occupational Therapy program. An online option is available. Equivalent to HLSC-400.

HLSC - 4470 Independent Study (1-8)

Individual reading, research, and/or project in the health sciences under the supervision of the faculty. Equivalent to HLSC-470.

HLSC - 4890 Internship (1-8)

Designed to provide students in the health sciences with supervised practical experiences in applied settings. Equivalent to HLSC-480.

HLSC - 5001 Current Topics (1-3)

Explores specific topics in the area of health science and related fields. Topics vary and range from practical application to current conceptual areas and theories. May be repeated for credit. Equivalent to HLSC-502.

HLSC - 5200 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. Equivalent to HLPE-315.

HLSC - 5512 Changing Health Behaviors (3)

Examines the relationship between personal behaviors and health. Addresses skills, strategies, and models that can be used to help people make health-enhancing behavior changes. Equivalent to ADDS-512.

HLSC - 6300 School Health Programs (3)

Presents an overview of the principles, philosophy, and development of school health programs in the U.S. Emphasizes the concepts of "healthful school living" and community participation in school health programs. Focuses on developing a team framework among teachers, health service personnel, parents, and pupils. Equivalent to HLPE-802.

HLSC - 6310 Assessment of Health Instruction (3)

Examines assessment procedures employed in health education and allied health training programs. Emphasizes the development of valid and reliable instruments to assess health behaviors, attitudes, and skills. Equivalent to HLPE-815.

HLSC - 6320 Continuing Education in Health (3)

Focuses on how the rapid pace of new discoveries in health, disease, treatment, and rehabilitation makes continuing education essential for everyone working in health fields. Develops skills in planning, delivering, and evaluating continuing education in health. Emphasis on developing change agent skills, motivation of others to update their knowledge and skills, involving colleagues in continuing education activities. Equivalent to HLPE-820.

HLSC - 7500 Interprofessional Collaboration (3)

Examines effective communication and processing skills that will assist professionals from various healthcare disciplines to develop understanding and collaboration. Emphasis is on the use of effective techniques for collaboration and interdisciplinary team process resulting in valuing each professional's expertise and overcoming barriers to effective and efficient patient/client care. Equivalent to HLSC-750.

HLSC - 8050 Special Topics in Health Sciences (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. Equivalent to HLSC-850.

HLSC - 8300 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. Equivalent to HLSC-830.

HLSC - 8350 Responsible Conduct of Research (3)

Provides content related issues in research and scientific integrity and the responsible conduct of research, includes policies and procedures related to scientific misconduct, conflicts of interest, human subjects' protection in biomedical research, intellectual property, authorship and peer review, and ethical issues in research. Equivalent to HLSC-840.

HLSC - 8400 Information Management Nursing Decision Support (3)

Explores the use of computerized systems in nursing administration, education, teaching strategies, research, and clinical practices. Emphasizes information technology; an understanding of computer technology; and social, ethical, and legal issues associated with information technology in a healthcare environment. Equivalent to HLSC-841.

HLSC - 8640 Exploring Interdisciplinary Team Process and Leadership (3)

This course will bring together graduate students from many disciplines to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. This course will use communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach will show students effective techniques for valuing and educating client/customers, identifying and overcoming barriers to effective customer/client service, and leading to outcomes desired by the client/customer. Equivalent to HLSC-864.

HLSC - 8700 Independent Study (1-8)

Individual reading, research, and/or project in the health sciences under the supervision of the faculty. Equivalent to HLSC-870.

HLSC - 8750 Healthcare Organizational Behavior (3)

Explores the behavior of people within healthcare organizations in view of influential factors related to individuals, work groups, information groups, and the larger organized system. Analyzes management strategies for implementing effective efficient structures and processes in healthcare organizations. Equivalent to HLSC-875.

HLSC - 8800 Internship (1-8)

Designed to provide the health sciences student with supervised practical experiences in applied settings. Equivalent to HLSC-880.

HLSC - 8900 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. Equivalent to HLSC-890.

HLSC - 9200 Healthcare Security and Disaster Preparedness (3)

Focuses on the assessment of health needs of specific communities when compromised by events impacting homeland security. Provides strategies for planning and implementing plans developed in collaboration with local governmental agencies, public and private health sector providers, and county and state health agencies. Equivalent to HLSC-891.

History

HIST - 1110 History of the United States to 1865 (3)

Provides a historical examination of the United States from the founding of the colonies through Reconstruction with special emphasis on connections between historical transformations and issues of race, class, gender, religion, nation-building, economic development and modernization, and the sectional conflict.

HIST - 1120 History of the United States since 1865 (3)

Provides a historical examination of the United States from the Civil War through the present with special emphasis on connections between historical transformations and issues of race, class, gender, industrialization, immigration, urbanization, reform/social movements, and World Wars I and II.

HIST - 2700 World History to 1500 (3)

Provides a conceptual and comparative approach to the history of world civilizations prior to 1500, societies and cultures that challenges persistent Eurocentric assumptions and worldviews. Asia, Africa, the Americas, and the Europe will be analyzed in their diversity and in relation to one another. Topics include religion, language, culture, commerce, migration, science, technology, ecology, and identity information.

HIST - 2710 World History Since 1500 (3)

Provides a conceptual and comparative approach to the history of world civilizations, societies, and cultures since 1500 that challenges persistent Eurocentric assumptions and worldviews. Asia, Africa, the Americas, and Europe will be analyzed in relation to one another.

HIST - 3099 Junior Seminar: Public History and Civic Engagement (3)

Introduces and examines sources and methods used in public history. Students will conduct specific research projects focused on civic engagement, local, and/or community history engaging with public and private institutions in the region. Restriction: Junior status or higher. Instructional Method: Lecture/Discussion Intended Audience: History majors and other interested students. No prerequisites for this course.

HIST - 3100 U.S. Economic History (3)

Examines the development of the American economy with special emphasis on the process of modernization and its effect on agriculture, commerce-industry, worker-employer relationships, and the value system of the people. Equivalent to HIST-310.

HIST - 3101 Key Issues in State and Federal Constitutional Government (3)

Provides a practical and mature picture of U.S. Constitutional government in its own right as well as how it relates to the Illinois State Constitution. Factual knowledge about the contents of the U.S. Constitution is a baseline requirement of the course. Equivalent to HIST-301.

HIST - 3111 World Environmental History (3)

Traces the impact of environmental change on major world cultures and historical events through the examination of select case studies and themes. Explores the transnational and global nature of environmental history. Applies multiple lenses and concepts, including race, class, and gender, to analyze environmental contributions to migration, imperialism, colonialism, the spread of epidemic diseases, and global capitalism. Prerequisites: none.

HIST - 4001 Topics in History (3)

Engages in an in-depth study of specific topics in history. Students may take this course multiple times for credit when a different topic is featured. Topics are indicated in the subtitle of the course name and will be announced in advance.

HIST - 4002 Topics in American History (3)

Engages in an in-depth study of specific topics in American history. Students may take this course multiple times for credit when a different topic is featured. Topics are indicated in the subtitle of the course name and will be announced in advance. Restriction: Sophomore status or higher.

HIST - 4003 Topics in Global History (3)

Engages in an in-depth study of specific topics in United States history. Students may take this course multiple times for credit when a different topic is featured. Topics are indicated in the subtitle of the course name and will be announced in advance. Restriction: Sophomore status or higher.

HIST - 4100 Beyond the Dream: Current Black Social Issues (3)

Examines issues in education, politics, business, economics, social life, and the arts as they relate to developments in the Black community since the Civil Rights Era. Equivalent to HIST-5100, HIST-500.

HIST - 4110 The History of Illinois and Its Constitution (3)

Surveys the political, constitutional, and social history of the State of Illinois from 1700 to the present. Equivalent to HIST-501.

HIST - 4115 Modern African History (3)

Surveys the significant themes in African history since 1800, examining pre-colonial African societies, European mercantilism, colonial political economies, resistance and the rise of African nationalism, and questions concerning liberation and revolution in Africa today. Historical texts, novels, films, and guest speakers will be used to promote a deeper understanding of the continent, its people, and their struggles. Equivalent to HIST-505.

HIST - 4150 Modern U.S. History: 1900-1945 (3)

Examines U.S. domestic history and the role of the United States in world affairs from 1900-1945, including progressivism, imperialism, the New Deal, and World War II. Equivalent to HIST-515.

HIST - 4160 Modern U.S. History, 1945-Present (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. Equivalent to HIST-5160, HIST-516. Prerequisites: take HIST-3100 and HIST-3110.

HIST - 4200 American Urban History (3)

Presents a historical examination of the process of modernization and its effect on the American city and people. Emphasizes race, class, gender, migration and mobility, family roles, machine politics, suburbanization, and various reform movements. Equivalent to HIST-520.

HIST - 4300 Modern Middle Eastern History (3)

Examines Islamic civilization since the age of European expansion into the region. Topics covered include: imperialism, westernization, nationalism, and modernization; regions covered include Arab countries, Israel, Iran, and Turkey. Equivalent to HIST-530.

HIST - 4330 Ancient Chinese History (3)

Examines Chinese history from 221 B.C.E. to 1840. Equivalent to HIST-533.

HIST - 4340 Modern Chinese History (3)

Examines the period of Chinese history between 1840 and the present, including the cultural confrontation between the expanding western civilization of international trade and warfare and the persistent Chinese civilization of agriculture and bureaucracy. Considers the fundamental transformation of the traditional China into the modern China of today. Equivalent to HIST-534.

HIST - 4400 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. For students of politics, mass communications, economics, public policy, etc. and those simply interested in America's recent past. Equivalent to HIST-540.

HIST - 4410 Black Women in American History (3)

Examines the history of the Black woman from enslavement to 1970. Emphasizes the role the Black woman has played in the Black struggle and her contributions to their survival. Equivalent to HIST-541.

HIST - 4420 Caribbean History (3)

Studies comparative colonial patterns in the Caribbean. Emphasizes the development of slave populations, social systems, and the concept of hierarchy in the Caribbean. Equivalent to HIST-542.

HIST - 4440 History of Civil Rights (3)

Examines the struggle to secure civil rights in the United States. Emphasizes protests, court decisions, and legislation covering the civil rights areas of employment, education, housing, voting, public accommodations, and marriage since 1953. Equivalent to HIST-544.

HIST - 4450 African Slavery in America (3)

Examines the historical events and regional distinctions in enslavement, institutionalization of North American slavery, development of slave cultures, formation of free communities of color, rise of resistance movements and struggles for freedom and citizenship, and origins and outcomes of the Civil War and Reconstruction, emphasizing the actions and experiences of people of African descent. Equivalent to HIST-545.

HIST - 4460 Latin America to Independence (3)

Examines the historical, political, economic, and cultural processes of Spanish and Portuguese America to the era of independence. Areas covered will include pre-Columbian civilizations, exploration and conquest, colonial society, slavery, and the development of the divisions which led to independence.

HIST - 4470 Latin America from Independence (3)

Examines the historical, political, economic, and cultural processes of South and Central America from the period of independence to the present. Major topics include the wars of independence, social transformation in the 19th and 20th centuries, the developing role of the nation-state, underdevelopment in the global economic order, and the role of the Cold War in shaping politics and society. Equivalent to HIST-547. Prerequisites: take HIST-3100, SOC-3100.

HIST - 4480 Pre-Colonial African History (3)

Explores the history of African people and their various cultural differences in a pre-colonial context. Focuses on correcting misconceptions of Africa and the Africans through readings from a wide selection of publications. Equivalent to HIST-548.

HIST - 4500 Women in American History (3)

Examines the history of American women from the Colonial period to the present with special emphasis on how and in what ways the status of women has changed. Equivalent to HIST-550.

HIST - 4510 Women in World History (3)

Provides a broad overview of women's experiences in history, from hunter-gatherer societies to the present.

HIST - 4650 Modern European History (3)

Examines the political, economic, social, cultural, and diplomatic history of modern Europe. Addresses the themes of enlightenment, revolution, industrialization, nationalism, imperialism, totalitarianism, the world wars, the cold war, and the geo-political trends toward unification. Equivalent to HIST-565.

HIST - 4670 Russia in the 20th Century (3)

Examines the history of Russia during the 20th century. Topics include the fall of czarism, the Communist Revolution, the Stalin era, World War II, the Cold War, the collapse of the Soviet Union, and the post-Cold War period. Equivalent to HIST-567.

HIST - 4700 Independent Study in American History (1-4)

Individual reading, research, and/or education project in American History under the supervision of the faculty. Equivalent to HIST-470.

HIST - 4701 Independent Study in Global History (1-4)

Includes individual reading, research, and/or education project in Global History under the supervision of the faculty.

HIST - 4800 Internship in American History (1-4)

Consists of field experience with an American history-related business or public agency. The student will work under the supervision of an individual at the internship agency and a member of the history faculty. Prerequisite: Instructor permission.

HIST - 4801 Internship in Global History (1-4)

Consists of field experience with a global history-related business or public agency. The student will work under the supervision of an individual at the internship agency and a member of the history faculty. Prerequisite: Instructor permission

HIST - 4910 Senior Capstone I: Methods (3)

First half of the senior capstone experience. Emphasis is on the principles of historical research, the organization of materials, and the discussion of various writing styles. Students work closely with the instructor throughout the semester. Note: Restricted to History majors in the senior/final year of the degree or by permission of instructor.

HIST - 4920 Senior Capstone II: Thesis (3)

Second half of the senor capstone experience. Focuses on writing and presenting a major history-based paper resulting from extensive research in primary sources during HIST-4910. Students work closely with the instructor throughout the semester. Must be taken in the senior/final year of the degree or by permission of the instructor.

HIST - 5250 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. Equivalent to HIST-525.

HIST - 6100 Beyond the Dream (3)

Examines issues in education, politics, business, economics, social life, and arts as they relate to developments in the Black community since the Civil Rights era. Equivalent to HIST-5100, HIST-500.

HIST - 6400 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. Equivalent to HIST-540.

HIST - 6410 Black Women in American History (3)

A socio-historical study of the black woman from slavery to 1970. Emphasizing an examination of the role the black woman has played in the black struggle and her contributions to their survival. Equivalent to HIST-541.

HIST - 6440 History of Civil Rights (3)

Examines the black struggle to secure human and civil rights in the United States. Black protest, court decisions, and legislation after 1953 are emphasized. Equivalent to HIST-544.

HIST - 6450 African Slavery in America (3)

An advanced survey of the traditional interpretations of African slavery in America and an attempt to assess them in the light of contemporary studies. Equivalent to HIST-545.

HIST - 6500 Women in American History (3)

Examines the history of American women from the Colonial period to the present with special emphasis on how and in what ways the status of women has changed. Equivalent to HIST-550.

HIST - 7200 Philosophy of History (3)

Deals with patterns in the history of mankind. Explores nature of historical change, value, purpose, and meaning of various historical phases. Equivalent to HIST-720.

HIST - 7800 Local History: Resources and Methods (3)

An examination of basic resources and methods for local and community history. Students will be involved with specific research projects. Equivalent to HIST-780.

HIST - 8300 Graduate Seminar in Historical Studies (3)

Examines the nature of history by reading and evaluating two or more designated works on selected topics in American history. Equivalent to HIST-830.

HIST - 8400 Research in African-American History (3)

Addresses serious research upon significant topics and issues related to the black experience in the United States and Western hemisphere. Equivalent to HIST-840.

HIST - 8700 Graduate Research (1-4)

Individual reading, research, and/or project in history under the supervision of the faculty. Equivalent to HIST-870.

Honors

HONS - 4700 Honors Program Independent Study (1-4)

Provides GSU Honors Program students with opportunities to apply skills learned in coursework in a research thesis or other appropriate research context for course credit. Prerequisite: Students must complete at least 3 units to satisfy the Honors Program Junior Capstone Experience. Students may repeat the course once for credit. Students may complete a maximum of six honors program Internship units.

HONS - 4800 Honors Program Internship (1-4)

Provides GSU Honors Program students with opportunities to apply skills learned in coursework in an applied professional environment for course credit. Prerequisites: Students must complete 45 internship hours per unit of credit. Students must sign up for 2-4 units each time they enroll in the class. Students must complete at least 3 units to satisfy the Honors Program Junior Capstone Experience. Students may repeat the course once for credit. Students may complete a maximum of six honors program internship units.

HONS - 4900 Honors Seminar (3)

Explores varying topical themes from an interdisciplinary perspective. Integrates critical thinking and practical problem-solving skills from an array of different disciplines and perspectives, contributing to interdisciplinary discourse. Equivalent to HONS-490.

Human Performance - Training

HPT - 5100 Training Topics (1-3)

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. Equivalent to HPT-522.

HPT - 6100 Introduction to Human Performance and Training (3)

This course enables students to analyze the field of educational technology, human resource development, instructional development, and training. Includes what professionals do, definitions, associations, periodicals, current issues, and self-assessment on competencies. Course requirements include joining a professional association related to the field. Equivalent to HPT-510.

HPT - 6150 Introduction to Human Performance and Training Technologies (3)

Enables students to learn how to use a variety of computer software packages and other computer-related technologies that aid instructional designers. Equivalent to HPT-755.

HPT - 6200 Training Product Design (3)

Students design, produce, and evaluate a half-hour instructional product. Includes goal analysis, learner entry characteristics, behavioral objectives, criterion-referenced tests, instructional strategy, media selection, prototype production, prototype tryout, and revision. Equivalent to HPT-520.

HPT - 7100 Principles of Message Design (3)

Applies principles of message design to instructional strategies, media selection, and materials specifications. Emphasizes perception, memory, attitude change, adult learning, and text design. Equivalent to HPT-820. Prerequisites: take HPT-6100, HPT-6200.

HPT - 7150 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. Equivalent to HPT-858. Prerequisite: take HPT-7200.

HPT - 7190 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. Equivalent to HPT-815.

HPT - 7200 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. Equivalent to HPT-810. Prerequisite: take HPT-6200.

HPT - 7260 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. Equivalent to HPT-821. Prerequisites: take HPT-6200, HPT-7100 and take HPT-7200 or HPT-7190.

HPT - 7300 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. Equivalent to HPT-847. Prerequisite: take HPT-7200.

HPT - 7400 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. Equivalent to HPT-852. Prerequisite: take HPT-7200.

HPT - 7450 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. Equivalent to HPT-861.

HPT - 8200 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. Equivalent to HPT-856. Prerequisite: take HPT-7200.

HPT - 8250 Research in Human Performance and Training (3)

This course will enable students to research and evaluate topics in instructional and training technology. Equivalent to HPT-825.

HPT - 8600 Advanced Field Project (2)

Provides human performance and training students with opportunities to apply specific career skills/interests in a business, industrial, medical, or educational setting. Equivalent to HPT-865.

HPT - 8700 Graduate Research (1-4)

Individual reading, research, and/or project in human performance and training under the supervision of the faculty. Equivalent to HPT-870.

HPT - 8800 Internship (1-4)

Designed to provide human performance and training students with supervised practical experiences in applied settings. Equivalent to HPT-880.

HPT - 8981 Human Performance and Training Master's Project I (2)

Includes design of a project in a real setting, including proposal and appropriate design components. Covers synthesis and application of theory and advanced methods learned in the curriculum. Equivalent to HPT-891.

HPT - 8982 Human Performance and Training Master's Project II (2)

Further development of synthesis and application of methods begun in HPT-8981. Equivalent to HPT-892. Prerequisite: take HPT-8981.

Independent Film and Digital Imaging

IFDI - 4730 Directing Drama for Film and Television (3)

The art and craft of directing dramatic film and television productions, including exercises in critical viewing, the drafting of shot lists and storyboards. Understanding director's role such as blocking actors, shot composition, and continuity directing.

IFDI - 5000 Topics in Independent Film and Digital Imaging (3)

Introduces students to the basics and fundamentals of web design in order to create, develop and design efficient, functional and attractive websites for visual artists (painters, photographers, digital designers, etc.). Through the creation of multiple website components and projects, the class will culminate in the creation of students' personal professional websites specifically targeting intended audiences. Equivalent to IFDI-500.

IFDI - 5070 Media Workshop (3)

Discusses entire digital filmmaking process including pre-production, production and postproduction. Requires students to

complete a group project as a director, DP, gaffer, production manager, production designer, editor, sound designer by the end of the semester. Equivalent to IFDI-570. Prerequisite: take IFDI-5702.

IFDI - 5410 History of Photography (3)

Surveys significant events, movements, and practitioners in the history of photography from 1826 to the 1960's. Discusses both technical and aesthetic issues, as they pertain to the use of photography as an expressive medium in artistic, social, and cultural contexts. Equivalent to IFDI-541.

IFDI - 5420 Film and TV Documentary (3)

Examines style and influence of key documentary filmmakers. Identifies film techniques used to document events. Analyzes issues in documentary filmmaking. Describes effects documentary film has on perception of events and issues. Equivalent to IFDI-542.

IFDI - 5444 Digital Photographic Imaging (3)

In this introductory course, students will receive hands on training in Adobe Photoshop CS3 software to learn the basic concepts, methodologies and problem solving strategies of the digital darkroom. The use of digital cameras and scanners as imaging devices will be explored, as well as the limitations and possibilities of Digital Photography as compared to traditional film-based imaging. Take ART 3301

IFDI - 5460 Advanced Video Editing (3)

Advanced techniques of non-linear video editing. Aesthetics and techniques of editing for film and documentary. Experimentation with special effects in motion graphics. Mastering of the final project to DVD or streaming video. Equivalent to IFDI-546. Prerequisite: take MCOM-4734 or MCOM-6734.

IFDI - 5490 Photography: Combined Color Processing (3)

This course builds and continues upon the foundations of photography that students have learned in previous photo courses. Working in the medium of color photography, students will be challenged to explore their own unique photographic voice through a variety of assignments and through group critiques. Students will also master the theory and technical aspects of color photography. Equivalent to IFDI-549. Prerequisites: take ART-3325, ART-3301.

IFDI - 5540 Documentary Photography (3)

Covers a hands-on training in ADOBE PHOTOSHOP software to learn the basic concepts, methodologies, and problem solving strategies of the digital darkroom. Explores the use of digital cameras and scanners as imaging devices, as well as the limitations and possibilities of digital photography compared to traditional film based imaging. Equivalent to IFDI-554.

IFDI - 5702 Digital Film Production (3)

Discusses entire digital filmaking process for short film (narrative and experimental) including pre-production, production and post-production. Requires students to complete individual projects as directors by the end of the term. Prerequisite: Take MCOM-4740.

IFDI - 5709 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. Equivalent to IFDI-509. Prerequisite: take ART-3325.

IFDI - 5720 Audio Production (4)

Theories and techniques of production sound and audio post-production for film and video production, especially digital video production such as documentary, drama and studio show. Experimentation with different situation in production sound. Sound post-production including sound design and mixing on a non-linear digital sound editing system. Equivalent to IFDI-520. Prerequisites: take MCOM-4740, IFDI-5702.

IFDI - 5731 Screenwriting (3)

Provides an introduction to writing for the screen through critical analysis and creative action. Equivalent to IFDI-531. Prerequisite: take MCOM-4740.

IFDI - 5734 Video Production Editing (3)

Theories and techniques of non-linear digital video editing. Aesthetics and techniques of editing for film and documentary. Equivalent to IFDI-534. Prerequisite: take MCOM-4740.

IFDI - 5735 Documentary Filmmaking (3)

Considers non-studio production using portable digital video equipment. Provides practical exercises in the development and production of independent broadcast documentaries. Equivalent to IFDI-535. Prerequisite: take MCOM-4740.

IFDI - 5777 Cinematography (3)

The art and techniques of Cinematography as they relate to applied camera operation and lighting. The principles of the image making process, including still and motion picture photography. This course can be repeated with additional subjects. Equivalent to IFDI-577. Prerequisites: take IFDI-5702, IFDI-5735.

IFDI - 6044 The Environmental Documentary (3)

Examines style and influence of key contemporary environmental narrative and documentary filmmakers. Prerequisites: any prior course in Communications at GSU or permission of the instructor.

IFDI - 6070 Graduate Media Workshop (3)

Create a digital short film project as core role. Prerequisite: take MCOM-5702 or IFDI-5702.

IFDI - 6544 Digital Photographic Imaging (3)

In this introductory course, students will receive hands on training in Adobe Photoshop CS3 software to learn the basic concepts, methodologies and problem solving strategies of the digital darkroom. The use of digital cameras and scanners as imaging devices will be explored, as well as the limitations and possibilities of Digital Photography as compared to traditional film-based imaging. Equivalent to IFDI-544. Prerequisite: take ART-3301.

IFDI - 6565 3D Modeling (3)

Use industry standard animation software to construct detailed computer based 3D models. Explore the process of creating an environment. Prop a character with several surface editing techniques. Apply translate, rotate, and scale tools to manipulate the geometric components while learning how to create materials, texture maps, cameras and lighting to create desired mood and atmosphere. Equivalent to IFDI-565.

IFDI - 6566 3D Animation (3)

Applies the principles of animation in a 3D computer environment by utilizing the basic concepts of timing, weight and anticipation. Explores the process of creating a 3D animation using keyframing and rigging techniques to set up model for animation. Equivalent to IFDI-566.

IFDI - 6567 3D Rendering (3)

Focuses on lighting and rendering part of the 3D production pipeline. Explores material qualities such as diffuse, bump, specular, reflection and refraction. Applies various projection techniques to unfold UVs for texture painting. Covers digital lighting techniques simulating real-life lighting scenario, as well as camera setup to achieve motion blur and depth of field effect. Uses mental ray rendering engine to create photorealistic rendering. Requisite courses: Take CPSC-4565 CPSC-6565 ART-4565 ART-6565. (Required, Previous).

IFDI - 6569 Intro to 3D Visual Effects (3)

Create visual effects for film, television, games with practical examples including fluid behavior, particle meshes, Maya Fur, nhair and nCloth. Create smoke, cloud and flame effects with 2D and 3D fluids, as well as multi-render layer composting. Requisite courses: Take CPSC-4566 ART-6566 or IFDI-6566. (Required, Previous or concurrent).

IFDI - 6630 Game Model and Animation (3)

Explore game development processes in a game engine. Create game props, animation and interactive behavior for real-time computer graphic application. Assemble game assets and audio based on the game design document. Optimize 3D models to make the most efficient use of game memory. Requisite courses: Take CPSC-4566 CPSC-6566 CPSC-4567 or CPSC-6567. (Required, Previous).

IFDI - 6631 Game Design (3)

Introduce the theory and practice of video game design and programming. Survey game development in the area of computer graphics, human computer interaction, artificial intelligence, computer architecture and databases. Requisite courses: Take IFDI-6565.

IFDI - 6632 Digital Sculpting (3)

Advanced modeling techniques on hard surface and organic surface are explored by using industry standard digital sculpting software. Apply anatomy and gesture study for character modeling. Requisite courses: Take CPSC-4565 ART-6565 or IFDI-6565. (Required, Previous).

IFDI - 6700 Graduate Media Workshop (3)

Create a digital short film project as core role. Equivalent to IFDI-670. Prerequisite: take IFDI-5702.

IFDI - 6702 Digital Film Production (3)

Discusses entire digital filmmaking process for short film (narrative and experimental) including pre-production, production, and post-production. Requires students to complete individual projects as directors by the end of the term. Equivalent to IFDI-502. Prerequisite: take MCOM-4740.

IFDI - 6709 Advanced Electronic Drawing and Imaging (3)

Students develop images using the more advanced techniques of paint software on both PC and Macintosh computers. Variants for each application are explored and each student compiles his or her own library of custom-made friskets, brushes, painting session recordings, and effects. Third party filters are explored in depth. Emphasizes personal creative output and cooperative computer ventures. Equivalent to IFDI-609. Prerequisite: take ART-3325.

IFDI - 6730 Directing Drama for TV and Film (3)

The art and craft of directing dramatic film and television productions, including exercises in critical viewing, the drafting of shot lists and storyboards, and instruction in activities such as blocking actors, shot composition, and continuity directing. Equivalent to IFDI-630. Prerequisites: take IFDI-5702, IFDI-5731.

IFDI - 6742 History of Film (3)

Explores historical stages of film and researches important styles, genres, and movements in each period. Reviews films relationships to history, society, economy, and culture. Requisite courses: Take IFDI-8100 (Required, Previous) or IFDI-5702.

IFDI - 6744 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 ART-4544 or ART-6544 and the incorporation of more sophisticated imagery and techniques to produce a higher level of aesthetic work. Equivalent to IFDI-644.

IFDI - 6769 Acting for Independent Film (3)

The practices of independent film as they relate to the actor and performance. Includes independent film scene study and exercises in performance.

IFDI - 6777 Advanced Cinematography (3)

Advanced course of Cinematography. The art and advanced techniques and aesthetics of cinematography as they relate to applied camera operation and lighting - operating dynamic camera movements and developing complicated scenes, and setting up creative lighting with various lighting sources. This course can be repeated with additional subjects. Prerequisite: take IFDI-5777.

IFDI - 7725 Advanced Producing for Film and TV (3)

Students take on all the functions of the producer while undertaking the development of a feature film or television program. In addition to drafting a treatment, securing a property, and creating a budget and schedule, students endeavor to develop a project that could become a feature production while attending the university or upon graduation. Equivalent to IFDI-725. Prerequisites: take MCOM-4740 or take MCOM-4735 and MCOM-6735).

IFDI - 7730 The Screenplay Project (3)

Intensive development and drafting of a feature dramatic or documentary screenplay project. Equivalent to IFDI-730. Prerequisites: take MCOM-4731, MCOM-6731.

IFDI - 7734 Editing Workshop (3)

Expands the understanding of editing aesthetics and performance by editing mid to long form narrative and documentary projects. An emphasis will be placed on storytelling by editing. Analyzing and critiquing other students' work will be essential activities. Prerequisite: IFDI - 5460 Advanced Video Editing (3) or Instructor permission.

IFDI - 8100 Survey of Independent Film and Digital Imaging (3)

Designed to serve as an introduction and orientation to the degree path and the fields of independent film and digital imaging. Equivalent to IFDI-800.

IFDI - 8400 Film Seminar (3)

Presents selected topics in film aesthetics, history, and genre analyses. May be repeated for credit with different topics. Equivalent to IFDI-840.

IFDI - 8420 Critical Practices in Contemporary Photography (3)

Focuses on and analyzes the work of prominent contemporary photographers, digital artists, and intermedia practitioners through presentations, exhibitions, debates, readings, and individual researchers. Develops a programmatic arena for aesthetic and conceptual thesis formulation. Introduces the fundamentals of critical theory as pertaining to each seminar's theme and/or students' work. Theories will inform and accompany students' artistic approaches toward the academic command of their subject. Equivalent to IFDI-842. Prerequisites: take ART-4544, ART-6544.

IFDI - 8701 Independent Study (6)

Specific media technologies, skills, and issues are considered in a series of workshops using outside resources. Independent studies may be structured for different subjects.

IFDI - 8800 Internship (1-9)

Designed to provide the Independent Film and Digital Imaging degree-seeking student with supervised practical experiences in applied settings, both on and off campus. Course may be repeated. Equivalent to IFDI-880. Prerequisites: take ART-4544, ART-6544 and take IFDI-8100, MCOM-4735, or MCOM-6735.

IFDI - 8850 Digital Imaging Thesis Development (3)

Graduate seminar co-taught by two MFA faculty from the Digital Imaging track. The seminar represents a supervised programmatic arena for aesthetic, thematic and/or conceptual thesis formulation for students option to concentrate/specialize in digital imaging. Equivalent to IFDI-885.

IFDI - 8990 Masters Thesis Project (3-9)

Supervise and direct students engaged in researching and writing an MFA thesis involving production of a major Independent Film or Digital Imaging project and a complementary paper. Equivalent to IFDI-890. Prerequisites: take ART-4544, ART-6544 and take IFDI-8100, MCOM-4735, or MCOM-6735.

Industrial Computing

IDCP - 6500 Business Fundamentals for Computing Professionals (3)

This course provides a high-level view of business for non-business students. It will cover business principles relevant to the software industry. The course is organized as a series of case studies and lectures. It will progress from an emphasis on "tools" to a more high-level look at competitive dynamics in high-tech industries. Equivalent to IDCP-650. Prerequisite: take STAT-5520.

IDCP - 8300 Computer Modeling and Simulation (3)

This course covers computer modeling and simulation concepts and applications. The course materials consist of modules with background reviews, theories, methods, application domains and software solutions. Students are engaged in detailed study of modeling elements, simulation steps, and their relationships including verification and validation. Students will be introduced to a number of scientific programming and computation software packages such as C++, MATLAB, and SIMULINK. Equivalent to IDCP-830. Prerequisite: take CPSC-3145.

IDCP - 8500 Business Intelligence: Data Mining (3)

This course introduces basic concepts, tasks, methods, OLAP technology, application and trends in data mining. The emphasis is on various data mining problems and their solutions. Students will also be exposed to a sample of data mining and business intelligence applications. Equivalent to IDCP-850. Prerequisite: take CPSC-4345.

IDCP - 8620 Statistical Computing (3)

This course covers statistical concepts, theories and applications using SPSS. The course materials consist of descriptive statistics, sampling, normal distribution, the t-student distribution, analysis of variance, correlation and regression, contingency tables, and non-parametric statistics. Equivalent to IDCP-862. Prerequisite: take STAT-6219.

IDCP - 8800 Internship (6)

Designed to provide graduate industrial computing majors with supervised experience in applied settings. Students will be expected to submit project reports and present their work. Equivalent to IDCP-880.

Information Technology

IT - 3099 Junior Seminar Information Technology (3)

Review and analyze issues concerning the impact of Computer Information on society and on computer information system professionals. Explores current and emerging domains impacting the field, research and development of computer information. It introduces students to courses and specialized areas in the computer science and information technology program at GSU. It helps the student see the "big picture" of the computer science.

IT - 3110 Fundamentals of Information Technology (3)

Explores the basics of computer technology, including hardware and software, as well as introductory networking and security topics and basic troubleshooting techniques. Hardware topics include system boards, processors, memory, power supplies, input/output (I/O) ports and devices, and laptop computers. Software topics include operating systems and O/S installation.

IT - 3210 Introduction to Scripting Languages (3)

Explores the basics of program logic and scripting languages. Basic programming concepts and design will be studied and adapted to scripting languages allowing customization of the computer environment.

IT - 3310 Information Technology Project Management (3)

Introduces students to the procedures, tools, terminology and techniques used in planning and managing Information Technology projects. Issues covered include scope, time management, HR management, communication and risks of the projects. The course also focuses on developing the manager's ability to organize and lead project teams, manage costs and multiple resources.

IT - 3520 Cisco CCNA I (3)

Teaches networking based on technology, covering networking concepts using a top-down, theoretical, and integrated approach - from network applications to the network protocols and services provided to those applications by the lower layers of the network. Including the OSI Model and Routing protocols.

IT - 3521 Cisco CCNA II (3)

Provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Students learn about the hierarchical network design model and how to select devices for each layer. Additionally this course discusses the WAN technologies and network services required by converged applications in enterprise networks. Students learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles of traffic, access control, and addressing services. Requisite courses: Take IT-3520. (Required, Previous).

IT - 4210 Wireless Networks and Security (3)

Explores the basics of wireless networks and wireless security, as well as wireless site surveys. Topics covered include IEEE 802.x standards for wireless communications. The course focuses on the development of wireless networks from site surveys to secure implementation.

IT - 4455 Securing Operating Systems (3)

This course enhances students' knowledge of security and operating systems. The skill set, procedures, and compliance related practices regarding operating systems will be explored. Prerequisites: take CPSC-4570, CPSC-4535.

IT - 4520 IP Routing (3)

A study of protocols, including the planning, configuration and implementation of secure enterprise LAN and WAN routing solutions using a range of routing protocols. Prerequisite: take CPSC-4342.

IT - 4521 IP Switched Networks (3)

A study of switching principles, including the planning, configuration, and implementation of VLans, fault tolerant LANs, and accommodations for voice and video on local area networks. Prerequisite: take CPSC-4342.

IT - 4522 Troubleshooting IP Networks (3)

A study of troubleshooting principles, including performing regular maintenance on complex routed and switched networks and use of technology-based practices and a systematic ITIL-compliant approach to perform network troubleshooting. Prerequisite: take IT-4520 or IT-4521.

IT - 4540 Information Security and Assurance I (3)

The course introduces students to computer vulnerabilities and threats and steps that can be taken to safeguard computers and networks from vulnerabilities and threats. This course will expose the student to security planning, security technology, security organization, and the legal and ethical issues associated with computer and network security. Prerequisite: take CPSC-4342 or CPSC-4570.

IT - 4541 Information Security and Assurance II (3)

Focuses on the principles, theory and terminology of Information Assurance. Students will study the principles of vulnerabilities, risk management, countermeasures, operational security and disaster planning. The course will also introduce common threats, tools, and practices used by hackers to attach an organization's information infrastructure. Special emphasis is placed on the use and understanding of scanning and exploit tools. Prerequisite: take IT-4540.

IT - 4560 Introduction to Virtualization (3)

Focuses on both the theory and practice of virtualization techniques. Topics include basic virtualization concepts, virtualization technique comparison, desktop virtualization, server virtualization, network virtualization, storage virtualization, security issues in virtualization, virtualization products, and designing and managing virtual infrastructures. Prerequisite: take CPSC-4535.

IT - 4561 Introduction to Cloud Computing (3)

Focuses on both the theory and practice of cloud computing technologies. Topics include basic cloud computing concepts, comparison between cloud computing and other related technologies, service model classification, Software as a Service (SaaS), Infrastructure as a Service (IaaS), Platform as a Service (PaaS), management in cloud computing, security issues in cloud computing, and cloud computing applications. Prerequisite: take CPSC-4535.

IT - 4562 Special Topics in Virtualization and Cloud Computing (3)

Focuses on special topics in virtualization and cloud computing, such as mobile virtualization, mobile cloud computing, security and privacy issues in virtualization and cloud computing, performance and quality of service, interoperability, and standardization. Prerequisite: take CPSC-4535.

IT - 4810 Information Technology Senior Seminar/Project (3)

Provides the Information Technology student with the opportunity to synthesize work by developing and completing a project specific to the student's interests in information technology.

Interdisciplinary Studies

IDSS - 3100 Perspectives Interdisciplinary Studies (3)

Introduces perspectives on interdisciplinary studies and principles of lifelong learning. Covers methods of discipline inquiry and integration; orientation to expectations and standards of higher education; and explores the identification of and relationships between life experiences, life-long learning, personal thinking methods, and self-expression. Equivalent to IDSS-310.

IDSS - 3300 Writing a Prior Learning Portfolio (3)

Provides experience in analyzing, writing, assembling, and documenting activities relevant for an Interdisciplinary Studies (IDSS) portfolio that can be assessed by faculty for possible college credit. Emphasizes analysis of prior learning, critical thinking, library research and information access as it pertains to pedagogy of prior learning assessment, and further development of writing skills. Equivalent to IDSS-330.

IDSS - 4000 Interdisciplinary Studies Tools (1)

Presents a series of workshops on various specific of patterns and systems related to interdisciplinary studies. These patterns and systems are tools that students can use to recognize commonalities among disciplines. Equivalent to IDSS-405. Prerequisite: take IDSS-3100.

IDSS - 4001 Interdisciplinary Studies Self-Awareness (1)

Presents a series of workshops on various topics that encourage students to be more self-aware. Equivalent to IDSS-406. Prerequisite: take IDSS-3100.

IDSS - 4002 Interdisciplinary Studies Issues (1)

Presents a series of workshops on various topics viewed from an interdisciplinary perspective. Equivalent to IDSS-407. Prerequisite: take IDSS-3100.

IDSS - 4003 Topics in Interdisciplinary Studies (1-3)

Presents a variety of topics on interdisciplinary studies. May be repeated once for credit. Equivalent to IDSS-410. Prerequisite: take IDSS-3100.

IDSS - 4800 Interdisciplinary Studies Internship (2-3)

Provides Interdisciplinary Studies students with supervised, practical experiences in applied settings. Equivalent to IDSS-480.

IDSS - 4900 Interdisciplinary Studies Appraisal (3)

Integrates interdisciplinary course work as a function of life-long learning. Relates theories to personal processes and assessment of self-expression through individual and group projects. Equivalent to IDSS-490.

Integrative Studies

INST - 3100 Approaches and Interconnections: Scientific Research and Knowledge Production (3)

Comprehensive introduction to the processes involved in knowledge production. Examines how different societies and cultures have used different sources of knowledge to address basic social inquiry. Special emphasis is placed on statistical inference and concrete applications of the scientific method to the natural and social sciences, arts, and the humanities. This course will make students more aware of the possibilities and limitations of the Internet as a medium of delivery of knowledge. Lecture/discussion/web-based course. Equivalent to INST-300.

INST - 3105 Writing, Information, and Technology Across the Disciplines (3)

This course helps students develop and integrate skills for writing, accessing, and analyzing information, and using information-based technology across subject disciplines. Students will analyze and practice discourse conventions, critical thinking, and information access within the humanities, social sciences, and physical sciences. Instruction in library research skills and the web as a presentation tool are central to this course. Lecture/discussion/online course. Equivalent to INST-305.

INST - 3110 Perspectives on the Physical and Natural Sciences (3)

Introduces the relationships between the physical or natural sciences and other disciplines such as public administration, economics, and health administration. Topics include the relationships among science and law, business, government, public health, and religion. Fundamental aspects of science, such as the scientific process and scientific models are also presented. Equivalent to INST-310.

INST - 3200 Humanity and Human Dynamics: a Comparative Study (3)

Examine social and cultural development in a comparative framework. The emphasis is on interdisciplinary theory and approaches concerned with the articulation of collective human consciousness, the political economy, and collective action as they relate to constructing the past and present. Culture/discussion/media-based course. Equivalent to INST-320.

INST - 3330 The Measure of Knowledge: Quantitative Research Methods (3)

Develops skills in research design for projects that integrates the different areas of knowledge. Special emphasis is placed in the formulation of public policy projects. It is an applied course which investigates the variety of statistical models used in research: analysis of variance, regression, and qualitative models. Concentrate on the framing of statistical models to fit the types of analysis encountered in integrated social research. A second emphasis will be upon the interpretation of statistical results deriving from tests of the various models. Equivalent to INST-330. Prerequisite: take SOSC-4500 or INST-3100.

INST - 3400 New Technology and Us (3)

Provides knowledge and understanding of technological development in our societies from diverse points of view. Discusses topics including bioinformatics, Internet languages and security, and cyber-crime. Equivalent to INST-340.

INST - 3500 Literature of the Environment (3)

Literature of the Environment is structured to involve the student in many forms of dialogue on issues pertinent to humanity's relationship with Earth. By reading works by writers from diverse fields and by writing in response, the student will gain a better understanding of our planet and its needs and a better control of writing in response to learning. Equivalent to INST-350.

INST - 3600 Examining the Barriers: Studies in Race, Class, and Gender (3)

Offers an in-depth study of the politics, economics, and social implications of race, class, and gender. Focuses on the ways the discourses of race, class, and gender are produced, as well as on the ways these discourse patterns orchestrate the relations between people's everyday lives and the various social/political institutions that govern them. Investigates ways of reproducing, resisting, and/or reforming existing discourse/power structures. Equivalent to INST-360. Prerequisite: take CPSC-2005.

INST - 3650 Environmental Studies: A Case Studies Approach (3)

Uses a case study approach in the characterization and analysis of selected local, regional, and global environmental issues. Develops connections and relationships among the case studies and generalized environmental issues. Equivalent to INST-370.

INST - 4000 Special Topics (3)

A series of presentations using resources, specific developments, new creative approaches, and skills which will enable students to understand and appreciate the subject matter. Series may be repeated for different subjects. Equivalent to INST-395.

INST - 4100 Computer-Assisted Applications for Problem-Solving (3)

Provides a sound grasp of analytical methods and skills for analyzing, maintaining, and interpreting various types of data used in the areas of social studies, history studies, environmental studies, and the physical and natural sciences. Equivalent to INST-400.

INST - 4110 Worlds of Art (3)

Compares art objects from eight differing contexts and diverse geographical world areas and contrasts the imagery, cultural circumstances, and the worldview within which the art was created and functioned. Equivalent to INST-410.

INST - 4200 Communication Technology and Culture (3)

Using a systems paradigm, examines the integration between communication technology and culture; applies the principles using various technologies. Equivalent to INST-420.

INST - 4300 Global Political Transformation and Economic Integration (3)

Examines contemporary global issues, trends in the transformation processes and international relations in the context in the 21st century. Approaches the study of these processes and entities from an interdisciplinary and integrated perspective using economics, politics, socio-culture, and history. Special emphasis will be placed on issues related to class, gender, ethnicity, and power, causes of conflicts, as well as potential solutions to contemporary global crises. Equivalent to INST-430.

INST - 4440 Nations and Migrations in the Atlantic World (3)

Focuses on nation-building and migration history in the Atlantic World: the United States, the Caribbean, South America, industrial Europe, and West Africa. The course addresses the emergence of nations and national identities, the comparative influence of migration, the invention and classification of racial and ethnic categories, the formation of minorities and their differential impact on society, and the internationalization of labor markets. Equivalent to INST-440.

INST - 4450 Computer Languages for Business Programming (3)

Introduces computer languages such as C++ to those students who major in the social sciences, information systems, business,

and others that are not computer science. A strong emphasis is on business applications rather than science or computer science. Equivalent to INST-445. Prerequisite: take INST-4100.

INST - 4900 Senior Project Development (3)

Prepares the student to undertake the senior project, which is the capstone or culminating experience for Integrative Studies majors. In the project, students are required to integrate their course work experience in the context of action in the world at large, an experience which may take any of several forms, including but not limited to goal-oriented international and/or cross-cultural travel, work in the community, or completion of a research project in the sciences, humanities, or arts. The specific direction taken for the senior project will be decided by the student in consultation with the professors overseeing this project development course. Faculty will work closely with the student to prepare him or her to pursue effectively the senior project during the next semester. Equivalent to INST-485. Prerequisites: take INST-3100, INST-3110, INST-3200.

INST - 4901 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. Equivalent to INST-490. Prerequisite: take INST-4900.

INST - 5101 Cultural Diversity (3)

Study abroad. Experience a variety of cultures on site-art, architecture, music, history, and literature. Culture to be studied is dependent on instructor's preference. Equivalent to INST-501.

INST - 5102 Race and Race Relations (3)

The course examines discourse on race, race relations, and resistance in a world-historical context. Participants will study epistemology constructing the idea of race and racial categories. They will study the uses of race discourse and practice in the colonial and post-colonial encounter. Following dialectical methodology, participants will study discourses of resistance, rebellion, and reform underlying social change and the pursuit of racial justice. Equivalent to INST-502.

INST - 5103 Tropical Ecology (3)

The course will integrate tropical ecology with current resource use practices, economics, and history of the Mayan culture in Belize. The central focus of the course will be ecological, with one week spent at a tropical rain forest field station and a second week spent on a barrier reef caye. The course will provide a broad-based overview of tropical ecosystems through "hands-on" experience and workshops dealing with such diverse subjects as climate, biodiversity, ethnology, and human influences on the environment. Equivalent to INST-503. Prerequisite: take BIOL-2104.

Intercultural Studies

LACL - 2100 Introduction to Latin American, Caribbean, and Latino Studies (3)

Introduces Latin American, Caribbean, and Latino histories and cultures including history, political science, anthropology, language, literature, sociology, music, art, geography, and ethnic studies. Explores the commonalities and the differences in Latin America and Caribbean societies, and the commonalities and differences of the people of Latin American and Caribbean origin in the continental United States. Prerequisites: None

ICS - 3200 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. Equivalent to ICS-320.

ICS - 3400 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. Equivalent to ICS-440.

ICS - 3401 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. Equivalent to ICS-441. Prerequisite: take ICS-3400.

ICS - 3550 German Language and Culture I (3)

Introduces basics of German languages, integrates language and learning with culture, develops speaking, listening, reading, and writing skills up to a basic level, which will enable them to engage in simple conversations with German-speaking people. Introduces the traditions and culture of everyday life for German-speakers. Equivalent to ICS-455.

ICS - 3551 German Language and Culture II (3)

Introduces intermediate German language concepts, integrates language and learning with culture, develops students' speaking, listening, reading, and writing skills up to an intermediate level, which will enable them to express their own ideas and interact with German speakers significantly. Presents grammar and vocabulary as crucial tools for effective communication. Equivalent to ICS-456. Prerequisite: take ICS-3550.

ICS - 4400 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. Equivalent to ICS-442. Prerequisites: take ICS-3400, ICS-3401.

ICS - 4550 German Language and Culture III (3)

Introduces upper-intermediate German language concepts, integrates language and learning with culture, develops students' speaking, listening, reading, and writing skills, which will enable them to express their own ideas and interact with German speakers. Presents grammar and vocabulary as crucial tools for effective communication. Equivalent to ICS-457. Prerequisite: take ICS-3551.

ICS - 4600 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). Equivalent to ICS-550.

ICS - 4605 Perspectives in Latina/o Studies (3)

Provides, through interdisciplinary survey perspective, an introduction to Latina/o studies. Introduces readings in several disciplines centered on the concepts of Latina/o identity through a cultural lens. Equivalent to ICS-5500, ICS-505.

ICS - 4610 Introduction to Gender Studies (3)

Provides through an interdisciplinary survey perspective, an introduction to gender studies. Introduces readings in several disciplines centered on the concept of gender as a social reality. Equivalent to ICS-510.

ICS - 4620 African Politics (3)

Examines the problem of social and political change on the African continent. Evaluates selected paradigms and concepts in terms of the historical scope and range of national and interregional situations. Equivalent to ICS-532.

ICS - 4630 Hispanic Experience in the US (3)

Examines the Hispanic/Latino experience in the United States with a consideration of both the immigrant experience and the challenges of subsequent generations. Attention is given to the political, socio-economical, and cultural dimensions of this experience. Equivalent to ICS-5400, ICS-540.

ICS - 4640 African Civilizations (3)

A study of African people and their various cultural differences. Focuses on correcting misconceptions of Africa and the Africans through readings from a wide selection of publications. Equivalent to ICS-548.

ICS - 4650 Latin America: Culture and Society (3)

A study of the historical and cultural evolution of the Latin American and Caribbean societies in their economic, political, and ideological aspects with emphasis on the process of modernization, and contemporary issues such as economic development, revolution, insurgency of women, migration, religion, and reform. Equivalent to ICS-575.

ICS - 6610 Introduction to Gender Studies (3)

Provides through an interdisciplinary survey perspective, an introduction to gender studies. Introduces readings in several disciplines centered on the concept of gender as a social reality. Equivalent to ICS-510.

Japanese

JAPN - 3350 Japanese Language and Culture I (3)

This course is designed to help students improve basic Japanese language skills and obtain general information of Japan. Students will handle and perform daily conversation in Japanese, acquire the abilities to read and write two basic Japanese characters, HIRAGANA and KATAKANA (and some KANJI) and learn introductory grammar. Topics about Japanese culture will be presented and discussed to understand Japan, Japanese people, and the language. Equivalent to JAPN-435.

JAPN - 3351 Japanese Language and Culture II (3)

This course is designed for students who have basic four skills of Japanese Language (speaking, writing, reading, and listening). Students will improve their conversational skills and learn more grammar, and expand their basic knowledge of Kanji, vocabulary and idioms. Students also have opportunities to learn about Japanese history, culture, political system, and economy. Equivalent to JAPN-436. Prerequisite: take JAPN-3350.

JAPN - 4350 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. Equivalent to JAPN-437. Prerequisite: take JAPN-3351.

Liberal Arts and Sciences

LAS - 4100 Investigations in the Social Sciences (3)

nes, (e.g., history, sociology, political science, and economics). In particular, the status of social knowledge, theories of "human nature," the social basis of collective action, the role of the state, and the sources of social diversity and historical change will be considered. Equivalent to LAS-410.

LAS - 4125 Investigations in Scientific Thought (3)

Examines the development of scientific concepts from the ancient Greeks to the present, focusing on how scientists think and work-their thought processes, their approaches to problem-solving, the roles of conjecture and intuition, and the role of serendipity. Contributions of individual scientists and schools of scientific thought are critically evaluated, and the importance of science in contemporary society is assessed. Equivalent to LAS-430.

LAS - 4127 Investigations in Mathematical Thought (3)

Examines the development of mathematical concepts from the ancient Greeks to the present. Contributions of individual mathematicians and schools of mathematical thought are critically evaluated, and the importance of mathematics in modern culture is appraised. Equivalent to LAS-440.

LAS - 4200 Investigations in the Humanities (3)

Examines investigatory procedures and explanatory logic used in treating art, literature, and music. Emphasis will be placed on specific artists, composers, and literary figures with reference to the creative process. Equivalent to LAS-420.

Leadership

LEAD - 9101 Research Literature, Data Analysis, and Decision Making (3)

Provides doctoral students with guidance in the design of scientific method, data collection, data analysis strategies, and alternative designs for research questions and culminating projects. Emphasizes both quantitative and qualitative approaches to public inquiry and problem solving. Prerequisite: take LEAD-9102.

LEAD - 9102 Theory and Ethics of Leadership (3)

Examines the historical and contemporary development of leadership theory and research, covering leadership in public (government and quasi-governmental) and private organizations, in Western and on-Western cultures. Topics include ethical practices, leaders behaviors, situational approaches to leadership, followership, teams and boards, diversity, power, communication, global leadership, change management, and leadership development.

LEAD - 9103 Finance and External Funding (3)

Addresses issues of financial management at the federal, state, and local government levels. Topics include federal, state, and local tax policy; not-for-profit finance; educational institutions finance; privatization; economic development; debt management; and the roles of rating agencies, investment bankers, and investors. Emphasis is placed on identifying program/community needs, locating funding sources and programs, and developing the skills necessary to develop a successful funding proposal.

LEAD - 9104 Strategic Planning, Collaboration, Sustainability (3)

Focuses on the concepts of results-based strategic planning, critical inquiry, new assessment paradigms, collaboration, and sustainability. The content will include authentic assessments of learning and processes, and broadening the base of responsibility for processes and results (outcomes). New knowledge about and use of information systems, integrating technology and high performance learning expectations, and the Chief Academic Officer's role in the process will be addressed.

LEAD - 9105 Communicating Strategies for Effective Organizations (3)

Addresses the principles, knowledge, and skills related to effective interpersonal and public relations in educational, not-for-profit, and public safety organizations. Emphasis is placed on communication theories and practices; interaction with media venues: uses of technology; the social ecology of organizations; conflict and crisis management; community relations; strategic marketing and legal and ethical considerations.

LEAD - 9106 Change, Diversity, and Global Issues (3)

Applies theory to the practice of leadership within societies and organizations as they face the adaptive challenges of a changing global world. The course clarifies the relationship among key concepts-leadership, management, authority, power, influence, change, and diversity-to provide students with a practical, coherent, and clear theoretical understanding of contemporary and emergent forms of leadership.

LEAD - 9991 Capstone Seminar (3)

Addresses finalizing areas of interest for the applied research project, conducting a site assessment, preparing a prospectus, conducting a literature review, developing an IRB application, and preparing an oral defense of the Capstone proposal. Provides

collaborative support, while also addressing supplemental topics such as preparing for the culminating project defense, submitting conference presentation proposals, writing grants, and manuscripts for publication, developing a curriculum vitae and job searching. Prerequisites: Completion of 48 hours of doctoral coursework and content area (qualifying exam); also for superintendent strand, successful completion of the ILTS Content Area exam before beginning seminar. Graduate students in the Interdisciplinary Leadership Ed.D. Program may also be granted permission to enroll in the Capstone Seminar with approval from the Division Chair and College Dean.

LEAD - 9997 Directed Scholarship: Interdisciplinary (1)

This course is designed for students continuing active enrollment in their doctoral program while completing degree requirements. Must have received a grade of "CR" in a designated capstone to enroll. Course is repeatable for credit. Prerequisite: Take LEAD 9999

LEAD - 9998 Capstone Internship I (3)

Enables the candidate to demonstrate mastery of competencies required of a leader. These experiences are designed for graduate students in all four strands: Non-Profit/Social Entrepreneurial; Public Safety/Criminal Justice; Higher Education Administration; and Superintendent, and will occur within diverse academic, economic, social, and cultural settings to provide the candidate with opportunities to lead activities which impact various members of organizational, school and/or district settings. Candidate hours of required field work will be determined by the scope of the Capstone Project, as determined by his/her Capstone Committee, including a Capstone Internship I Site Supervisor. Prerequisites: (1) Completion of 48 hours of doctoral coursework; (2) completion of Capstone Seminar; (3) pass both the written and oral qualifying exams, and (4) for superintendent strand, successful completion of the ILTS Content Area exam before beginning capstone.

LEAD - 9999 Capstone Internship II (3)

Completion of Capstone Internship II enables the candidate to demonstrate mastery of competencies required of a leader. These experiences are designed for graduate students in all four strands: Non-Profit/Social Entrepreneurial; Public Safety/Criminal Justice; Higher Education Administration; and Superintendent, and will occur within diverse academic, economic, social, and cultural settings to provide the candidate with opportunities to lead activities which impact various members of organizational, school and/or district settings. Candidate hours of required field work will be determined by the scope of the Capstone Project, as determined by his/her Capstone Committee, including a Capstone Internship II Site Supervisor. Prerequisites: (1) Completion of 48 hours of doctoral coursework; (2) completion of Capstone Seminar; (3) pass both the written and oral qualifying exams, and (4) for superintendent strand, successful completion of the ILTS Content Area exam before beginning capstone.

Management

MGMT - 1100 Essential Business Skills (3)

Introduces non-business majors to fundamental business knowledge and skills for professionals in all disciplines. Topics include work-related interpersonal competencies, financial knowledge, project management, professional ethics, and marketing strategies and tactics. Emphasis is placed on the development of practical business skills that are transferrable to many different contexts and professions.

MGMT - 2000 Special Topics in Basic Management (1-3)

Special topics course exploring basic issues in management.

MGMT - 2001 Special Topics: Business in the Movies (1-3)

Using descriptions from various films this course explores how popular culture has portrayed a specific business Issue, i.e. finance, management, ethics, the social responsibility of business, culture, etc... Provides general education credit towards the social and behavioral sciences.

MGMT - 2100 Principles of Business Management (3)

Introduces students to the wonderful world of productive and ethical businesses by surveying behavioral and management science. Reviews the basic business core functions and the fundamental management functions (planning, organizing, directing,

and controlling) in today's environment of constantly changing conditions. Studies the impact of organizations upon stakeholders and the impact of stakeholders upon organizations. Prerequisites: None.

MGMT - 3000 Special Topics in Management (1-3)

Special topics course exploring issues of management.

MGMT - 3099 Business Ethics and Social Responsibility (3)

Introduces moral principles and their applications to current issues in business. This course provides students the tools, concepts, and frameworks needed to make ethical decisions. Selected contemporary ethical issues in business are also explored. Equivalent to MGMT-3210. Prerequisite: take MGMT 2100 .

MGMT - 3300 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. Equivalent to MGMT-320. Prerequisite: take MGMT-2100.

MGMT - 3400 Production and Operations Management (3)

Introduces operations management, including examples from both manufacturing and services. Topics covered include product and service design, process design, forecasting, inventory management, scheduling, and logistics, with particular emphasis given to quality management and process improvement. Equivalent to MGMT-340. Prerequisites: take MGMT-2100, STAT-2700.

MGMT - 3500 Organizational Behavior (3)

Analyzes the behavior of people in organizations. Discusses organizational motivation, leadership, group behavior, communication, and decision-making. This is an extension and intensification of the behavioral portion of MGMT 2100. Equivalent to MGMT-401. Prerequisite: take MGMT-2100.

MGMT - 4300 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. Equivalent to MGMT-421. Prerequisite: take MGMT-2100.

MGMT - 4310 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. Equivalent to MGMT-423. Prerequisite: take MGMT-3300.

MGMT - 4320 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. Equivalent to MGMT-425. Prerequisites: take ECON-2301, ECON-2302.

MGMT - 4330 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. Equivalent to MGMT-426. Prerequisite: take MGMT-2100.

MGMT - 4340 Organizational Staffing (3)

Provides an overview of the processes by which organizations staff positions with both external and internal applicants. Administrative, legal, and scientific perspectives on staffing functions are explored. Topics include staffing strategy and planning, equal employment opportunity, job/competency analysis, recruitment, a variety of selection practices, and turnover/retention. Prerequisite: Take MGMT - 3300 Human Resource Management (3).

MGMT - 4350 Performance Management (3)

Provides an overview of the processes by which organizations manage the performance of employees. Practical and scientific perspectives on performance management are explored. Topics include methods of performance measurement, team performance, multi-source feedback, progressive discipline, and pay for performance Prerequisite: MGMT - 3300 Human Resource Management (3)

MGMT - 4400 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 trade-offs involved in managing these costs. Equivalent to MGMT-442. Prerequisite: take MGMT-3400.

MGMT - 4410 Quality Management (3)

Covers a mixture of technical and behavioral topics to prepare future managers to evaluate and improve the quality of business processes. Technical topics include statistical process control, process capability, Taguchi methods, ISO standards, and a variety of process improvement tools. Behavioral topics include employee empowerment, team-building, labor relations, and change management. Equivalent to MGMT-432. Prerequisites: take MGMT-2100 , STAT-2700.

MGMT - 4420 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. Equivalent to MGMT-443. Prerequisite: take MGMT-3400.

MGMT - 4430 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. Equivalent to MGMT-444. Prerequisite: take MGMT-3400.

MGMT - 4440 Lean Manufacturing and Six Sigma Techniques (3)

Focuses on both Advanced Lean Techniques and Six Sigma "Green Belt" methodologies. Integrates theories of business and statistics, with the goal of achieving tangible results through the elimination of waste and improved quality. Includes project planning and various statistical tools to equip students to be Green Belt certified and become a practitioner of Lean Six Sigma at their organization. Prerequisite: take STAT-2700.

MGMT - 4470 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. Equivalent to MGMT-445. Prerequisite: take MGMT-3400.

MGMT - 4540 Seminar in Production and Operations Management (3)

Designed as the capstone course for the B.S. in Applied Management, this course provides an integrated, strategic view of management and technology. Students will leverage prior learning experiences in technology and relate it to the learning from

various management courses. Addresses the contemporary challenges general managers face today including globalization, technology induced innovation, and sustainable development. Equivalent to MGMT-465.

MGMT - 4570 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. Equivalent to MGMT-422. Prerequisite: take STAT-2700.

MGMT - 4600 Globalization of 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. Equivalent to MGMT-410. Prerequisite: take MGMT-2100.

MGMT - 4610 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. Equivalent to MGMT-455. Prerequisite: take MGMT-2100.

MGMT - 4800 Independent Study (1-4)

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.

MGMT - 4880 Internship (3)

Designed to provide management students with supervised practical experiences in applied settings. Equivalent to MGMT-480.

MGMT - 4900 Strategic Management (3)

Designed as the capstone course to integrate the various functional areas of business and administration applying management, finance, production, marketing, economic and accounting principles to solving business problems. Prerequisites: Senior status; ACCT-2110, ACCT-2111, BLAW-2100, FIN-3110, MIS-3101, MKTG-3100, MGMT-3100, MGMT-3200, MGMT-3400, MGMT-4500 (all required).

MGMT - 4901 Project Management for Advanced Manufacturing

Designed as the capstone course to master the principles of efficient project planning and control in management of business operations and manufacturing. It encompasses the full range of project management, from its origins, philosophy, and methodology to actual applications. Prerequisites: Senior status; ACCT-2110, ACCT-2111, BLAW-2100, FIN-3110, MIS-3101, MKTG-2100, MGMT-2100, MGMT-3200, MGMT-3400, and MGMT-3500.

MGMT - 5000 Topics In Management (1-3)

Presents selected topics in the private and public sectors. May be repeated for credit with different topics. Equivalent to MGMT-550.

MGMT - 5200 Advanced Business Communications (3)

Taught in conjunction with other designated courses in the College of Business and Public Administration to emphasize advanced writing and speaking skills. Emphasizes research methods, organization, formatting, writing, and oral presentation of business reports and proposals. Examines problems in intercultural communication, especially in international business. Equivalent to MGMT-560. Prerequisite: take MGMT-3200.

MGMT - 5520 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. Equivalent to MGMT-515. Prerequisite: take MGMT-2100.

MGMT - 5700 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. Equivalent to MGMT-511. Prerequisites: take STAT-3700, MGMT-6700.

MGMT - 6100 Foundations of Management and Marketing (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 MBA program. Equivalent to MGMT-601.

MGMT - 6700 Foundations of Managerial Statistics (3)

Provides the student with sufficient statistical background for the graduate programs in CBPA. Includes descriptive statistics, probability, sampling theory, interval estimations, significance testing, the analysis of variance, correlation, and regression. Equivalent to MGMT-610. Prerequisites: take MIS-2101, MATH-1423.

MGMT - 7200 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. Equivalent to MGMT-823. Prerequisite: take MGMT-2100.

MGMT - 7300 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. Equivalent to MGMT-820. Prerequisite: take MGMT-6100.

MGMT - 7320 Strategic Human Resource Development Systems (3)

Examines systems for human resource development that ensure alignment with organizational strategies and a rapidly changing business environment. Prerequisite: Graduate Status

MGMT - 7400 Operations Management: Strategies and Techniques (3)

Covers topics of operations management, including product/service design, process design, quality management, inventory management, scheduling, purchasing and logistics, operations strategy, with significant emphasis on logic and techniques of supply chain management and process improvement. Focuses on the strategic impact of operations and the relationship among operations and the other functional areas of the firm in the global context. Equivalent to MGMT-840. Prerequisites: take MGMT-6100 or [MGMT-2100 and MKTG-2100] and MGMT-6700 or [STAT-2700 and STAT-3700].

MGMT - 7500 Organization Behavior in the Global Context (3)

Study of behavior in organizations worldwide and a critical examination of theories for explaining organizational change and phenomena. Equivalent to MGMT-810. Prerequisites: take MGMT-6100 or take MGMT-2100 and MKTG-2100.

MGMT - 7600 International Business (3)

Presents a systematic overview of international business. There will be an integrated progression of topics beginning with an understanding of the political, economic, cultural and monetary influences on international investment and business. The course will conclude with developing an understanding of the strategic and operational alternatives when conducting international business. Equivalent to MGMT-830. Prerequisites: take MGMT-2100 and ECON-6100 or take MGMT-2100, ECON-2301, and ECON-2302.

MGMT - 8000 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. Equivalent to MGMT-865.

MGMT - 8300 Labor Management Relations (3)

Deals with problems arising from employer- labor relationship. Studies theories of work, problems in organization, human resource management, and industrial relations research. Equivalent to MGMT-825.

MGMT - 8310 Human Resource Selection and Compensation (3)

Addresses theory and an overview of practices in personnel recruiting, selection, and compensation. Focuses on establishing recruitment plans, prediction of employee performance, employee selection methodology, selection system validation, establishing compensation systems, and determining internal and external value of jobs. Equivalent to MGMT-821. Prerequisite: take MGMT-7300.

MGMT - 8400 Global Supply Chain Management (3)

Studies global supply chain from a managerial perspective. Covers supply chain design, planning and operation. Emphasizes the strategic role of supply chains within a firm and between firms, and demonstrates how supply chains can be designed to create competitive advantage. Topics covered include forecasting, materials management, sourcing and procurement, distribution and logistics, transportation, information flows, and supply chain optimization. Equivalent to MGMT-842. Prerequisite: take MGMT-7400.

MGMT - 8410 Logistics, Transportation and Warehouse Management (3)

Focuses on the concepts and principle of logistics management, including theories and practices of modern logistics, transportation management, warehouse and facility management, and performance measurement. Equivalent to MGMT-843. Prerequisite: take MGMT-8400.

MGMT - 8420 Decision Models in Supply Chain Management (3)

Examines theory, models, and methodologies in supply chain management and logistics. Optimization, decision theory, simulation, and network models will be covered. Topics include models in inventory, warehousing, capacity, location, transportation, planning, performance measurement and risk. Equivalent to MGMT-844. Prerequisite: take MGMT-7400.

MGMT - 8430 Strategic Procurement and Materials Management (3)

Presents the basic principles, policies and procedures governing the procurement of raw materials, components, finished products, and capital equipment. Focuses on the interrelationships of purchasing with other functional areas (marketing, finance, logistics, operations management, etc.) of business. Students are exposed to the tools and techniques for the management of strategic sourcing, materials management and quality management. Equivalent to MGMT-846. Prerequisite: take MGMT-8400.

MGMT - 8440 Project Management (3)

Studies the principles of efficient project planning and control-needs analysis, work breakdown, scheduling, resource allocation, risk management, and performance tracking and evaluation - within the timeframe and cost projections stated in the overview section. Equivalent to MGMT-835. Prerequisites: take MIS-7101 and MGMT-6700 or take MIS-7101, STAT-2700, and STAT-3700).

MGMT - 8450 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. Equivalent to MGMT-816. Prerequisite: take MGMT-3400.

MGMT - 8500 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. Equivalent to MGMT-855. Prerequisite: take MGMT-2100.

MGMT - 8510 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. Equivalent to MGMT-864.

MGMT - 8530 Managing Change and Innovation in Complex Organizations (3)

The course introduces conceptual models and analytical skills that empower students to understand and analyze environmental change and its effect on modern organizations. Students are exposed to the best practices in managing change and innovation with the goal of building a solid foundation in devising and implementing solutions for continued organizational competitiveness and effectiveness. Prerequisite: Graduate status.

MGMT - 8550 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. Equivalent to MGMT-845. Prerequisite: take MGMT-4550.

MGMT - 8610 International Business Strategy and Organizations (3)

Analyzes business operations in the context of international business; focuses on entry strategies and organizational challenges involved in managing activities across national markets with emphasis on the relationship between entry strategies and organizational structure. Equivalent to MGMT-833. Prerequisite: take MGMT-7600.

MGMT - 8700 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. Equivalent to MGMT-860. Prerequisite: take MGMT-7500.

MGMT - 8800 Independent Study (1-4)

Independent study is intended to provide better students with an opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation in management and an instructor to sponsor the work. Equivalent to MGMT-870.

MGMT - 8880 Internship (3)

Designed to provide management students with supervised experiences in applied settings. Equivalent to MGMT-880.

MGMT - 8890 Graduate Thesis/Project (6)

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate in business should select the thesis option. Equivalent to MGMT-890.

MGMT - 8900 Strategic Management in a Global Context (3)

Integrates the various operating functions of a business as the capstone course of the MBA degree. Shows the business as a system and demonstrates those special coordinating skills and knowledge that are necessary at the upper levels of an

organization. Uses case analysis and assigned readings. Note: An additional fee of $35.00 will be charged at the time of registration for this course. Equivalent to MGMT-849.

Management Information Systems

MIS - 0100 Word Processing and Presentation Skills (1)

Required course for CBPA students who have not achieved a 70% (undergrads) or 80% (graduates) on the MIS Competency exam, part 1, Word Processing and Presentation skills or prefer to sharpen their skills prior to taking the exam. Students who achieve a grade of "P" will have met the CBPA requirement for Part 1 of the MIS Competency exam.

MIS - 0200 Spreadsheet Skills (1)

Required course for CBPA students who have not achieved a 70% (undergrads) or 80% (graduates) on the MIS competency exam, spreadsheet skills or prefer to sharpen their skills prior to taking the exam. Students who achieve a grade of "P" will have met the CBPA requirement for spreadsheet skills of the MIS Competency exam.

MIS - 0300 Database Software Skills (1)

Required course for CBPA students who have not achieved a 70% (undergrads) or 80% (graduates) on the MIS Competency exam, Database skills or prefer to sharpen their skills prior to taking the exam. Students who achieve a grade of "P" will have met the CBPA requirement for database skills of the MIS Competency exam.

MIS - 0400 MIS Concepts (1)

Provides an introduction to the use of computers to manage and analyze information in business and public administration. This includes introductory concepts of computer technology and management of information systems, concepts of systems analysis and problem solving.

MIS - 1111 Word Processing Applications (1-3)

Provides a course in word processing. Topics are dependent upon the level offered (introductory, intermediate, or advanced). Equivalent to MIS-310.

MIS - 1301 Introduction to Spreadsheets (1-3)

Provides an introduction to spreadsheets. See schedule for specific package offered. This course credit can vary from 1-3 hours dependent upon the level (introductory, intermediate, or advanced) offered. Equivalent to MIS-320.

MIS - 1501 Database Applications (1-3)

Provides information on database management packages. See schedule for specific package covered. Equivalent to MIS-330.

MIS - 1701 Intro to PowerPoint Applications (1)

Provides a course in introductory presentation tools software. See schedule for specific package offered. Equivalent to MIS-340.

MIS - 1702 Advanced Presentation Software (1)

Provides a course in advanced presentation software and tools. See schedule for specific package offered. Equivalent to MIS-341. Prerequisite: take MIS-2101.

MIS - 2001 Topics in Innovative Technology Systems (1-3)

Provides for hands-on experience with the latest software updates and latest technological offerings. Equivalent to MIS-399.

MIS - 2101 Basics of Information Technology (3)

Provides an introduction to the use of computers in business data processing, including introductory concepts of computer

technology. Includes hands-on experience with various microcomputer software packages, focusing on student use of electronic spreadsheet, word-processing, database, and presentation software. Equivalent to MIS-301.

MIS - 3101 Management Information Systems (3)

Provides an overview of the fundamentals underlying the design, implementation, control, evaluation and strategic use of modern, computer-based information systems for business data processing, office automation, information reporting, decision-making, and electronic commerce. It covers introductory concepts of information technology in business, problem solving using information technology, and discusses the future of information technology. Equivalent to MIS-370. Prerequisite: take MIS-2101.

MIS - 3201 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. Equivalent to MIS-401. Prerequisites: take MIS-3101, MIS-3401.

MIS - 3202 Business Systems Design and Prototyping (3)

Introduces systems design and application prototyping presents several methods for extracting, presenting, and refining a business user's needs by building a working model with the help of software tools. Includes the basic concepts of design, specification languages, and systems implementation. Emphasis will be on business systems development using CASE tools Equivalent to MIS-402. Prerequisites: take MIS-3101, MIS-3201, MIS-3401.

MIS - 3401 Business Information Retrieval and Database Management (3)

Introduces management of database systems. Management problem-solving will be related to the output of databases to include the development of business strategies, competitive analysis, internal analysis of cost, and other selected business subjects. Commercial software will be reviewed for performance and advantages. Addresses functional management lines and show a relationship between the external and internal environment and the business firm. Equivalent to MIS-420. Prerequisite: take MIS-3201.

MIS - 3501 Microcomputer Development and Diagnosis (3)

Prepares students for the A+ Certification exam given by CompTIA. By teaching the various hardware components, operating systems, and networking. Focuses on DOS and Windows-based operating systems, including operating system commands. Equivalent to MIS-360. Prerequisite: take MIS-2101.

MIS - 3601 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. Equivalent to MIS-440. Prerequisite: take MIS-3101.

MIS - 3602 Fundamentals of Networking Hardware and Operating Systems (3)

Covers the fundamental hardware of networking, including cabling, network cards, switchers/routers, and servers. It covers the installation and troubleshooting of each of these components. Network Operating Systems installation and troubleshooting will also be covered. Equivalent to MIS-445. Prerequisites: take MIS-3501, MIS-3601.

MIS - 4001 Topics in Management Information Systems (1-3)

This course offers the student the opportunity to study a current topic in this rapidly changing field. Equivalent to MIS-550.

MIS - 4101 Business Decision Modeling (3)

Introduces the use of computers in creating models of business systems and simulations of business system outcomes. Covers the use of management gaming and the development of heuristic models used for management decision-making. Introduces use of modeling software and simulation languages. Equivalent to MIS-430. Prerequisites: take MIS-3201, MIS-3401, STAT-2700, STAT-3700.

MIS - 4201 Information Systems Project Management (3)

Emphasizes project management principles, techniques, and software tools in an information systems setting. Prerequisite: MIS - 3101 Management Information Systems (3).

MIS - 4301 Information Systems Management (3)

Describes the role of information systems in business. Internal organization of the information systems department, and current information systems technology and theory are explored, but the emphasis is on real-life management issues. Equivalent to MIS-450. Prerequisites: take MGMT-2100, MIS-3201, MIS-3401.

MIS - 4501 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. Equivalent to MIS-460. Prerequisites: take MIS-3101, STAT-3700.

MIS - 4580 Information Security (3)

Explores fundamental concepts in information security. Topics include elementary cryptography, threats and countermeasures on stand alone computer systems, database security, network security, and administering security. Equivalent to MIS-580. Prerequisite: take MIS-3601 or CPSC-4342.

MIS - 4800 Internship (3)

Provides the MIS student with supervised practical experiences in applied settings. Requires at least three classroom meetings. Equivalent to MIS-480.

MIS - 4801 Information Security Policy and Management (3)

Explores policy and management aspects of information security to protect computer systems and networks. Topics include security models, policy, planning, risk analysis and management, operations security, physical, personnel and administrative security, access control, security evaluation, life cycle management, software security guidelines, network security guidelines, auditing and monitoring, and legal and ethical issues. Equivalent to MIS-581. Prerequisite: take MIS-4580 or CPSC-4580.

MIS - 4805 Independent Study (1-3)

Independent study is intended to provide better students with the opportunity to study a topic of their choice in management information systems under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within management information systems and an instructor to sponsor the work. Equivalent to MIS-470.

MIS - 4999 Information Systems Project Management (3)

Provides experiences similar to those encountered in MIS professional practice. Integrates various concepts learned in other MIS and management courses in the context of designing, implementing, documenting, and testing a computer-based MIS project. Explores ethical concerns of the MIS profession and emphasizes strong project management and communication skills. Equivalent to MIS-465. Prerequisites: take MIS-3201, MIS-3202, MIS-3601.

MIS - 5000 Special Topics in Advanced Management Information Systems (1-3)

Special topics course exploring advanced issues in Management Information Systems.

MIS - 6101 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. Equivalent to MIS-610. Prerequisite: take MIS-2101.

MIS - 6201 Information Systems Project Management (3)

Emphasizes project management principles, techniques, and software tools in an information systems setting. Prerequisite: [MIS - 3101 Management Information Systems (3)](#) or equivalent.

MIS - 6580 Information Security (3)

Explores fundamental concepts in information security. Topics include elementary cryptography, threats and countermeasures on stand alone computer systems, database security, network security, and administering security. Equivalent to MIS-580. Prerequisite: take MIS-3601 or CPSC-4342.

MIS - 6801 Information Security Policy and Management (3)

Explores policy and management aspects of information security to protect computer systems and networks. Topics include security models, policy, planning, risk analysis and management, operations security, physical, personnel and administrative security, access control, security evaluation, life cycle management, software security guidelines, network security guidelines, auditing and monitoring, and legal and ethical issues. Equivalent to MIS-581. Prerequisite: take MIS-4580 or CPSC-4580.

MIS - 7101 Information Systems and Technology (3)

Prepares for innovative and effective use of management information systems/information technology. Examines the manners of providing solutions to business problems and opportunities to companies by increasing productivity, increasing the quality of goods and services, and enabling business process reengineering. Equivalent to MIS-800. Prerequisite: take MGMT-6100.

MIS - 7201 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. Equivalent to MIS-801. Prerequisite: take MIS-7101.

MIS - 7401 Database Development and Application (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. Equivalent to MIS-820. Prerequisite: take MIS-7101.

MIS - 7411 Web-Enabled Database Systems (3)

Creation of real-world, dynamic websites that overcome the limitations of traditional static HTML websites using scripting languages and relational database management. Focus is on web-based shopping cart applications, which are essentially sales order processing systems using a web browser. Equivalent to MIS-824. Prerequisite: take MIS-7401.

MIS - 7601 Information Technology Infrastructure (3)

Explores topics related to both computer and systems architecture and communication networks, with an overall focus on the services and capabilities that IT infrastructure solutions enable in an organizational context. Equivalent to MIS-840. Prerequisites: take ACCT-6100, ECON-6100, MGMT-6100, MGMT-6700.

MIS - 7611 Internetworking and Network Applications (3)

Topics include wireless LAN organizations, standards, and competing technologies; radio frequency behaviors; spread spectrum concepts; infrastructure devices; antenna categories, concepts, and installation; 802.11 network architecture; interframe spacing, RTS/CTS, and modulation; wired equivalent privacy (WEP) and wireless LAN security; and RF site survey fundamentals. Equivalent to MIS-844. Prerequisite: take MIS-7101.

MIS - 7621 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. Equivalent to MIS-847. Prerequisite: take MIS-7601.

MIS - 7650 Managing Information in the Public Sector (3)

Provides public and non-profit managers with capabilities and strategies to evaluate, participate, and/or lead an IT project to improve or even transform the business of government. Prerequisite: take PADM-7100.

MIS - 7700 ERP Systems (3)

Focuses on integrating business processes in an enterprise resource planning (ERP) system. Students will experience both the end-user and configuration perspectives of an ERP system implementation. Prerequisites: take ECON-6100, MGMT-6100, MGMT-6700, ACCT-6100.

MIS - 7801 Strategies in Internet Commerce (3)

Provides balanced coverage of both the business technology elements of electronic commerce (EC). Topics include e-business models, Internet marketing; online monetary transactions; legal, ethical, and social issues; computer and network security; and hardware, software, and communication technology for EC. In addition, students will create personal and business websites using Microsoft FrontPage. Equivalent to MIS-860. Prerequisite: take MIS-7101.

MIS - 8011 Advanced Topics in Management Information Systems (3)

This course offers the student the opportunity to study an advanced current topic in this rapidly changing field. Equivalent to MIS-799.

MIS - 8401 Artificial Intelligence Systems for Management (3)

Provides an overview of the broad field of artificial intelligence (AI) as it applies to managerial functions. Management applications of AI are considered in terms of their function and structure, and representative systems are examined. Includes exposure to management support systems, group support systems, and executive information systems, hands-on development of a managerial decision support system, and expert system. Specific considerations of how to recognize and apply appropriate AI technology to a management problem. Equivalent to MIS-850. Prerequisite: take MIS-7101.

MIS - 8701 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. Equivalent to MIS-870.

MIS - 8979 Advanced Information Systems (3)

Covers current topics in MIS based on emerging technologies including issues related to several areas such as business environment, technology, globalization, politics, ethics, legal, regulatory, and demographic diversity. The role of MIS in those areas will be addressed. This course requires advisor permission to enroll. Equivalent to MIS-893.

MIS - 8989 Graduate Project (3)

Student must complete an original project within the guidelines as set forth by three faculty members (of the student's choice). Student must choose a project chairperson who agrees to the student's area of interest. Together, the chairperson and student will select two additional faculty members who are interested in this project. Equivalent to MIS-895.

MIS - 8999 Graduate Research Thesis (6)

Student must complete original research within the guidelines as set forth by three faculty members (of the student's choice). Student must choose a research chairperson who agrees to the student's area of interest. Together, the chairperson and student will select two additional faculty members who are interested in this topic of research. Equivalent to MIS-890.

Marketing

MKTG - 2100 Introduction to Marketing Management (3)

Introduce marketing theory and concepts. Emphasize the role of each element of the marketing mix (e.g., product, price, promotion, and distribution) in different product situations and volatile marketing environment. Focus on the development of marketing plan, and the planning and implementation of marketing strategy and marketing mix, to ensure the successful future positioning or launch of new products and services. Equivalent to MKTG-301, MKTG-3100.

MKTG - 3000 Special Topics in Marketing (1-3)

Special topics course exploring issues of Marketing.

MKTG - 3200 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. Equivalent to MKTG-320. Prerequisite: take MKTG-2100.

MKTG - 4200 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. Equivalent to MKTG-450. Prerequisite: take MKTG-2100.

MKTG - 4300 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. Equivalent to MKTG-460. Prerequisites: take MKTG-2100, STAT-2700.

MKTG - 4400 Marketing Channel Management (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. Equivalent to MKTG-440. Prerequisite: take STAT-2700 and MKTG-2100.

MKTG - 4500 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, after-product pricing, and psychological considerations in retail pricing. Lectures are supplemented by problems, cases, and/or a simulation exercise. Equivalent to MKTG-430. Prerequisite: take MKTG-2100.

MKTG - 4600 International Marketing Strategies (3)

Marketing management of international operations. Focuses on specific managerial decisions encountered in marketing in different cultures. Equivalent to MKTG-445. Prerequisite: take MGMT-4600.

MKTG - 4800 Independent Study (3)

Independent study is intended to provide better students with the opportunity to study a topic of their choice in marketing under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study.

Students contemplating an independent study should first choose a definite area for investigation within marketing and an instructor to sponsor the work. Equivalent to MKTG-470.

MKTG - 4880 Internship (3)

Designed to provide marketing students with supervised practical experiences in applied settings. Equivalent to MKTG-480.

MKTG - 5000 Special Topics in Advanced Marketing (1-3)

Special topics course exploring advanced issues in Marketing.

MKTG - 5400 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. Equivalent to MKTG-572. Prerequisite: take MKTG-2100.

MKTG - 5500 Marketing for Non-Profit 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. Equivalent to MKTG-580. Prerequisite: take MKTG-2100.

MKTG - 7100 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. Equivalent to MKTG-801. Prerequisites: take ECON-6100, MGMT-6100, MGMT-6700.

MKTG - 8000 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. Equivalent to MKTG-850.

MKTG - 8200 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. Equivalent to MKTG-805. Prerequisite: take MKTG-4500 or MKTG-7100.

MKTG - 8300 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. Equivalent to MKTG-810. Prerequisite: take MKTG-4300 or MKTG-7100.

MKTG - 8600 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. Equivalent to MKTG-820. Prerequisite: take MKTG-7100.

MKTG - 8800 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. Equivalent to MKTG-870.

MKTG - 8880 Internship (3)

Designed to provide marketing students with supervised, practical experiences in applied settings. Equivalent to MKTG-880.

MKTG - 8890 Graduate Thesis/Project (3)

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate in business should select the thesis option. Equivalent to MKTG-890.

Mathematics

MATH - 1423 College Algebra (3)

Review of algebra, including factoring and operations with polynomials; exponents and radicals; first and second degree equations and inequalities; absolute value; rational, exponential, logarithmic, inverse functions, and graphs. Designed to prepare students for statistics and/or applied calculus courses. Equivalent to MATH-325.

MATH - 2100 Elementary Statistics (3)

Emphasizes the fundamentals of descriptive and inferential statistics, including graphing, measures of central tendency, probability, the normal distribution, estimation, hypothesis testing, t-test, chi-square, regression, correlation, and analysis of variance. Data from real world problems and the use of graphing calculators and statistical software will be used.

MATH - 2109 Finite Mathematics (3)

Emphasis on concepts and applications, rather than mathematical structures. Includes such topics as: vectors, determinants, matrices and matrix algebra; systems of linear equations and matrices; systems of inequalities and linear programming; simplex method, set theory, logic and Boolean algebra; counting and probability theory; stochastic processes; game theory; Markov chain methods; mathematical modeling; and the mathematics of finance.

MATH - 2131 Mathematical Structures and Concepts I (3)

Focuses on mathematical reasoning and conceptual understanding. Includes topics of problem solving; sets; numeration systems; whole numbers, integers, rational numbers, irrational numbers, and real numbers; ratios; and proportions. The two-course sequence meets the requirements for state certification in elementary teaching. Equivalent to MATH-320.

MATH - 2137 Mathematical Foundations (3)

Introduces formulating mathematical solutions to problems from real life applications. Covers geometry, counting techniques and probability, graph theory, logic and set theory, mathematics of finance, and statistics. Focuses on the improvement of student's problem solving and reasoning skills. Equivalent to MATH-335.

MATH - 2141 Mathematical Structures and Concepts II (3)

Focuses on mathematical reasoning and conceptual understanding. Part II of an introductory content-oriented mathematics course with topics including functions and logic, problem solving, Informal geometry, transformation geometry, tessellations, measurement, probability, and statistics. The two course sequence meets the requirements for state certification in elementary teaching. Equivalent to MATH-322. Prerequisite: take MATH-2131.

MATH - 2150 Discrete Mathematics (3)

Introduces the analysis of finite collections and mathematical foundations of sequential machines, computer system design, data structures, and algorithms. Includes: sets, counting, recursion, graph theory, trees, nets, Boolean algebra, automata, and formal grammars and languages. Prerequisite: take MATH-1423.

MATH - 2221 Precalculus (4)

Covers fundamental concepts of functions, their graphs and applications. Emphasizes elementary functions, namely algebraic and transcendental functions, particular polynomials and rational functions, trigonometric functions, and exponential and logarithmic functions. Covers concepts and calculations of composite and inverse functions. Equivalent to MATH-350. Prerequisite: take MATH-1423.

MATH - 2271 Differential Equations (3)

Covers first order linear equations, constant-coefficient linear equations, general linear equations, variation of parameters, undetermined coefficients, linear independence, the Wronskian, exact equations, separation of variables, applications, systems of linear differential equations, solution of Laplace transforms, existence and uniqueness of solutions, solution by power series, oscillation/comparison theorems, partial differential equations, boundary value problems, numerical methods, and stability of solutions. Equivalent to MATH-3271. Requisite courses: Take MATH-2292.

MATH - 2281 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. Equivalent to MATH-355. Prerequisite: take MATH-1423.

MATH - 2290 Calculus I (4)

Introduces calculus and analytic geometry, including limits, basic techniques of differentiation and integration with applications involving curve sketching, optimization, and areas in a plane. Presents the Fundamental Theorem of Calculus and Riemann integrals. Prerequisite courses: College algebra and trigonometry, or precalculus with grade(s) of C or better.

MATH - 2292 Calculus II (4)

Examines calculus and analytic geometry including solids of revolution, basic integration formulas, partial fractions, trigonometric substitutions, exponential and logarithmic functions, improper integrals. Prerequisite: MATH-2290.

MATH - 2294 Calculus III (4)

Explores calculus and infinite series, power series, Taylor and McLaurin series, 3D coordinate systems, vectors, vector functions, functions of several variables, partial derivatives, double and triple integrals with applications. Prerequisite: MATH-2292.

MATH - 2449 Linear Algebra (3)

Covers vectors; operations on matrices; matrices; inverse of a matrix; solution of systems of linear equations; rank of a matrix; vector spaces and subspaces; linear dependence and independence; basis and dimension; linear transformations; sums, composites, inverses of linear transformation; range and kernel of a linear transformation; proof; determinants; eigenvalues and eigenvectors; orthogonality and inner product spaces; and quadratic forms. Equivalent to MATH-3449. Prerequisite: Take MATH-1423.

MATH - 3099 Junior Seminar: Discrete Mathematics (3)

Introduces students to the concepts and methods of higher mathematics. Topics include set theory, axiomatic systems, elementary logic, functions and relations, the natural numbers, and mathematical induction. Mathematical rigor, proof strategies, and proof writing are emphasized. Career and professional development opportunities will also be discussed. Prerequisite: MATH - 2292 Calculus II (4)

MATH - 3155 Number Theory for Teachers (3)

Introduces mathematical concepts and theories at elementary and middle school levels. Includes concepts of whole numbers, decimals, fractions, integers, rational numbers, irrational numbers and real numbers; concepts of operations and related

properties; factors and multiples; prime and composition numbers; and exponents. Models teaching strategies to promote a deep understanding of the mathematical content, as well as the skills of critical thinking and problem solving. Prerequisite: MATH-2131 and MATH-2141 or the equivalent of each.

MATH - 3331 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. Equivalent to MATH-330.

MATH - 4080 Special Topics In Mathematics (3)

Analyzing selected issues in mathematics and mathematics education in depth. Applies and evaluates several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated for credit with a different topic.

MATH - 4133 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. Equivalent to MATH-465. Prerequisite: take MATH-2137 or MATH-3449.

MATH - 4171 History of Mathematics (3)

Covers mathematics and mathematicians from ancient to modern times, including the development of number theory, geometry, algebra, trigonometry, analysis, probability, topology, philosophy of mathematics, and the relationship of mathematics to other activities, including music, art, science, technology, and commerce. Equivalent to MATH-505. Prerequisites: take MATH-2292, MATH-2137.

MATH - 4229 Advanced Calculus (3)

An optional fourth semester in the calculus sequence, advanced calculus provides a culminating calculus course which introduces the theoretical underpinnings of calculus, including axiomatic approaches to the real number system and theory of integration, as well as delving more deeply into advanced topics such as Taylor series, Stokes' and Green's theorems, etc. Equivalent to MATH-490. Prerequisite: take MATH-2294.

MATH - 4241 Analysis I: Real Variables (3)

Covers proof-oriented survey of the real number system, real number sequences, limits of functions, continuity, differentiability, integrability, sequences, and infinite series, Taylor series, convergence in Euclidean spaces, metric spaces, derivatives and integrals on Rn, and vector calculus. Equivalent to MATH-472. Prerequisite: take MATH-2294.

MATH - 4243 Analysis II: Complex Variable (3)

complex analysis topics including complex numbers and functions of one complex variable, analytic functions and Cauchy-Riemann Equations, harmonic functions, elementary functions of one complex variable, contour integrals, Cauchy's Integral Theorem, Taylor and Laurent series, theory of residues, and Riemann Sphere. May discuss conformal mappings analytic continuation, Riemann Surfaces, Mitteg-Leffler expansion of meromorphic functions. Equivalent to MATH-474. Prerequisite: take MATH-2294.

MATH - 4250 Mathematical Statistics (3)

Provides a calculus-based examination of topics in mathematical statistics and its applications including multivariable distributions, transformations of variables, order statistics, the Sampling Distribution Theorem, the Central limit Theorem, estimation, hypothesis testing, analysis of variance (ANOVA), non-linear regression, simple and multiple regression, non-parametric statistics, Wilcoxon tests, the Theory of Statistical Inference, Bayesian estimation, and asymptotic distributions of maximum likelihood estimators. Prerequisite: MATH-2294 and STAT-4219.

MATH - 4337 Modern Geometry (3)

Covers an axiomatic study of Euclidean Geometry. Introduces spherical, hyperbolic, and other non-Euclidean Geometries as well

as, analytic geometry. Introduces projective geometry, planar symmetry and tessellations, fractals, and informal geometric topology. Requires exercises in the use of a computer, with Geometer's Sketch Pad and the Maple Computer Algebra System with an emphasis on mathematical proofs. Equivalent to MATH-337. Prerequisite: take MATH-2137.

MATH - 4373 Topology (3)

Topology is a branch of mathematics that considers properties of geometric objects, in two, three, or more dimensions that are unaffected by continuous deformation. This course offers an introduction to topology, covering its interesting aspects without too much mathematical formality. Topics covered include knot theory, theory of surfaces and mainfolds, continuous functions and deformations, as well as point-set topology. Equivalent to MATH-531. Prerequisites: take MATH-2292, MATH-4337.

MATH - 4400 Issues in Mathematics Education (3)

Investigates critical issues in mathematics education from the perspective of teaching English language learners (ELLs), content area reading, and social-emotional learning for the mathematics classroom. Advocates research and theoretical constructs to design classroom instruction in mathematics that includes these pedagogical practices. Prerequisite: Completion of one secondary mathematics methods course with a grade of B or better.

MATH - 4450 Theory of Interest (4)

Presents topics in financial mathematics found on the second exam of the Actuarial Societies: interest rates, annuities, accumulation functions, amortization schedules, present values, future values, stocks, bonds, and derivatives. Prerequisites: MATH - 2292 Calculus II (4) or equivalent.

MATH - 4451 Modern Algebra (3)

An introduction to algebraic structures and topics, including relations, operations, mappings, groups, rings, fields, homomorphisms, quotient structures, and polynomials. Equivalent to MATH-460. Prerequisite: take MATH-2137 or MATH-3449.

MATH - 4557 Probability (3)

Provides an introduction to the theory of probability for students in mathematics, mathematics education, and science from a calculus basis. Presents a variety of applications covering diverse topics in addition to the development of the mathematics of probability theory. Equivalent to MATH-540. Prerequisite: take MATH-2292.

MATH - 4621 Principles 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, queuing theory, inventory theory, decision analysis, PERT/CPM, integer programming, and simulation. Equivalent to MATH-450. Prerequisites: take MATH-3137 and take MATH-2281 or MATH-2290.

MATH - 4637 Mathematics Laboratory (3)

Introduces the use of computer algebra systems and graphing calculators in algebra, trigonometry, statistics, calculus, and matrix algebra. Equivalent to MATH-393. Corequisite course: MATH-2290.

MATH - 4700 Independent Study (1-4)

Individual reading, research, and/or project in mathematics under the supervision of the faculty. Equivalent to MATH-470.

MATH - 4800 Mathematics Internship (1-4)

Designed to provide mathematics students with supervised experiences in applied settings. Prerequisite: Permission.

MATH - 4993 Mathematics Senior Capstone (3)

Completes an undergraduate mathematics sequence by exposing students to diverse mathematics topics. Students will read mathematical articles and book chapters and discuss them in class. The course will culminate in a substantial mathematical presentation and paper. The students will make connections between the various branches of mathematics, as well as expand their problem solving and reasoning skills. Prerequisites: Take during final semester of undergraduate mathematics major program of study with approval of academic advisor.

MATH - 6080 Special Topics In Mathematics (3)

Analyzing selected issues in mathematics and mathematics education in depth. Applies and evaluates several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated for credit with a different topic.

MATH - 6155 Number Theory for Teachers (3)

Introduces mathematical concepts and theories at elementary and middle school levels. Includes concepts of whole numbers, decimals, fractions, integers, rational numbers, irrational numbers and real numbers; concepts of operations and related properties; factors and multiples; GCF and LCM; prime and composition numbers; concepts and operations of exponents and scientific notations; and concept/estimation of radicals. Models teaching strategies to promote a deep understanding of the mathematical content, as well as the skills of critical thinking and problem solving. Prerequisite: Graduate student standing.

MATH - 6171 History of Mathematics (3)

Covers mathematics and mathematicians from ancient to modern times, including the development of number theory, geometry, algebra, trigonometry, analysis, probability, topology, philosophy of mathematics, and the relationship of mathematics to other activities, including music, art, science, technology, and commerce. Equivalent to MATH-505. Prerequisites: take MATH-2137, MATH-2292.

MATH - 6229 Advanced Calculus (3)

Provides a culminating experience in calculus while introducing the theoretical underpinnings of calculus, including axiomatic approaches to the real number system and theory of integration, as well as delving more deeply into advanced topics such as Taylor series, Stokes' and Green's theorems, etc. Prerequisite: take MATH-2294.

MATH - 6337 Modern Geometry (3)

Covers an axiomatic study of Euclidean geometry. Introduces spherical, hyperbolic, and other non-Euclidean geometrics as well as analytical geometry. Introduces projective geometry, planar symmetry and tessellations, fractals and informal geometric topology. Requires exercises in the use of a computer, with Geometer's Sketch Pad and the Maple computer algebra system with an emphasis on mathematical proofs. Equivalent to MATH-537. Prerequisite: take MATH-2137.

MATH - 6373 Topology (3)

Topology is a branch of mathematics that considers properties of geometric objects, in two, three, or more dimensions that are unaffected by continuous deformation. This course offers an introduction to topology, covering its interesting aspects without too much mathematical formality. Topics covered include knot theory, theory of surfaces and mainfolds, continuous functions and deformations, as well as point-set topology. Equivalent to MATH-531. Prerequisites: take MATH-2292, MATH-4337.

MATH - 6400 Issues in Mathematics Education (3)

Investigates critical issues in mathematics education from the perspective of teaching English language learners (ELLs), content area reading, and social-emotional learning for the mathematics classroom. Advocates research and theoretical constructs to design classroom instruction in mathematics that includes these pedagogical practices. Prerequisites: Completion of one secondary mathematics methods course with a grade of B or better.

MATH - 6449 Linear Algebra II (3)

Provides an in depth look at advanced topics in linear algebra from a geometric standpoint that includes real world applications. This second course provides a rigorous study of linear algebra with a strong emphasis on reasoning and proof. This course includes a student research project. Equivalent to MATH-642. Prerequisite: take MATH-3449.

MATH - 6451 Modern Algebra (3)

Covers a rigorous study of abstract algebraic systems including groups, rings, and fields. This is a second course in modern algebra with a strong emphasis on reasoning and proof. This course includes a student research project. Equivalent to MATH-662. Prerequisite: take MATH-4451.

MATH - 6557 Probability (3)

Provides an introduction to the theory of probability for students in mathematics, mathematics education, and science from a calculus basis. Presents a variety of applications covering diverse topics in addition to the development of the mathematics of probability theory. Equivalent to MATH-540. Prerequisite: take MATH-2292.

MATH - 6637 Mathematics Laboratory (3)

Introduces the use of mathematics software and technology, including computer algebra systems (CAS), dynamic geometry software, statistical software, and graphing calculators in problem solving. Equivalent to MATH-593. Prerequisite: take MATH-2290.

MATH - 7121 Combinatoric and Graph Theory (3)

Provides a foundation in the principles of combinatorics and graph theory with an emphasis on mathematical reasoning and proof. Prerequisite: take MATH-2137 or MATH-3449.

MATH - 7133 Topics in Number Theory (3)

Provides a foundation in the key concepts and theorems of number theory. Topics include mathematical induction, infinitude of primes, greatest common divisor and Euclid's Algorithm, Fundamental Theorem of Arithmetic (unique factorization), congruence classes, Diophantine Equations, Fermat's Theorem, Euler's Theorem, The Chinese Remainder Theorem, Euler's phi function and quadratic reciprocity with application to cryptography. Prerequisites: MATH-2292 Calculus II, MATH-2449 Linear Algebra, MATH-2150 Discrete Math or the equivalent

MATH - 7211 Advanced Calculus for Educators (3)

Presents an advanced look at the theorems and concepts of calculus for those hoping to teach calculus at the Advanced Placement (AP) or college level. Topics include the development of limits and the derivative, integration and applications of the antiderivative, and a close examination of important theorems in calculus. Equivalent to MATH-721. Prerequisite: take MATH-2294.

MATH - 7369 Differential Geometry (3)

Provides an in depth look at advanced topics in differential geometry. The study of topological spaces will be considered from a differential viewpoint. Topics include Riemann metrics, curvature, and the geometry of general manifolds. Prerequisites: take MATH-3449 and take MATH-4373, MATH-6373, or MATH-4229.

MATH - 7451 Topics in Abstract Algebra (3)

Provides a foundation in abstract algebraic structures including groups, rings, fields, and vector spaces. Topics may include one-to-one maps, onto maps, inverse maps, equivalence relations, equivalence classes, groups, Lagrange's Theorem, normal subgroups, factor groups, group homomorphisms and isomorphisms, Fundamental Theorem of Group Homomorphisms, Fundamental Theorem for Finite Abelian Groups, the Sylow Theorems, rings, ring homomorphisms, polynomial rings, and fields. Prerequisites: MATH-2292, MATH-2449, MATH-2150, and MATH-7133 or the equivalent for each.

MATH - 8117 History of Mathematical Ideas (3)

Concentrates on tracing the development of the history of mathematical ideas, rather than individuals and individual discoveries. Topics include the development of Algebra, Calculus, Geometry and Topology, Probability, and Combinatorics. This course includes a student presentation. Prerequisite: take MATH-2294.

MATH - 8219 Topics in Analysis (3)

Presents an advanced look at the theorems and concepts of analysis. Topics will vary but may include the structure and topology of the real number system, Riemann integration, infinite series, continuity, and sequences and series.

MATH - 8243 Partial Differential Equations (3)

Continues the study of differential equations at the undergraduate level. This course covers boundary value problems, wave and heat equations, Sturm-Liouville theory, and the Dirichlet problem. Students will find that understanding these traditional problems allows them to analyze partial differential equations arising in many fields from science to finance. Prerequisites: take MATH-2294 and MATH-3271.

MATH - 8250 Mathematical Statistics (3)

Provides a calculus-based examination of topics in mathematical statistics and its applications including multivariable distributions, transformations of variables, order statistics, the Sampling Distribution Theorem, the Central limit Theorem, estimation, hypothesis testing, analysis of variance (ANOVA), non-linear regression, simple and multiple regression, non-parametric statistics, Wilcoxon tests, the Theory of Statistical Inference, Bayesian estimation, and asymptotic distributions of maximum likelihood estimators. Prerequisites: MATH-2294 and STAT-4219 or the equivalent to each.

MATH - 8350 Foundations of Actuarial Science (4)

Provides a comprehensive study of applications of calculus, probability, and statistics to actuarial science and risk management. Prerequisite: MATH - 6557 Probability (3) or equivalent, and a Calculus II course such as MATH-2292 or equivalent.

MATH - 8450 Theory of Interest (4)

Presents topics in financial mathematics found on the second exam of the Actuarial Societies: interest rates, annuities, accumulation functions, amortization schedules, present values, future values, stocks, bonds, and derivatives. Prerequisite: Undergraduate Calculus II course such as MATH-2292 or equivalent.

MATH - 8505 Advanced Probability (3)

Provides a calculus-based foundation in the principles and theories of probability and statistics with an emphasis on mathematical reasoning and proof. Prerequisite: take MATH-2294.

MATH - 8523 Financial Mathematics (3)

Provides a calculus-based examination of financial mathematics and its applications. Prerequisite: take MATH-2294.

MATH - 8623 Mathematical Modeling (3)

An exploration of the applications of mathematics to the modeling of real-world phenomena. The students will rely on their knowledge of calculus, probability, combinatorics, and other mathematics to analyze data from real-world phenomena, describe the model using mathematical language (i.e. create a model), and analyze the model in order to understand the phenomenon. Prerequisites: take MATH-2294, STAT-5520, and MATH-6449.

MATH - 8800 Mathematics Internship (1-4)

Designed to provide graduate mathematics students with supervised experiences in applied settings. Prerequisite: Permission.

MATH - 8900 Graduate Thesis Project (3)

Provides graduate mathematics students with the opportunity to synthesize and integrate their graduate work by developing and completing a research thesis or project. The subject of the thesis or project should be consistent with the student's goals and faculty expertise.

MATH - 8950 Graduate Seminar (3)

Provides the opportunity to provide a seminar class, investigating a topic in mathematics. The seminar topic will provide evidence of the ability to understand and synthesize the chosen topic.

MATH - 8970 Graduate Capstone Internship (1-4)

Provides graduate mathematics students with supervised experiences in applied settings. Prerequisite: Candidate status and permission of advisor.

MATH - 8990 Research Presentation (1)

Provides graduate mathematics students with the opportunity to present an oral and written account of their research/project, which will be evaluated by the research advisor and research committee. Writing format will follow theses/project guidelines for graduate work. The oral presentation will follow a format consistent with presentations of research papers at professional meetings and will be evaluated by the research advisor and research committee. Research presentations will be open to all students and faculty. Students should enroll during the final semester of their research of the semester of their graduation.

MATH - 8999 Directed Scholarship (1-2)

Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing requirements for their degree and must have received a grade of "CR" in the designated capstone course, MATH-8900. Note: This course is variable (1-2) in credit hours, repeatable (not replaceable) and is P/NC option.

Media Communications

MCOM - 2220 Broadcasting in America (3)

Surveys the role and effects of the broadcasting and cable industry. Emphasizes historical development, media regulations, terminology, programming and career opportunities. Introduces the economic and social consequences of broadcasting, the role of government regulations, and the future of the electronic media. Equivalent to MCOM-4565, MCOM-565. Requisite courses: Take MCOM-2520.

MCOM - 2230 Introduction to News Writing (3)

Introduces components of news writing including the techniques of news gathering, reporting, and interviewing; the use of library and online database research methods; and other related skills. Emphasizes conventional journalistic style and structure and includes editing, copy editing, and writing of captions and headlines. Simulates real-time constraints and deadlines in writing basic stories. Equivalent to MCOM-4250, MCOM-450.

MCOM - 2361 Introduction to Advertising (3)

Provides a comprehensive overview of the role and principles of advertising in integrated marketing communications, consumer behavior, creative strategies, and types of media. Explores the history, structure, and theory of advertising through practical applications. Requisite courses: Take MCOM-2230.

MCOM - 2451 Introduction to Public Relations (3)

Provides an overview of the practices, theories, ethics, issues, and problems of public relations. Utilizes practical applications to emphasize internal and external relations for corporate, government, and non-profit organizations. Requisite courses: Take MCOM-2230.

MCOM - 2520 Introduction to Media and Society (3)

Surveys the development and influence of the nature, function, and responsibilities of mass media, including print, broadcasting, and film industries. Examines psychological, social, cultural, political, and economic impact of media in a global environment with an emphasis on the media's role in American society. Equivalent to MCOM-4520, MCOM-420.

MCOM - 2700 On-air Performance (3)

Broadcast principles and techniques for introductory on-air performance are discussed and applied. Includes: creating, reading, and delivering on-air performances for commercials, news, interviews, public service announcements, and special events for Radio, Television, and Web-based media. Equivalent to MCOM-4748, MCOM-5748, MCOM-548.

MCOM - 3220 Online Journalism (3)

Covers the social, cultural, political, legal, and economic issues involved in the online journalism of local, national, and international organizations, net-native news outlets, national public broadcasters, citizen-journalism sites, and coverage of world events. Compares the state of mainstream online journalism with citizen journalism including an ongoing discussion of the concept of public journalism.

MCOM - 3725 Layout, Design and Production (3)

Explores theory and practice on the preparation of copy and illustration for newspaper, magazine, advertising, public relations, and electronic publication. Incorporates fundamentals of desktop publishing, copyediting, headline writing, typography, layout, design, and use of photos. Equivalent to MCOM-4715, MCOM-515.

MCOM - 3740 Media Production Techniques (4)

Presents techniques in digital video production, including camera operation, lighting, and audio acquisition. Productions involve the designing, writing, and directing of short form digital projects.

MCOM - 4040 Film Seminar (3)

Examines style and influence of key contemporary independent narrative and documentary filmmakers. Note: may be repeated for credit with different topics. Equivalent to MCOM-540.

MCOM - 4070 Media Workshop (3)

Specific media technologies, skills, and issues are considered in a series of workshops using outside resources. Note: may be repeated for different subjects. Equivalent to MCOM-5070, MCOM-570.

MCOM - 4210 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. Equivalent to MCOM-510.

MCOM - 4230 Reporting, Writing and Editing (3)

Explores advanced news gathering, writing, reporting, and editing skills relevant in the areas of journalism and media. Examines news policy problems and news selection processes. Incorporates advanced principles of copy reading, editing, writing captions and headlines for producing clear, concise, coherent, accurate and thorough copy. Emphasizes interviewing, research skills, and practical experience. Prerequisite: take MCOM-2330.

MCOM - 4255 Broadcast Journalism (3)

Examines principles, craft, and techniques of broadcast journalism in a transmedia environment. Provides, through translating theory into practice, experience in field and electronic newsgathering and production for broadcast. Equivalent to MCOM-555. Prerequisite: take MCOM-4230.

MCOM - 4270 The Newsroom (3)

Emphasizes the Information gathering skills used by working journalists. Examines the practices of a newsroom including real-world assignments, beat reporting, research, story-writing, and the multi-media production. Prerequisite: MST-2100 and one course in English composition.

MCOM - 4275 Media Planning and Management (3)

Emphasizes techniques, strategies, and problems of buying and selling advertising media time, and space. Explores the marketing mix, coordination of advertising with promotions and public relations, and the relationship between the client and agency. Incorporates mass media management issues dealing with organization, ownership, budgeting, research, production, equipment, markets, personnel, legal aspects, buying and selling of properties, business practices, and policies. Equivalent to MCOM-575. Prerequisite: take MCOM-4361 or MCOM-4451.

MCOM - 4291 Newspaper Practicum (1-3)

A practice-oriented course aimed at developing news processing and production skills. Theories of journalism along with the techniques of layout, design, style, headline writing, copy and photo editing, and dummy preparation for producing factual, concise copies for hard and online vehicles will be incorporated. Students are required to work with the student newspaper. Equivalent to MCOM-5291, MCOM-591. Prerequisite: take ENGL-3101.

MCOM - 4361 Advertising and Society (3)

Provides a comprehensive overview of the role and principles of advertising in economic and communication systems. Explores the history, structure, and theory of advertising. Equivalent to MCOM-5361, MCOM-561. Prerequisite: take MCOM-2361.

MCOM - 4365 Advertising as Communication (3)

Examines the nature and process of communication as it relates to advertising and provides a basic introduction into the planning and execution of advertising and promotion within the context of marketing goals and objectives. Equivalent to COMS-565.

MCOM - 4379 Creative Strategies in Advertising and Public Relations (3)

Explores the creative principles dealing with the preparation of the advertising and public relations. Emphasizes conceptual thinking, research, copy writing, design process, development, and production of attention-grabbing promotional messages. Equivalent to COMS-579, COMS-5379. Prerequisite: take MCOM-4361 or MCOM-4451.

MCOM - 4451 Public Relations in Society (3)

Incorporates communication theories, research, promotional strategies, and management to examine the role of public relations in society through critical analysis and application to practical issues, situations, and campaigns. Addresses crisis communication, risk communication, reputation management, social marketing, culture, technology, globalization, and related concepts. Equivalent to MCOM-5451, MCOM-551. Prerequisite: take MCOM-2361 and MCOM-2451.

MCOM - 4452 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. Equivalent to MCOM-552. Prerequisite: take MCOM-4451.

MCOM - 4512 Media Communication 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, and fair trial/free press. Equivalent to MCOM-5512, MCOM-512.

MCOM - 4560 Women in the Media (3)

Considers the representation and function of women in the media, and women who produce media from a theoretical perspective, with a focus on contemporary times. Equivalent to MCOM-560. Prerequisite: take COMS-4110.

MCOM - 4567 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. Equivalent to MCOM-567.

MCOM - 4700 Independent Study (1-4)

Individual reading, research, and/or project in media communications under the supervision of the faculty. Equivalent to MCOM-470.

MCOM - 4702 Digital Film Production (3)

Explores the entire digital filmmaking processes including pre-production, production, and post production. Collaborates on applied short digital film projects (narrative drama and experimental film). Prerequisite: Take MCOM-3740.

MCOM - 4715 Layout, Design and Production (3)

Explores theory and practice on the preparation of copy and illustration for newspaper, magazine, advertising, public relations and electronic publication. Incorporates fundamentals of desktop publishing, copyediting, headline writing, typography, layout, design, and use of photos. Equivalent to MCOM-515.

MCOM - 4720 Audio Production (4)

Production in the audio medium. Students learn correct studio and remote production procedures, editing, and mixing on media laboratory equipment. Seven projects are produced for student portfolios. Equivalent to MCOM-520.

MCOM - 4725 Advanced Design and Production (3)

Applies advanced theory and develops practice in the preparation of copy and illustration for a variety of print and electronic publications. Emphasizes technological literacy, incorporating basic usage of multiple design software programs. Equivalent to MCOM-5725, MCOM-525. Prerequisite :Take MCOM-3725.

MCOM - 4731 Screenwriting (3)

Introduces principles of writing documentaries and drama. Including outlines, character descriptions, scenes, and sequences. Equivalent to MCOM-5731, MCOM-531. Prerequisite: take MCOM-4740.

MCOM - 4732 Writing for Film and Video (3)

Advanced script-writing class for students who understand terminology, production fundamentals, and creating visual sequences for film. Equivalent to MCOM-532. Prerequisite: take MCOM-4731.

MCOM - 4734 Video Production Editing (3)

Examines theories and techniques of non-linear digital video editing. Explores aesthetics and techniques of editing for film and documentary. Equivalent to MCOM-5734, MCOM-534. Prerequisite: take MCOM-4740.

MCOM - 4735 Documentary Filmmaking (3)

Considers non-studio production using portable digital video equipment. Provides practical exercises in the development and production of independent broadcast documentaries. Equivalent to MCOM-5735, MCOM-535.

MCOM - 4736 Producing (3)

The art of developing and financing film and television productions, including the optioning of media properties, employing above-the-line personnel, and securing the involvement of broadcasters and distributions. Equivalent to MCOM-536. Prerequisite: take MCOM-4740.

MCOM - 4739 Advanced Television Production (4)

Emphasizes sophisticated uses of production skills in color facility. Particular attention is devoted to lighting, audio, and beginning post-production. Equivalent to MCOM-539. Prerequisite: take MCOM-4740.

MCOM - 4740 Television Production (3-4)

Presents techniques in digital video production, including camera operation, lighting, and audio acquisition. Productions involve the designing, writing, and directing of short-form digital projects. Equivalent to MCOM-440.

MCOM - 4741 American Cinema (3)

A film studies course that covers American film history from the silent era to the present day. Students will learn how American films reflect and shape popular culture, the basic technical and critical vocabulary of motion pictures, how the technology of cinema relates to film art, the economic structure of the film industry, and how to watch films actively and critically. Equivalent to MCOM-541.

MCOM - 4743 History of Film (3)

Explores historical stages of film and research important styles, genres and movements in each period. Reviews films relationships to history, society, economy and culture. Prerequisite: MCOM-4702 or permission.

MCOM - 4746 Advanced Video Editing (3)

Addresses advanced techniques of non-linear digital video editing. Examines aesthetics and techniques of editing for film and documentary. Equivalent to MCOM-546. Prerequisites: take MCOM-4734.

MCOM - 4750 Advanced Media Production, Post (4)

Focuses on sophisticated uses of production skills in a state of the art video facility. Particular attention is devoted to lighting, audio, and post-production. Students will produce a range of programs. Emphasis is placed on the conceptualization, planning, and execution of advanced television programs. Equivalent to MCOM-4739, MCOM-539. Requisite courses: Take MCOM-4740.

MCOM - 4777 Cinematography (3)

Focuses on the art and techniques of cinematography for drama film as they relate to applied camera operation and lighting, as well as the principals of the image making process, including still and motion picture photography. Equivalent to MCOM-577. Prerequisite: take MCOM-4720 or MCOM-4735.

MCOM - 4800 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 Digital Learning and Media Design Department. May be repeated. Equivalent to MCOM-480.

MCOM - 5005 Media Symposium (1)

A workshop exploring selected issues in depth. Faculty of the media program are joined by media professionals, social critics, community leaders, and public officials, as well as other university faculty. Equivalent to MCOM-505.

MCOM - 6040 Film Seminar (3)

Analyzes style and influence of key contemporary independent narrative and documentary filmmakers. Note: may be repeated for credit with different topics. Equivalent to MCOM-540.

MCOM - 6070 Media Workshop (3)

Produce a digital filmmaking project (group or individual) as a director, producer, cinematographer or editor. Equivalent to MCOM-5070, MCOM-570.

MCOM - 6255 Broadcast Journalism (3)

Applies principles, craft, and techniques of broadcast journalism in a transmedia environment. By translating theory into practice,

provides leadership experiences in field and electronic newsgathering and production for broadcast. Equivalent to MCOM-555. Prerequisite: take MCOM-4230.

MCOM - 6275 Media Planning and Management (3)

Evaluates techniques, strategies, and problems of buying and selling advertising media time and space. Assesses the marketing mix, coordination of advertising with promotions and public relations, and the relationship between client and agency. Synthesizes mass media management issues dealing with organization, ownership, budgeting, research, production, equipment, markets, personnel, legal aspects, buying and selling of properties, business practices, and policies. Equivalent to MCOM-575.

MCOM - 6291 Newspaper Practicum (1-3)

A practice-oriented course aimed at enhancing news processing and production skills. Theories of journalism along with the techniques of layout, design, style, headline writing, copy and photo editing, and dummy preparation for producing factual, concise copies for hard and online vehicles will be incorporated. Students are required to work with the student newspaper. Equivalent to MCOM-5291, MCOM-591. Prerequisite: take ENGL-3101.

MCOM - 6355 Seminar in Advertising and Public Relations (3)

Explores key aspects of advertising and public relations research and theory. Focuses on aspects of consumer behavior and psychology, culture, political communication, contemporary issues, problems, and challenges through guided discussion and analysis of case studies. Equivalent to MCOM-655.

MCOM - 6361 Advertising and Society (3)

Provides analysis of the role and principles of advertising in economic and communication systems. Investigates and applies the history, structure, and theories of advertising. Equivalent to MCOM-5361, MCOM-561. Prerequisite: take MCOM-2361, MCOM-2451 or Instructor Permission.

MCOM - 6365 Advertising as Communication (3)

Analyzes the nature and process of communication as it relates to advertising and provides an introduction into the planning and execution of advertising and promotion within the context of marketing goals and objectives. Equivalent to COMS-565, COMS-5365.

MCOM - 6379 Creative Strategies in Advertising and Public Relations (3)

Examines the creative principles and strategies in dealing with the preparation of advertising and public relations. Emphasizes conceptual and creative thinking, research, design process, development, and production of aesthetic and persuasive - promotional messages. Equivalent to COMS-579, COMS-5379.

MCOM - 6451 Public Relations in Society (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. Equivalent to MCOM-5451, MCOM-551. Prerequisite: take MCOM-2361 and MCOM-2451.

MCOM - 6452 Public Relations Case Studies (3)

Explores a variety of real-world application of public relations problems/opportunities through open discussion of real-world application of promotional communication concepts and principles as well as critical thinking, problem-solving and decision-making processes. Research, promotional communication strategies as well as management, resolution and communication theories are incorporated. Requisite courses: Take MCOM-6451 or MCOM-6361. (Required, Previous).

MCOM - 6479 Creative Strategies in Ad, PR (3)

Examines the creative principles and strategies in dealing with the preparation of advertising and public relations. Emphasizes conceptual and creative thinking, research, design process, development and production of aesthetic and persuasive promotional messages. Equivalent to COMS-579, COMS-5379. Prerequisite courses: Take COMS-6100.

MCOM - 6512 Media Communication Law (3)

Applies, evaluates, and synthesizes various contemporary issues in media law from the perspective of the communicator. Includes free speech principles, First Amendment issues, libel, broadcast regulation, right of privacy, copyright, and fair trial/free speech. Equivalent to MCOM-5512, MCOM-512.

MCOM - 6560 Women in the Media (3)

Focused examination of the representation and function of women in the media, and women who produce media. The woman as media subject and producer is analyzed through feminist theoretical and methodological framework. Equivalent to MCOM-560. Prerequisite courses: Take COMS-6100.

MCOM - 6565 Broadcasting in America (3)

Examines the history, development, structure, content, and influence of the American broadcast media within society at large. Evaluates theories and methods of examining programming and technology, economic and social consequences of broadcasting, the role of government regulation, and the future of the electronic media. Equivalent to MCOM-565.

MCOM - 6702 Digital Film Production (3)

Experiences the entire digital filmmaking processes including pre-production, production, and post-production. Creates applied short digital film projects (narrative dram and experimental film). Equivalent to MCOM-5702, MCOM-502. Prerequisite courses: Take MCOM-3740.

MCOM - 6720 Audio Production (4)

[changed description] Analyzes and differentiates professional audio production principles and techniques common to all types of production including film, television, radio, and live sound. Primary focus is on developing and planning systematic approaches to sound design and post-production audio, including attention to production audio and post-production techniques. Equivalent to MCOM-520. Prerequisite courses: Take COMS-3740.

MCOM - 6730 Directing Drama for TV and Film (3)

The art and craft of directing dramatic film and television productions, including exercises in critical viewing, the drafting of shot lists and story boards, and activities such as blocking actions, shot composition, and continuity directing in a studio environment. Equivalent to MCOM-630. Prerequisites: take MCOM-4740, MCOM-5731.

MCOM - 6731 Screenwriting (3)

Applies principles of writing documentaries and drama, including outlines, character descriptions, scenes, and sequences. Equivalent to MCOM-5731, MCOM-531. Prerequisite: take MCOM-4740.

MCOM - 6732 Writing for Film and Video (3)

Advanced script-writing class for students who understand terminology, production fundamentals, and creating visual sequences for film. Equivalent to MCOM-532. Prerequisite: take MCOM-4731.

MCOM - 6734 Video Production Editing (3)

Lab-based instruction and application of the theories and techniques of nonlinear digital video editing. Students conduct FireWire-based editing with DVCAM and Mini-DV source footage on Final Cut Pro platforms. Equivalent to MCOM-5734, MCOM-534.

MCOM - 6735 Documentary Filmmaking (3)

The analysis, development, and production of independent broadcast documentaries. Equivalent to MCOM-5735, MCOM-535. Prerequisite: take MCOM-4734.

MCOM - 6736 Producing (3)

The art of developing and financing film and television productions, including the optioning of media properties, employing above-the-line personnel, and securing the involvement of broadcasters and distributions. Equivalent to MCOM-536. Prerequisite: take MCOM-4740.

MCOM - 6741 American Cinema (3)

A film studies course that covers American film history from the silent era to the present day. Students will learn how American films reflect and shape popular culture, the basic technical and critical vocabulary of motion pictures, how the technology of cinema relates to film art, the economic structure of the film industry, and how to watch films actively and critically. Equivalent to MCOM-541.

MCOM - 6743 History of Film (3)

Explores historical stages of film and research important styles, genres and movements in each period. Reviews films relationships to history, society, economy and culture. Prerequisite: MCOM-6702 or permission.

MCOM - 6746 Advanced Video Editing (3)

Examines advanced techniques of non-linear digital video editing. Applies aesthetics and techniques of editing for film and documentary. Experimentation with special effects in motion graphics. Completes mastering of the final project to DVD or streaming video. Equivalent to MCOM-546. Prerequisites: take MCOM-6734.

MCOM - 6748 On-Air Performance (3)

Addresses technical and aesthetic components of on-air performance. Includes opportunities for students to practice direction of on-air talent, critique performances, and develop on-mic and on-camera performance skills. Equivalent to MCOM-5748, MCOM-548.

MCOM - 6750 Advanced Media Production (4)

Develops sophisticated use of production skills in a video facility. Particular attention is devoted to design and evaluation of lighting, audio, and post-production. Students produce a range of programs. Emphasis is on the conceptualization, planning, and execution of advanced television programs as well as the critique and assessment of their own work, the work of colleagues and professionally produced examples. Prerequisite courses: Take MCOM-3740.

MCOM - 6760 Corporate and Nontraditional Broadcasting/Non-Broadcast Television Operations (3)

Introduces the concepts of video, multi-media and emerging technologies; analyzing their use in non-traditional and corporate broadcasting for instruction, information, promotion, public relations and training. Examines media and Internet services provided by departments in businesses, educational institutions, medical facilities and government (including the military). Equivalent to MCOM-660. Prerequisites: take MCOM-4740, IFDI-5702.

MCOM - 6777 Cinematography (3)

The art and techniques of cinematography for drama film and documentary as they relate to applied camera operation and lighting. The principles of the image making process, including still and motion picture photography. Masters advanced camera operation. Equivalent to MCOM-577. Prerequisites: take MCOM-6702 or MCOM-6735.

MCOM - 7051 Journalism Seminar (3)

Examines a selected topic in journalism. Covers aspects of online and new media reporting, writing, and production. Emphasizes techniques for information gathering through interviews and scientific data collection and exploration of conceptual subjects. Topics vary by term. Equivalent to MCOM-751.

MCOM - 7455 Media Management (3)

Examines management of broadcasting, cablecasting, and corporate media. Focuses on management functions in various-sized

markets, including personnel, programming, community relations, and promotion. Also considers emerging challenges to managers, such as impact of new technologies, changing laws, and regulations. Equivalent to MCOM-755.

MCOM - 7540 Trends in Communications Technologies (3)

Examines emerging communications technologies, applications and issues, including converging digital technologies and multimedia; the Internet and World Wide Web; communications satellites; video distribution systems including cable, video cassettes, and disks; and virtual reality. Also considers programming and content planned or available. Equivalent to MCOM-740.

MCOM - 7725 Advanced Producing for Film and TV (3)

Students take on all the functions of the producer while undertaking the development of a feature film or television program. In addition to drafting a treatment, securing a property, and creating a budget and schedule, students develop a project that could become a feature production while attending the university or upon graduation. Equivalent to MCOM-725. Prerequisites: take MCOM-4735, MCOM-4740.

MCOM - 7730 The Screenplay Project (3)

Intensive development and drafting of a feature dramatic or documentary screenplay project. Equivalent to MCOM-730. Prerequisite: take MCOM-4732.

MCOM - 8003 Contemporary Issues (3)

A graduate seminar exploring a selected issue in media, communication, or popular culture. May be repeated for credit. Equivalent to MCOM-803.

MCOM - 8030 Graduate Seminar in Media Communications (3)

Examines classic literature in mass communications as way of understanding origins and theoretical bases of the discipline, and as a way of assessing its current status. Considers the teaching of communications at various levels. Equivalent to MCOM-830.

MCOM - 8700 Graduate Research (1-4)

Individual reading, research, and/or project in media communications under supervision of faculty. Equivalent to MCOM-870.

MCOM - 8800 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 Digital Learning and Media Design Department. May be repeated. Equivalent to MCOM-880.

Media Studies

MST - 2100 Introduction to Media Production (3)

Introduces the basic production techniques and broadcast concepts for video, internet streaming, multimedia, mobile, and emerging technologies. Examines the principles involved in production across platforms through hands-on production. Students apply skills learned on individual and collaborative productions.

MST - 2101 Introduction to Media Studies (3)

Introduces students to the concepts and issues in the study of media including the "new" in new media technologies. Surveys the historical and material specificity of media technologies and resulting forms of social life. Engages students in critical debates on media, culture, and power and considers problems posed by new and old media objects and processes.

MST - 2102 Digital Video Writing (3)

Introduces basic digital video writing techniques. Examines the principles involved in story development and structure with

emphasis on digital video production concepts and multiple platforms. Apply skills learned on individual writing projects. Prerequisites: take MST-2100.

MST - 2110 Media Forms (3)

Examines interrelated histories of media and technology (film, video, radio, Internet, electronic media) from the advent of print, through to digital computing, and into analogue, video, and the Internet. Emphasizes the influences of technology and functionality of the merging field of digital media on social, economic, political, and cultural systems in a global context.

MST - 2120 Media Theory (3)

Examines media and emerging theoretical trends in western and non-western media thought. Considers the relevance of different theoretical approaches and methods, the problem of the Eurocentric nature of media theory, and questions assumptions of production, distribution, and reception. Examines the unique perspectives of the Chicago school of media theory.

MST - 2130 Media Culture and Innovation (3)

Focuses on media and innovation in western and non-western emerging media cultures. Emphasises a foundational understanding of creative industries including media leaders, international media systems, culture policy, and world events, in the production of culture and innovation from the advent of film, through television, and into video and the Internet with a focus on contemporary media.

MST - 3099 Global Media Literacy (3)

Develops students' ability to be critical about and understand the media society they consume and produce, as well as digital media forms, culture, production, and dissemination. Emphasis is placed on the development of critical thinking skills and analysis skills useful for interpreting, producing and criticizing global and international media.

MST - 3104 Playing Games (3)

Explores gaming. Whether we play board or multiplayer online games, gaming teaches collaborative problem solving, motivation, and strategic planning. Described as the sum total of all expressive mediums, some games are also as rich and meaningful as art and literature. Through substantial reading and gaming, students examine the evolution of gaming, the artistic, social, and economic impact of gaming and gaming practices.

MST - 3212 Social Media (3)

Introduces literature about and direct experience of the new social media literacies. Emphasizes research foundations and practical methods to control attention, attitudes, and tools necessary for critical consumption of information, best practices of individual digital participation, and collective participatory culture, the use of collaborative media and methodologies, and the application of network know-how to like online. Prerequisites: take MST-2100, MST-2101 and take MST-2110, MST-2120, or MST-2130.

MST - 3213 Future TV (3)

Investigates the intersection of television with emerging digital technologies, globalization of media, many-to-many publishing and examines the commercial, public service, and autonomous (independent) aspects of this changing medium. Prerequisites: take MST-2100, MST-2101 and take MST 2110, MST-2120, or MST-2130.

MST - 3214 Chicagoland Media (3)

A fieldwork-intense exploration of the creative media industry in Chicago. Develop an understanding of the different forms, interrelated histories, leaders, business models, and approaches to making Chicagoland media unique and Chicago a major media center. Prerequisites: take MST-2100, MST-2101.

MST - 3221 Social Design and Crowd Sourcing (3)

Emphasizes the study of socially and ecologically responsible design of products, tools, and community infrastructures. Global in focus, examines cases and practices of social design, the role of social design in political economy, connection with local and international systems of power, and information flow. Prerequisite: take MST-3212.

MST - 3223 Virtual People, Gaming Practices (3)

Emphasizes the intellectual and conceptual underpinnings of online and virtual games by examining the sociological, philosophical, ethical, literary, technological, and economic aspects of design. Prerequisites: take MST-3110, COMS-4110 and take MST-2110, MST-2120, or MST-2130.

MST - 3412 International Media Flow (3)

Examines the dynamics of the international and global flow of media. Focuses on understanding the dominant flows of media spread globally through the use of multi-national media conglomerates, as well as contra-media flows, and regional followings spread through transnational and geo-cultural networks.

MST - 3750 Media Storytelling (3)

Introduces visual and aural storytelling concepts as well as new Web narrative technologies. Provides an appreciation for media literacy - the importance of knowing how to use digital technologies to communicate ideas in the media-rich interactive telecommunications environments of the 21st century. Requisite courses: Take MST-2100. (Required, Previous).

MST - 4050 Media Studies Workshop (1)

Examines specialty topics in media and digital media production. Topics of this workshop vary according to the specific content areas being covered. Note: May be repeated for credit. Prerequisites: MST - 2100 Introduction to Media Production (3) or MST - 2101 Introduction to Media Studies (3) or equivalent coursework.

MST - 4070 Topics in Media Studies (3)

Examines topics in media studies. Focuses study through topic-focused readings, research, fieldwork and/or production. Prerequisites: MST - 2100 Introduction to Media Production (3) or MST - 2101 Introduction to Media Studies (3) or permission of instructor.

MST - 4100 Producing Across Platforms (3)

Introduces cross-platform (multiplatform) production techniques for video, web, and mobile devices. Examines the principles involved in producing across media platforms and incorporating interactivity into production design. Students will apply skills learned on individual projects. Requisite courses: Take MST-2100. (Required, Previous).

MST - 4130 Writing for Multimedia (3)

Introduces multimedia writing and the techniques used for writing across "three Screens" TV, Web, and Mobile. Examines the principles involved in developing multiplatform, and interactive writing expertise. Students will apply skills learned on individual writing projects. Prerequisite: take MST-2100.

MST - 4220 Global Social Media and Change (3)

Explores the rise of social networking, its use to empower people, and the connectivity of mobile devices. Emphasizing the role of social media in systemic change from national revolution to international protests, local projects to global networks, and national to intergovernmental agency policy. Tracing contemporary origins of social media for change to current movements. Prerequisites: take MST-2101, COMS-4110, MST-3212.

MST - 4270 The Newsroom (3)

Emphasizes the information gathering skills used by working journalists. Examines the practices of a newsroom including real-world assignments, beat reporting, research, story-writing and multi-media production. Requisite courses: Take ENGL-3101. (Required, Previous).

MST - 4420 Western Media Systems (3)

Examines the media systems in North America and Western Europe. Explores the development and the systems. Addresses the influence of cultural elements such as state involvement, partisanship, and journalism ethics on media systems and media event coverage.

MST - 4431 Latin America Media Systems (3)

Examines issues related to major media channels (e.g., newspapers, television , Internet) in Latin America. Particular attention is given to governmental, economic, and cultural issues. Discusses issues such as gender, race, and cultural imperialism.

MST - 4433 Bollywood Media (3)

Focuses on the world's largest film industry in production and viewership. Provides a theoretical lens to help analyze and understand how Bollywood influences have grown beyond India and South Asia and to help globalize both the film industry and Indian media as a whole. Prerequisites: take MST-2100, MST-2101, and MST-3110.

MST - 4434 Asian Media Systems (3)

Examines Asian media systems in politics, cultural, and economic contexts. Utilizes case studies and conceptual frameworks to understand issues and forces that shape Asian information and entertainment systems.

MST - 4440 Media Globalization (3)

Explore concepts and hot topics affected by globalization, focused on three main foci: understanding key globalization concepts, challenging the notion of media globalization's effects on the world, and exploring how media globalization affects the world's sense of morality.

MST - 4574 Directing for Screen and Stage (3)

Enables students to analyze a script or media proposal, develop a concept, and work with actors and technicians to realize that concept in a performance arena, such as a recorded medium, live stage, or virtual space. Students will analyze theatrical, media, and animation trends; innovators; theorists; and artists providing a foundation for writing, directing, and acting. Prerequisites: take MST-2100 and MCOM-4740.

MST - 4700 Independent Study (1-3)

Individual readings and/or project in media studies under the supervision of the faculty. Can be repeated for credit with different topic. Prerequisite: Instructor permission.

MST - 4730 Audio Production (4)

Reinforces and expands upon the general knowledge of audio and basic production to encompass techniques of double system sound used in film production, explores some principles and practices involved in live audio production for broadcast, sound reinforcement, or studio recording. Extends into the principles and practice of mixing and advanced post-production techniques like ADR and basic sound design.

MST - 4745 Public Media (3)

Focuses on the development, role, and function of public media utilizing local and region outlets. Combines study and production within the context of public broadcast media. Builds on skills in writing and production leading to the production of quality public media oriented content. Prerequisite: take MST-3214.

MST - 4990 Social Laboratory (3)

Emphasizes collaborative project development , design, management, and the launch of social design focused multimedia; this senior experiential project based course is designed for advanced undergraduate students in the Media Studies program and other majors.

MST - 4991 Senior Seminar (3)

In this capstone undergraduate course, students demonstrate what they have learned during their college career and hone multimedia media communication, production, presentation, and distribution skills by developing a digital portfolio of their work and completing an in-depth exploration of a media industry or field of interest.

MST - 6750 Advanced Media Production (3)

Develops sophisticated use of production skills in a video facility. Particular attention is devoted to design and evaluation of lighting, audio, and post-production. Students produce a range of programs. Emphasis is on the conceptualization, planning, and execution of advanced television programs as well as the critique and assessment of their own work, the work of colleagues and professionally produced examples.

Music

MUS - 1500 Music of the World (3)

Studies representative music of the non-Western world, with an emphasis on its function within the culture where it is practiced. Introduces the study of music through the examination of traditional, classical and popular music and cultures from different regions and peoples of the world. No previous musical knowledge is required.

MUS - 2101 Understanding Elements of Music (3)

Introduces music theory and describes basic elements and fundamentals of music. Provides a working knowledge of musical concepts, terminology, and musical structure. Explores the keyboard and basic elements of notation, scales, melody, harmony, and chord structure.

MUS - 2201 Intro To History of Jazz (3)

Surveys American Jazz music from a historical and cultural context. Explores the various modes of musical expression characterizing the contributions made by Africans and African-Americans to American culture. Covers early Jazz of the nineteenth century to the postmodern era of today.

MUS - 2202 Rock and Roll History (3)

Examines the social and historical aspects of Rock and Roll music that represent elements of the cultural fabric which shapes American society. Explores social trends and issues that are reflected in rock music by examining the various styles that encompass the genre. Investigates the influence of rock music on economic shifts, civil rights, technological advances, and entertainment.

MUS - 2301 Survey of Music History (3)

Provides a basic understanding of what to listen for in music through exploring the historical periods and examining the types, forms, and style of Western music literature. Approaches the history of music in a chronological framework beginning with the Middle Ages and working through the Renaissance, Baroque, Classical, Romantic, and Modern periods. Equivalent to MUS-3301, MUS-303.

MUS - 3401 20th Century Music (3)

Studies music during the early history of the twentieth century. Includes post-romanticism, impressionism, and nationalism. Equivalent to MUS-320.

MUS - 4101 African-American Music (3)

A survey of various modes of musical expression characterizing the black man's contributions to American culture. Covers west African sounds (1619-1800), jazz, spiritual, gospel, and contemporary soul. Equivalent to MUS-410.

MUS - 4501 Choral Performance (3)

Choral Performance is a class for all levels of singers. Students are required to perform in a concert at the end of the semester.

Students will develop sight-singing skills; increase music literacy and music reading abilities; learn vocal diction in various languages; and gain confidence through public performance(s). Equivalent to MUS-5501.

MUS - 4901 Choral Practicum (1)

Provides further experience and confidence in vocal performance for all levels of singers. Auditions may be required. Students are required to perform in public concert(s). May be repeated for credit. Equivalent to MUS-5901.

MUS - 6501 Choral Performance (3)

Choral Performance is a class for all levels of singers. Students are required to perform in a concert at the end of the semester. Students will develop sight-singing skills; increase music literacy and music reading abilities; learn vocal diction in various languages; and gain confidence through public performance(s). Equivalent to MUS-5501.

MUS - 6901 Choral Practicum (1)

Provides further experience and confidence in vocal performance for all levels of singers. Auditions may be required. Students are required to perform in public concert(s). May be repeated for credit. Equivalent to MUS-5901.

Not-for-Profit Social Entrepreneurship

NPSE - 9007 Special Topics for Not-for-Profits (3)

Presents selected topics covering new developments in the field of not-for-profits leadership. Includes discussion of the topics and the implications for theory and practice. Participants have an opportunity to discuss the new development and, where appropriate, apply techniques and skills.

NPSE - 9101 Public Relations for Not-for-Profit Organizations (3)

Explores marketing and public relations theory and practice in the nonprofit sector. The role of strategic communications campaigns in supporting mission attainment is examined. Public relations processes and marketing strategies that identify organizational strengths and communicate to a broad range of stakeholders are described. Methods for publicizing accomplishments and organizational goals through communication, media usage, and research practices are described.

NPSE - 9102 Policy and Finance for Not-for-Profits, Foundations (3)

Presents an introduction and overview of the financial practices for persons aiming for general management careers in nonprofit organizations. Focuses on financial decision-making techniques, capital budgeting, and debt financing. Provides financial accounting and reporting principles for not-for-profits and focuses on analysis of financial statements.

NPSE - 9103 Government and Intergovernmental Relations (3)

Examines the evolving topic of intergovernmental relations among federal, state, and local governments. The structure of American political institutions, the nature of complex policymaking, governance by networks, and the consequences of cooperation and competition between governments are examined. Challenges presented to administrators and policy-makers by the balance of shared powers between the layers and institutions of government are investigated.

NPSE - 9104 Applied Management for Not-for-Profit Organizations (3)

Outlines principles of effective nonprofit management. Emphasizes leadership, governance, organizational structure, strategic and volunteer management. Explores the political, economic, social, and related theories to assist the student's understanding of nonprofit roles. Real-world case studies may be included.

NPSE - 9105 Law and Not-for-Profit Organizations (3)

Examines state law governing nonprofit organizations, federal tax law governing nonprofit ("tax exempt") organizations, and important topical matters such as constitutional, ethical, and governance issues of particular relevance to nonprofits. Addresses both the theoretical underpinnings of state nonprofit and federal tax law and the practical aspects of representing and advising nonprofit organizations.

NPSE - 9106 Issues and Trends for Not-for-Profits (3)

Explores political, environmental, societal and technological factors that influence contemporary nonprofit organizations. Innovative strategies for managing, financing and marketing nonprofit organizations are emphasized. Methods for diagnosing evolving challenges and opportunities are studied. Theoretical, empirical and practical sources are analyzed.

NPSE - 9201 Public Policy and Finance for Not-for-Profits (3)

Focuses on the revenue side of the public sector budget. Covers the public economy of taxation, explores both its positive and normative aspects, goes over fiscal federalism; that is, the allocation of fiscal instruments and transfers between the different levels of government. Provides financial accounting and reporting principles for not-for-profits, financial decision-making techniques, revenue forecasting, and debt financing.

NPSE - 9202 Strategic Planning, Program Evaluation, and Sustainable Collaborations for Not-for-Profit Sector (3)

Examines fundamental concepts and techniques used to create and evaluate strategic plans, use of traditional sustainability factors when assessing organizational growth, and development of organizational collaborative initiatives. Revenue sharing, citizen participation, human resources, the role of politics in decision making, and organizational culture are explored. The interaction between organizations and the external environment is also examined.

NPSE - 9203 Advanced Social Entrepreneurship (3)

Explores the process of developing new ventures with dual missions of social benefit and financial return on investment. A framework for understanding issues facing new social ventures is provided through historical and contemporary theories. Strategies for finding solutions to societal problems, techniques for evaluation of emerging social ventures, and investigation of the management, marketing, and funding required to run a successful social entrepreneurship are explored.

NPSE - 9204 Advanced Organizational Behavior (3)

Examines modern organizations and introduces classical and contemporary thinking in organizational research and practice. Organizational environments are examined based on individual, group, inter-organizational, and societal perspectives. Topics include organizational culture, social networks, and politics as well as interpersonal and inter-organizational perspectives that help foster an informed understanding of organizational dynamics.

Nursing

NURS - 3140 Conceptual Basis for Professional Nursing (3)

Emphasizes professional approaches to nursing practices and builds upon, rather than duplicates, education received in a pre-licensure nursing program. Focuses on a conceptual approach in exploring dimensions of practice and client care issues, reflecting nursing's strategic position and ability to influence decisions and policies relative to social, ethical, political, legal, and economic environments. Equivalent to NURS-304.

NURS - 3150 Pathophysiology (3)

Provides an introduction to the etiology, pathogenesis, clinical manifestations, and treatment of disease, including fundamental pathophysiologic concepts; examination of specific disease mechanisms in the various body systems; and clinical application related to the processes of diagnosis, treatment, and prevention. Equivalent to NURS-305. Prerequisite: take NURS-3140.

NURS - 3160 Gerontological Nursing (3)

Focuses on theory, research, and practice of nursing with aging adults. Explores physiological, psychological, social, spiritual, and cultural factors related to health and aging. Emphasizes the nursing process with aging adults and examines community resources that assist older adults to remain in their communities. Explores the interdisciplinary nature of gerontological theory and practice. Requires fieldwork. Equivalent to NURS-306. Corequisite course: NURS-3140.

NURS - 3170 Basic Nursing Informatics (3)

Focuses on technological methods used by nurses in all areas of practice and education. Provides basic knowledge and skills in health care information management and patient care technology, critical for promoting a safe and quality environment for both patients and members of the health care team. Explores the use of technology in nursing education. Equivalent to NURS-307. Prerequisites: take NURS-3140, MIS-2101.

NURS - 3300 Health Assessment (3)

Focuses on the development of skills in the physical, social, and psychological assessment of clients. Aspects of examination and diagnosis are explored. Equivalent to NURS-330. Prerequisite: take NURS-3150.

NURS - 4110 Evidence-Based Research (3)

Emphasizes the application of nursing scholarship to nursing practice. The elements of the research process are utilized to appraise and translate scientific evidence to solve nursing practice issues. Focuses on critical thinking and writing skills that enable the student to develop competencies as a consumer of research, and sharing evidence of best practices with the inter-professional team. Equivalent to NURS-401. Prerequisites: take NURS-3140, STAT-4720.

NURS - 4120 Public Health Promotion (3)

Emphasizes health promotion and disease and injury prevention for individuals, families, communities, and populations across the lifespan. The history, theory development, research, practice, and core functions of community health and mass casualty disasters are explored. Epidemiological, social, ethical, cultural, spiritual, political, economic, and legal factors related to health are also studied. Equivalent to NURS-402. Prerequisites: take NURS-3140, NURS-3150, NURS-3160, NURS-3170. Corequisite course: NURS-4130.

NURS - 4130 Public Health Practicum (3)

Provides for the application of concepts, principles, processes and theoretical models as presented in NURS-402 to the clinical practice setting. Clinical experiences focus on expanding knowledge and skills to develop attitudes and values required to influence the direction of healthcare to individuals, families, populations and communities in an ever changing society. The first phase of the nursing process, assessment is used to identify diverse population characteristics, resource distribution and environmental, political, ethical and legal aspects affecting quality of life. Equivalent to NURS-403. Prerequisites: take NURS-3140, NURS-3150, NURS-3160, NURS-3300. Corequisite course: NURS-4120.

NURS - 4501 Leadership for Patient Safety (3)

Emphasizes and integrates leadership and management skills relevant to the student's scope of practice. Selected theories and principles of management are analyzed in relation to their effects on clients, families, and co-workers. Basic leadership skills include the awareness of complex systems, and the impact of power, politics, policy and regulatory guidelines on these systems. Skills emphasized will include ethical and critical thinking, initiating and maintaining effective working relationships, use of mutually respectful communication and collaboration within interprofessional teams, care coordination, delegation, and conflict resolution strategies. Equivalent to NURS-450.

NURS - 4701 Independent Study (1-3)

Independent reading, research, and/or project in nursing under the direction of faculty. Equivalent to NURS-470.

NURS - 4801 Internship (1-8)

Designed to provide nursing students with faculty-supervised practical experiences in clinical settings. Equivalent to NURS-480.

NURS - 5101 Special Topics in Nursing (1)

Readings, lecture, discussion, and group projects in areas of current interest to practicing nurses. Potential areas include genetic assessment, management of osteoporosis, critical care, and women's health. Focus will be placed on best practice concepts and new research. Equivalent to NURS-501. Prerequisite: take NURS-3300.

NURS - 5500 Substance Abuse Issues in Healthcare (3)

Provides an introduction to the substance abuse concerns that have an impact on healthcare. Focuses on the interactions between healthcare professionals and their substance-abusing patients. Equivalent to NURS-550.

NURS - 5510 Substance Abuse Screening in Healthcare (3)

Prepares healthcare professionals to screen and appropriately refer patients with suspected substance use disorders. Presents standardized screening instruments applied to cases across healthcare delivery systems. Explains basic principles of motivational interviewing to assist patients in developing a commitment to change. Equivalent to NURS-551. Prerequisite: take ADDS-5500 or NURS-5500.

NURS - 5520 Disparity and Diversity in Substance Abuse (3)

Introduces the concept of health disparities as applied to substance abuse. Focuses on disparities in access to substance abuse care. Develops skills for intervening more effectively with a diverse group of patients. Equivalent to NURS-552. Prerequisite: take ADDS-5500 or NURS-5500.

NURS - 5530 Substance Abuse Interventions in Nursing Practice (3)

Applies screening, intervention, and referral skills to sample cases drawn from varied patient groups and settings. Includes guidelines for working with impaired colleagues. Equivalent to NURS-553. Prerequisites: take NURS-5510, NURS-5520 and take ADDS-5500 or NURS-5500.

NURS - 6145 Theoretical Perspectives for Advanced Practice Nursing (3)

Presents a systematic examination of concepts and theories appropriate for use in the advanced practice of theory-based nursing. Concepts of health promotion, illness prevention, and maintenance of function in client populations are synthesized into clinical practice models. Equivalent to NURS-745.

NURS - 6150 Advanced Clinical Pathophysiology (3)

Provides for an analysis of mechanistic and regulatory deficits in altered physiological states. Emphasis is on foundations of disease as the basis for clinical intervention. Equivalent to NURS-750.

NURS - 7180 Advanced Health Assessment (4)

Builds upon cognitive and assessment skills developed in a basic comprehensive physical assessment course. Focus is on interviewing and examining adult and pediatric clients to diagnose potential and actual health problems. Equivalent to NURS-780. Prerequisites: take NURS-6145, NURS-6150.

NURS - 7181 Pharmacotherapy in Nursing (3)

Prepares the advanced practice nurse to manage and evaluate drug therapies used in the care of clients throughout the lifespan with acute and/or chronic conditions. Focuses on pharmacotherapeutics and the principles of pharmacokinetics and pharmacodynamics. Equivalent to NURS-781. Prerequisites: take NURS-6145, NURS-6150.

NURS - 7182 Healthcare Policy and Nursing (3)

Provides for the examination of phases of the role of legislative process and phases of policy-making. Includes the analysis of the impact of biological, cultural, demographic, ecological, economic, ethical, psychological, social, and technological factors on various phases of policy-making. Emphasizes the influence, role, and responsibility of the nursing profession on policy activities in health and human service areas.

NURS - 8102 Clinical Issues for Advanced Nursing Practice (3)

Explores factors that affect the health status of adults within the context of health promotion, illness prevention, and maintenance of function. Key issues include human diversity in health and illness, self-care, and quality of life. Equivalent to NURS-802.

NURS - 8103 Advanced Nursing Research (3)

Explores the development, status, and future trends and needs in nursing research. Emphasizes research critique, research utilization, and evidence-based practice in adult health nursing. Equivalent to NURS-803. Prerequisite: take NURS-8102.

NURS - 8107 Adult Health and Illness I (5)

Applies advanced knowledge and skills of nursing, health assessment, pathophysiology, pharmacology, case management, and research in providing care for acutely ill adults. Equivalent to NURS-807. Prerequisite: take NURS-8102.

NURS - 8108 Adult Health and Illness II (5)

Applies advanced knowledge and skills of nursing, health assessment, pathophysiology, case management, and research in providing care for adults who have chronic health problems that may produce episodes of crisis. An epidemiological process model is used to design and implement client care. Equivalent to NURS-808. Prerequisites: take NURS-8102, NURS-8103, NURS-8107.

NURS - 8111 Adult Family Practicum (3)

Applies advanced knowledge and skills in nursing, health assessment, pathophysiology, and pharmacology to promote health maintenance, to provide accurate disease diagnosis, and to apply appropriate evidence based disease management in the care of the aging adult as a family nurse practitioner Prerequisite or Concurrent: NURS-8102, NURS-8221 , NURS-8222 Corequisites: NURS-8103 and NURS-8112

NURS - 8112 Adult Family Health and Illness (3)

Applies advanced knowledge and skills in nursing, health assessment, pathophysiology, and pharmacology to promote health maintenance, to provide accurate disease diagnosis, and to apply appropriate evidence based disease management in the care of the aging adult as a family nurse practitioner. Prerequisites or Concurrent: NURS-8102, NURS-8221, NURS-8222 Corequisites: NURS-8103 and NURS-8111

NURS - 8119 Young Family in Health and Illness Practicum (3)

Applies advanced knowledge and skills in nursing, health assessment, pathophysiology, and pharmacology to promote health maintenance, to provide accurate disease diagnosis, and to apply appropriate evidence-based disease management in the care of the pregnant or pediatric/adolescent client as a family nurse practitioner. Prerequisites: Take NURS-8103, NURS-8111, and NURS-8112 Corequisite: NURS-8120

NURS - 8120 Young Family in Health and Illness (3)

Applies advanced knowledge and skills in nursing, health assessment, pathophysiology, and pharmacology to promote health maintenance, to provide accurate disease diagnosis, and to apply appropriate evidence-based disease management in the care of the pregnant and pediatric/adolescent client as a family nurse practitioner. Prerequisites: NURS 8103, NURS 8111, and NURS 8112 Corequisite: NURS-8119

NURS - 8210 Clinical Nurse Specialist in Adult Health (5)

Provides graduate students with field experiences to implement the role of the clinical nurse specialist. Students work with a variety of adult clients incorporating advanced practice models in healthcare settings with course faculty and clinical preceptor supervision. A needs assessment is conducted after which the student identifies a nursing problem for a project that will be implemented and evaluated in NURS-846, Adult Health Internship and Project. Equivalent to NURS-821. Prerequisites: take NURS-8103, NURS-8108.

NURS - 8221 Family Nurse Practitioner Role Practicum (2)

Provides graduate students acute and episodic field experiences which enable the student to develop and demonstrate growth in the implementation of the family nurse practitioner role. Students work with a variety of clients in the primary care setting with

course faculty oversight and clinical preceptor supervision. Prerequisites: NURS-6145, NURS-6150, NURS-7180, NURS-7181, and NURS-7182 Corequisites: NURS-8102 and NURS-8222

NURS - 8222 Family Nurse Practitioner Role (3)

Provides graduate students with didactic education which enables the student to develop and demonstrate growth in the implementation of the family nurse practitioner role. Students work with a variety of clients in the primary care setting with course faculty oversight and clinical preceptor supervision. Prerequisites: NURS-6145, NURS-6150, NURS-7180, NURS-7181, and NURS-7182 Corequisites: NURS-8102 and NURS-8221

NURS - 8350 Nursing Administration I (3)

Explores history and trends in nursing administration. Emphasizes theoretical approaches to the process of nursing administration. Reviews common elements of administration within the organizational framework of nursing services as an integrated part of the healthcare delivery system. Analyzes essential nursing administration leadership and management skills. Equivalent to NURS-835. Prerequisite: take HLAD-7109.

NURS - 8400 Nursing Financial Management (3)

Explores additional concepts of nursing service management including financial management and budget preparation, public relations, and marketing. Provides an overview of major aspects of nursing financial management, including topics such as healthcare economics, budgeting, cost analysis, and marketing. Equivalent to NURS-840. Prerequisites: take NURS-8102, NURS-8103, NURS-8350.

NURS - 8550 Nursing Administration II Seminar (3)

Focuses on the synthesis of leadership concepts unique to the role of nurse administrator in the current healthcare environment. Focuses on advanced leadership topics of regulatory compliance, diversity, social issues, policy development, and disaster preparedness. Equivalent to NURS-855. Corequisite course: NURS-8956.

NURS - 8610 Curriculum Development in Nursing (3)

Explores the curriculum development process from the perspective of nursing as a practice discipline. Equivalent to NURS-860.

NURS - 8611 Instructional Methods in Nursing (3)

Provides an overview of traditional and activity-based teaching strategies, uses of technology, contemporary methods for clinical teaching, and the use of process education in nursing. Equivalent to NURS-861. Prerequisite: take NURS-8610.

NURS - 8612 Measurement and Evaluation in Nursing Education (3)

Provides an overview of evaluation methods appropriate for use in academic nursing education programs. Equivalent to NURS-862. Prerequisite: take NURS-8611.

NURS - 8675 Nursing Informatics Project Seminar (3)

Provides the graduate student with field experiences in implementing the role of informatics nurse specialist. Students work in selected health care settings serving minority and underserved populations incorporating advanced practice learning with a nursing or health information specialist and course faculty. A needs assessment is conducted and a plan is developed for a project to be implemented in NURS-876. Equivalent to NURS-875. Corequisite course: NURS-8976.

NURS - 8701 Independent Study (1-8)

Individual reading, research, and/or project in nursing under the supervision of the faculty. Equivalent to NURS-870.

NURS - 8775 Nursing Informatics Project Seminar (3)

Provides the graduate student with field experiences in implementing the role of informatics nurse specialist. Students work in selected healthcare settings serving minority and underserved populations incorporating advanced practice learnings with a

nursing or health information specialist and course faculty. A needs assessment is conducted and a plan is developed for a project to be implemented in NURS-8776. Corequisite course: NURS-8776.

NURS - 8776 Nursing Informatics Project Practicum (3)

Provides the opportunity for synthesis, integration, and utilization of theories an concepts of nursing informatics in a practicum setting. Focuses on the implementation of the informatics nurse specialist role and the implementation and evaluation of the project plan developed in NURS-8775. Corequisite course: NURS-8775.

NURS - 8800 Internship (1-8)

Designed to provide nursing students with supervised practical experiences in applied settings. Equivalent to NURS-880.

NURS - 8900 Graduate Thesis/Project (1-8)

Provides practical experience with requirements of professional writing and documentation. Utilizes online and in person teaching strategies. Students complete individual writing assignments. Equivalent to NURS-890. Prerequisite: take NURS-7791.

NURS - 8946 Adult Health Internship and Project (5)

Provides opportunities to actualize the CNS role. Students will be expected to enact the subroles and competencies of the CNS with a minimum of supervision by faculty. As a result of a needs assessment done in NURS-821, the students will implement and evaluate a project, which demonstrates the ability to create a nursing intervention to solve a clinical/managerial nursing problem. Equivalent to NURS-846. Prerequisite: take NURS-8210.

NURS - 8949 Clinical Practicum for Family Nurse Practitioner Residency & Project (4)

Applies advanced knowledge and skills in nursing; health assessment, pathophysiology, and pharmacology to promote health maintenance, and provide accurate disease diagnosis, and to apply appropriate evidence based disease management in the care of clients throughout the lifespan. Prerequisites: Take NURS-8119 and NURS-8120 and a minimum of 360 clinical hours Corequisite: NURS-8950

NURS - 8950 Family Nurse Practitioner Residency Project (1)

Applies advanced knowledge and skills in nursing, health assessment, pathophysiology, and pharmacology to promote health maintenance, to provide accurate disease diagnosis, and to apply appropriate evidence-based disease management in the care of clients throughout the lifespan. Prerequisites: Take NURS-8119 and NURS-8120 Corequisite: NURS-8949

NURS - 8956 Nursing Administration Practicum (3)

Provides opportunities for synthesis, integration, and utilization of theory and concepts in a practicum setting. Focuses on the implementation of the role of nurse administrator in selected healthcare area. Equivalent to NURS-856. Corequisite course: NURS-8550.

Nursing - Doctorate of Nursing Practice

DNP - 8171 Healthcare Leadership (3)

Explores leadership theories, principles, and innovative nursing leadership techniques. Focuses on systems thinking, values and ethics, legal issues, decision-making, organizational culture and climate, communication skills, succession planning, theories and leadership of change, creation of learning communities, professional accountability, and leadership within professional nursing organizations. Identifies qualities and behaviors associated with exemplary Nursing leadership. Equivalent to DNP-701.

DNP - 8172 Diversity, Spirituality, and Social Issues (3)

Explores how spiritual beliefs, poverty, equality and class are related to the social constructs of race and ethnicity. Provides the

student with the appropriate skills to implement comprehensive nursing care at an advanced practice level to persons with various beliefs, life experiences and circumstances. Equivalent to DNP-702.

DNP - 8173 Policy, Power, and Politics in Nursing (3)

Examines influence, political action, and policy making in nursing. The roles of power, advocacy, activism, and mentorship are analyzed. Focuses on synthesizing and integrating current policy research into a comprehensive analysis, proposal development, and political action strategy for a societal healthcare issues that impact nursing practice in community, regional, or national context. Equivalent to DNP-703.

DNP - 9180 Nursing Leadership Internship (2)

Provides opportunity to analyze the role of the nurse executive or leader, through a guided internship experience with experienced administrators and leaders. Focuses on the processes associated with systems level thinking. Includes designing a change project that will result in an organizational change impacting the quality of nursing and health care. Equivalent to DNP-800, NURS-800. Prerequisites: take DNP-8171, DNP-8172, DNP-8173, HLSC-7500, HLSC-8300, HLSC-8350 and take STAT-8260 or HLAD-7105. Corequisite course: DNP-9181.

DNP - 9181 Advanced Evidence-Based Nursing Practice (3)

Provides strategies to utilize the research process to improve nursing practice. Focuses upon the application and integration of new knowledge from diverse resources and across disciplines. Emphasizes translation of research into practice, evaluation of practice and participation in collaborative practice. Equivalent to DNP-801. Prerequisites: take DNP-8171, HLSC-8300 and take STAT-8260 or HLAD-7105. Corequisite course: DNP-9180.

DNP - 9280 Population Based Healthcare Delivery Systems (3)

Integrates and applies core competencies of health promotion and disease prevention. Includes concepts of evidence-based practice, clinical prevention, and population health services for individuals and aggregates. Epidemiological analysis, occupational, and environmental data will be utilized in the development, implementation, and evaluation of clinical prevention programs in infectious diseases, emergency/disaster-preparedness, and intervention strategies with populations. Equivalent to DNP-820. Prerequisites: take DNP-9180, DNP-9181, HLSC-8400 and take STAT-8260 or HLAD-7105.

DNP - 9281 Risk Management in Population Health (3)

Integrates risk management of health needs of specific communities, with the use of risk assessment analysis Analyzes influences on effectiveness of health promotion and disease prevention programs targeted to aggregates, families, communities and populations. Explores public health and other organizations that support the responsibilities of public health at the local, national, and international levels. Includes policy paradigms, political ideology, and dynamics as well as federal-state relationships. Equivalent to DNP-821. Prerequisites: take DNP-9180, DNP-9181, HLSC-8400.

DNP - 9380 Nursing Leadership Innovation and Entrepreneurship (3)

Explores critical topics in organizational and systems leadership that emphasize innovation in the administration of clinical nursing practice, quality models, continually improving health outcomes, and ensuring patient safety. Emphasizes leadership and communication strategies to move interdisciplinary groups toward common goals and objectives. Reviews the role of the nurse entrepreneur and explores current entrepreneurial enterprises. Equivalent to DNP-830. Prerequisites: take DNP-9180, DNP-9181.

DNP - 9480 Advanced Practice Role: Care of Vulnerable Populations (3)

Explores theories, models, and research in healthcare disparities. Provides the advanced practice nursing student with the opportunity to synthesize theories and models for addressing the healthcare needs and healthcare disparities in vulnerable populations. Equivalent to DNP-840. Prerequisites: take DNP-9180, DNP-9181, HLSC-8350 and take STAT-8260 or HLAD-7105.

DNP - 9510 Practitioner/Educator Role Residency (4)

Applies principles and strategies of teaching and learning in academic settings. Focus is on levels of program, course, and student outcomes for didactic and clinical learning that meet requirements of nursing education and accrediting bodies. Equivalent to

DNP-910. Prerequisites: take DNP-8171, DNP-8172, DNP-8173, DNP-9180, DNP-9181, DNP-9280, DNP-9281, HLSC-7500, HLSC-8300 and take HLAD-7105 or STAT-8260.

DNP - 9520 Community Role Residency (4)

Provides experience in the synthesis, critique, and application of evidence based practices. Students apply theories and strategies of public health/community policy, population health risk management, and homeland security in performing an evidence based clinical study on a public/community health clinical topic of interest. Equivalent to DNP-920. Prerequisites: take DNP-8171, DNP-8172, DNP-8173, DNP-9180, DNP-9181, DNP-9280, DNP-9281, HLSC-7500, HLSC-8300 and take HLAD-7105 or STAT-8260.

DNP - 9530 Nursing Leadership Role Residency (4)

Provides experience in assimilating, synthesizing, critiquing, and applying the concepts and theories learned in the Advanced Reflective Core to the direct care of vulnerable populations. Students will be expected to reflect critically about their practice and demonstrate the clinical leadership, practice competency and critical thinking skills required of an advanced level practitioner. Equivalent to DNP-930. Prerequisites: take DNP-8171, DNP-8172, DNP-8173, DNP-9180, DNP-9181, DNP-9280, DNP-9281, HLSC-7500, HLSC-8300 and take HLAD-7105 or STAT-8260.

DNP - 9540 Advanced Practice Role Residency (4)

Provides experience in assimilating, synthesizing, critiquing, and applying the concepts and theories learned in the Advanced Reflective Core to the direct care of vulnerable populations. Students will be expected to reflect critically about their practice and demonstrate the clinical leadership, practice competency and critical thinking skills required of an advanced level practitioner. Equivalent to DNP-940. Prerequisites: take DNP-8171, DNP-8172, DNP-8173, DNP-9180, DNP-9181, DNP-9280, DNP-9281, HLSC-7500, HLSC-8300 and take HLAD-7105 or STAT-8260.

DNP - 9600 Doctorate of Nursing Practice Introduction to Capstone Proposal (1)

Introduces the capstone project which will build upon and incorporate skill sets used in the core and specialty curriculum to produce a measureable, tangible, and deliverable academic product that is reviewed and evaluated by an academic committee. Prerequisites: take DNP-9510, DNP-9520, DNP-9530, DNP-9540.

DNP - 9601 Doctorate of Nursing Practice Capstone Proposal Development I (1)

Provides the opportunity for the doctoral student to work with his/her capstone chair to begin the process of formulating the proposal for the capstone project that serves as the culmination of the DNP experience. Prerequisites: take DNP-9600.

DNP - 9602 Doctorate of Nursing Practice Capstone Proposal Development II (1)

Provides the doctoral student with the opportunity to work with his/her capstone chair to complete the process of formulating the capstone proposal that serves as the culmination of the DNP experience. Prerequisites: take DNP-9601.

DNP - 9961 Doctorate of Nursing Practice Capstone Project (2)

Provides the nursing student with the opportunity to synthesize previous experiences in the DNP program by implementing the capstone proposal development project. Capstone projects will yield a scholarly product, which may include a manuscript publishable in a peer-reviewed journal, a grant proposal, or other similar products. Prerequisite: take DNP-9602.

DNP - 9999 Directed Scholarship: Doctorate of Nursing Practice (1-2)

Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing the requirements for their degree and must have received a grade of "CO" in a designated capstone course. Note: this course is variable (2-3) in credit hours, repeatable (not replaceable) and is P/NC option. Equivalent to DNP-999. Prerequisite: take DNP-9961.

Occupational Therapy

OCCT - 4000 Topics in Occupational Therapy (1-3)

Provides for review and analysis of specific topics, issues, interventions, and service approaches. Provides opportunities to interact with noted scholars and experts in occupational therapy and other health, human service, and education fields of professional practice; and to apply related knowledge and skills. Equivalent to OCCT-410.

OCCT - 4400 Computer Application: Medical Terminology for the Health Professional (1)

This is an independent, self-paced course that is open to all students interested in gaining knowledge of medical terminology. A programmed text and computer-based instruction are utilized. This course is a prerequisite for admission to the Master of Occupational Therapy program. Note: This is an online course only. Equivalent to OCCT-400.

OCCT - 4500 Orientation to Occupational Therapy (2)

Designed to introduce the student to the field and profession of occupational therapy, with specific emphasis on the history and philosophy of the profession, the various areas of practice and the impact of current healthcare trends. Personal characteristics and qualities, team values and concepts, and professional standards, ethics, and terminology will be discussed. Note: This is on online course only. Equivalent to OCCT-440.

OCCT - 4510 Principles of Conductive Education (3)

Describes the facilitations of rhythmic intention, the role of the conductor or class leader, the task series, specific equipment and the structured program needed for conductive education. Equivalent to OCCT-510.

OCCT - 4520 Disease Processes Relevant to Conductive Education (2)

Investigates the newest research and interventions related to upper motor neuron lesions. Focuses on how Conductive Education interventions can be used for individuals with different, but appropriate, neurological pathologies. Equivalent to OCCT-520. Prerequisite: take OCCT-4510.

OCCT - 4530 Advances in Motor Control and Motor Learning (3)

Provides advanced information regarding motor control and motor learning theories. Emphasizes understanding central nervous system control of movement, and resulting functional outcomes when damage occurs. Associated systems including the visual and vestibular as well as co-occurring deficits such as dyspraxia and agnosia are covered in relation to clients in Conductive Education programs. Equivalent to OCCT-530. Prerequisites: take OCCT-4510, OCCT-4520.

OCCT - 4550 Research in Conductive Education (2)

Provides the knowledge and skills to critically read published scientific and clinical research. Focuses on the strengths and limitations of the research, discussion of alternative designs and presentation of rationale for the designs, evaluation of the quality of information and application of the research to clinical practice. Equivalent to OCCT-550. Prerequisite: take OCCT-4530.

OCCT - 4560 Practicum in Conductive Education (3)

Provides a supervised clinical experience in transdisciplinary Conductive Education. Students will be supervised by qualified Conductive Education teachers, licensed physical therapists, and licensed occupational therapists at The Center for Independence Through Conductive Education for 45 hours. Equivalent to OCCT-560. Prerequisites: take OCCT-4510, OCCT-4520, OCCT-4530.

OCCT - 4570 Learning Processes in Conductive Education (3)

Learning vehicles that feature within Conductive Education include experiential learning, the use of group process, the use of rhythm and song, shaping, backward chaining, creating the "just right challenge," and education based strategies. Equivalent to OCCT-570. Prerequisite: take OCCT-4530.

OCCT - 5580 Developing a Conductive Education Business Plan (2)

Introduces the concepts of starting and maintaining a not for profit Conductive Education center. Students will learn the essentials of management and operation of a not for profit CE center and have the opportunity to develop a working business plan

geared specifically toward the management of a Conductive Education program. Equivalent to OCCT-580. Prerequisites: take OCCT-5510, OCCT-5570.

OCCT - 6000 Special Topics in Occupational Therapy (1-5)

This course is designed to explore specific topics in the profession of occupational therapy and related fields. The participant will be offered intensive training and educational experiences pertaining to the chosen topic. Equivalent to OCCT-710.

OCCT - 6100 Introduction to Academic Writing (3)

Explores writing about speccific topics in the health care profession. Intensive training and writing experiences pertaining to the student's chosen topic to demonstrate writing proficiency at the graduate level. Equivalent to OCCT-610.

OCCT - 6510 Principles of Conductive Education (3)

Describes the facilitations of rhythmic intention, the role of the conductor or class leader, the task series, specific equipment and the structured program needed for conductive education. Equivalent to OCCT-510.

OCCT - 6520 Disease Processes Relevant to Conductive Education (2)

Investigates the newest research and interventions related to upper motor neuron lesions. Focuses on how Conductive Education interventions can be used for individuals with different, but appropriate, neurological pathologies. Equivalent to OCCT-520. Prerequisite: take OCCT-6510.

OCCT - 6530 Advances in Motor Control and Motor Learning (3)

Provides advanced information regarding motor control and motor learning theories. Emphasizes understanding central nervous system control of movement, and resulting functional outcomes when damage occurs. Associated systems including the visual and vestibular as well as co-occurring deficits such as dyspraxia and agnosia are covered in relation to clients in Conductive Education programs. Equivalent to OCCT-530. Prerequisites: take OCCT-6510, OCCT-6520.

OCCT - 6550 Research in Conductive Education (2)

Provides the knowledge and skills to critically read published scientific and clinical research. Focuses on the strengths and limitations of the research, discussion of alternative designs and presentation of rationale for the designs, evaluation of the quality of information and application of the research to clinical practice. Equivalent to OCCT-550. Prerequisite: take OCCT-6530.

OCCT - 6560 Practicum in Conductive Education (3)

Provides a supervised clinical experience in transdisciplinary Conductive Education. Students will be supervised by qualified Conductive Education teachers, licensed physical therapists, and licensed occupational therapists at The Center for Independence Through Conductive Education for 45 hours. Equivalent to OCCT-560. Prerequisites: take OCCT-6510, OCCT-6520, OCCT-6530.

OCCT - 6570 Learning Processes in Conductive Education (3)

Learning vehicles that feature within Conductive Education include experiential learning, the use of group process, the use of rhythm and song, shaping, backward chaining, creating the "just right challenge," and education based strategies. Equivalent to OCCT-570. Prerequisite: take OCCT-6530.

OCCT - 6601 Gross Anatomy I (3)

Intensive, comprehensive study of human anatomy. Presents an overview of organ systems and considers the regional anatomy of the body in detail. Emphasizes the trunk, upper extremity, and reproduction systems; stresses the interrelationship of structure with function.

OCCT - 6602 Gross Anatomy I Laboratory (1)

Provides detailed dissection on human cadavers that parallels the topics covered in OCCT-6601. Corequisite course: OCCT-6601.

OCCT - 6611 Gross Anatomy II (3)

Continues the intensive, comprehensive study of human anatomy. Emphasizes the regional anatomy of the pelvis, hip, lower extremity, head, and neck. Prerequisite: take OCCT-6601.

OCCT - 6612 Gross Anatomy II Laboratory (1)

Provides detailed dissection on human cadavers that parallels the topics covered in OCCT-6611. Prerequisite: take OCCT-6602. Corequisite course: OCCT-6611.

OCCT - 6626 Neuroscience (4)

Comprehensive study of the neurosciences, focusing on the neuroanatomy and neurophysiology of the sensory and motor nervous systems. Nervous systems development, the structure and function of its cells, and the organization and function of the brain and spinal cord are emphasized. Laboratory studies will supplement the lecture material. Prerequisites: take OCCT-6611, OCCT-6612.

OCCT - 6705 Professional Formation I - Dynamics of Occupational Therapy (1)

Designed to offer an overview of the occupational therapy profession with an emphasis on the history, philosophy, theoretical perspective, and ethical and practical considerations. Students will begin the professional development process as an occupational therapy practitioner. The American Occupational Therapy Code of Ethics will be examined. The Occupational Therapy Practice Framework: Domain the Process will be defined and applied throughout the course.

OCCT - 6706 Professional Formation II - OT Process (3)

Demonstrate setting parameters necessary for determining client's needs and evaluation throughout the occupational therapy process. Emphasis will be on concepts of client-centered care and strategies for therapeutic process and professional socialization. The Occupational Therapy Practice Framework: Domain and Process will be defined and applied throughout the course as it pertains to individuals, groups and populations with continuation throughout all other courses. Prerequisite course: Take OCCT-6705.

OCCT - 6710 Ethics, Policy, and Advocacy in Occupational Therapy (2-3)

Designed to offer an overview of the occupational therapy profession within the United States with an emphasis on health and human service policy, leadership and advocacy issues, and ethical/legal implications confronting the contemporary occupational therapy practitioner. The Occupational Therapy Practice Framework: Domain and Process will be defined and applied throughout the course as it pertains to individuals, groups, and populations. Equivalent to OCCT-701.

OCCT - 6720 Occupational Therapy Process (3)

This course will define occupation and occupational performances and demonstrate to the student how to set parameters necessary for the assessment and determination of client needs. Particular emphasis will be placed on the concepts of client-centered care and strategies for therapeutic process and professional socialization. Occupational Therapy Practice Framework: Domain and Process will be defined and applied throughout the course as it pertains to individuals, groups, and populations. Equivalent to OCCT-750.

OCCT - 6730 Theories of Occupation (3)

Examines the meaning and history of occupation. Presents a critical overview of concepts, models, and paradigms of the past, present and future effects upon occupational therapy practice. Explores the components of theory and the relationship to clinical thinking in the practice of occupational therapy. Equivalent to OCCT-720.

OCCT - 6740 Team Theory and Practice (3)

Provides the student with the concept of a "team." Topics will cover teaming with other occupational therapists and certified occupational therapy assistants, interdisciplinary teaming in medical, school, residential, and vocational settings, the third party payer as part of the team, as well as person/client-centered teaming. The nature, concerns, roles, and process of teams will be presented. Interaction skills and group dynamics will be discussed. Equivalent to OCCT-730.

OCCT - 6800 Health and Human Services Arena (3)

Explores health care reform both nationally and internationally and addresses issues of new and emerging developments in the profession of occupational therapy globally, nationally and within local communities. Students will identify and reflect upon their personal fit within the practice of occupational therapy both now and in the future. Equivalent to OCCT-680.

OCCT - 7000 Seminar in Occupational Therapy (1-3)

Explores specific topics, issues, assessments/intervention approaches, and new developments in the profession of occupational therapy and related fields. Exposes the student to current and developing models of practice, scientific inquiry, assessments, and interventions in current and innovative practice areas of occupational therapy. Emphasizes the performance skills as they relate to the Occupational Therapy Framework. Equivalent to OCCT-725. Prerequisites: take OCCT-6730, OCCT-7706.

OCCT - 7110 Conditions in OT I (3)

Explores the etiology and symptoms of conditions commonly referred for occupational therapy services. This first course (of three) focuses on typical physiology. Pathophysiology of musculoskeletal systems is explored. Course content will address the impact of congenital and acquired conditions across the lifespan on occupational performance. The Occupational Therapy Practice Framework: Domain and Process will be defined and applied throughout the course. Prerequisite courses: Take OCCT-6705. (Required, Previous).

OCCT - 7120 Conditions in OT II (3)

Explores the etiology and symptoms of conditions commonly referred for occupational therapy services. This second course (of three) focuses on pathophysiology of neurological, psychological and cognitive diseases and conditions. Course content will address the impact of congenital and acquired conditions across the lifespan on occupational performance. The Occupational Therapy Practice Framework: Domain and Process will be defined and applied throughout the course. Prerequisite courses: Take OCCT-7110.

OCCT - 7130 Conditions in Occupational Therapy Practice III (3)

Explores the etiology and symptoms of conditions that are commonly referred for occupational therapy services. Course content will address the impact of organic and acquired conditions across the lifespan on the domains of occupational performance. The Occupational Therapy Practice Framework: Domain and Process will be applied throughout the course. Third in a three-course sequence. OCCT-7120

OCCT - 7210 Occupational Therapy Level I Fieldwork A (1)

Provides an introductory period of supervised Level I fieldwork during which the student observes and participates in the application of the Occupational Therapy Framework: Domain and Process in a behavioral health setting. Equivalent to OCCT-742. Corequisite courses: OCCT-7740, OCCT-7742.

OCCT - 7220 Occupational Therapy Level I Fieldwork B (1)

Provides an introductory period of supervised fieldwork experience during which the student observes and participates in the application of the Occupational Therapy Framework: Domain and Process in a setting that serves infants/children/adolescents. Equivalent to OCCT-802. Prerequisite: take OCCT-7210. Corequisite courses: OCCT-7810, OCCT-7811.

OCCT - 7230 Occupational Therapy Level I Fieldwork C (1)

Provides an introductory period of supervised fieldwork experience during which the student observes and participates in the application of the Occupational Therapy Framework: Domain and Process in a setting that serves adults. Equivalent to OCCT-812. Prerequisite: take OCCT-7220. Corequisite courses: OCCT-7820, OCCT-7821.

OCCT - 7400 Integrative Seminar In OT (1)

Designed to bring students and faculty together using case study to integrate the work of the semester. This course is a synthesis course that is offered every semester and repeated three times. Prerequisite courses: Take OCCT-6611 OCCT-6612.

OCCT - 7705 Kinesiology Laboratory I (1)

This course is designed to complement Gross Anatomy and Neuropathology by providing hands on experience with the kinesiological and biomechanical principles covered in Kinesiology I. This course includes the practice and application of joint range of motion and manual muscle testing. Equivalent to OCCT-706. Prerequisite: take OCCT-6611. Corequisite course: PHYT-6705.

OCCT - 7706 Kinesiology Laboratory II (1)

This course is a continuation of Kinesiology I Laboratory and provides hands on experience with kinesiological and biomechanical principles. Emphasis is placed on movement performed with the pelvis and lower extremities and its application to specific joint, region and/or whole body movement. Human posture and gait patterns are explored. Biomechanical principles and rationale are applied to understand the design, fabrication and use orthotic/prosthetic devices in client intervention. Equivalent to OCCT-716. Prerequisite: take OCCT-7705. Corequisite course: PHYT-6715.

OCCT - 7707 Professional Formation III Ethics and Policy and Advocacy (2)

Emphasis on health and human service ethics, policy, leadership and advocacy issues within the occupational therapy profession. Examination of the ethical and legal implications confronting the contemporary occupational therapy practitioner. Explore the elements of advocacy with strategies for taking action in influencing public and private policy affecting health and human services. The American Occupational Therapy Code of Ethics will be examined. Prerequisite courses: Take OCCT-6706 .

OCCT - 7715 Kinesiology I: Theory and Application for Occupational Therapy (3)

This course applies principles of biomechanics and kinesiology to understanding and analysis of movement during occupational performance. Study includes structure and function of the skeletal, muscular and neuromuscular systems, influences on normal and pathological motion and the Impact on occupational performance. Explores specific musculoskeletal regions and how they relate to therapeutic evaluation and treatment techniques employed by occupational therapists. Prerequisite: OCCT-6611 Gross Anatomy II

OCCT - 7716 Kinesiology II: Theory and Application for OT (3)

Applied principles of biomechanics and kinesiology to understanding and analysis of movement during occupational performance. Study includes structure and function of the skeletal, muscular and neuromuscular systems, influences on normal and pathological motion and the impact on occupational performance. Explores specific musculoskeletal regions and how they relate to therapeutic evaluation and treatment techniques employed by occupational therapists. This is a continuation of OCCT-7715. Prerequisite courses: Take OCCT-7715.

OCCT - 7730 Environmental Factors Impact on Participation Across the Life Span I (1)

Examines the concepts, theories and models of environmental factors and their influences on occupational performance. Through observations, critical reflection, and critical thinking the student will explore the natural, built, culture, social and economic extrinsic factors that can support or impede the active engagement of individuals, populations and communities in their occupational performance. Considers assessment of the environment, Universal Design and ergonomics. The Occupational Therapy Practice Framework: Domain and Process will be applied throughout the course. Prerequisites: OCCT 6730 and admission to the MOT Program or permission of instructor. Restrictions: Open to MOT students only.

OCCT - 7732 Environmental Factors Impact on Participation Across the Life Span II (2)

This course is the second of two courses designed to apply the concepts, theories and models on environmental factors and their influences on occupational performance. Through observations, critical reflection, and critical thinking the student will explore the natural, built, culture, social and economic extrinsic factors that can support or impede the active engagement of individuals, populations and communities in their occupational performance. Considers assessment measures of the environment, analysis of findings and implications for advocacy, Universal Design and ergonomics. The Occupational Therapy Practice Framework: Domain and Process will be applied throughout the course. Prerequisites: OCCT 7730 and admission to the MOT Program or permission of instructor Restrictions: Open to MOT students only.

OCCT - 7740 Psychosocial Knowledge (3-4)

This course reviews psychosocial disorders with specific emphasis on occupational therapy domain and process in mental health.

It examines how various psychological, social, and behavioral components of psychosocial disorders affect occupational performance. It includes psychosocial aspects of the family, physical illness, and cultural perspectives of mental health. Occupational Therapy Practice Framework: Domain and Process will be defined and applied in the context of mental health throughout the course. Equivalent to OCCT-740. Prerequisites: take OCCT-6720, OCCT-6730. Corequisite courses: OCCT-7742, OCCT-7210.

OCCT - 7742 Psychosocial Knowledge Laboratory (1)

This course is designed to Complement the Psychosocial Knowledge by providing hands on experience with the occupational therapy domain and process in mental health. Will include developing essential skills required of the practitioner for successful application of the occupational therapy process. Equivalent to OCCT-741. Corequisite courses: OCCT-7210, OCCT-7740.

OCCT - 7750 Human Development and Performance I (3)

This course will focus on the study of normal human development from prenatal through adolescence. The physical and motor aspects of development will be stressed as well as psychological, sensory, perceptual, cognitive, and social interaction components of development. The hierarchy of developmental sequences from infancy to adolescence will be presented in the context of environment, performance and temporal integration. The students will explore the theories of human development and correlate various theoretical premises within the occupational performance areas (play, leisure and work). The course is structured to facilitate class discussion and application. Equivalent to OCCT-760. Prerequisites: take OCCT-6720, OCCT-6730, OCCT-6626.

OCCT - 7760 Human Development and Performance II (3)

This course will focus on the study of normal human development from early adulthood through senescence and death. The physical and motor aspects of development will be stressed as well as the psychological, sensory, perceptual, cognitive, and social interaction components of development. The sequences from early adulthood through senescence and death will be presented in the context of environment, performance and temporal integration. The students will explore the theories of human development and correlate various theoretical premises within the occupational performance areas (play, leisure and work). The course is structured to facilitate class discussion and application. Equivalent to OCCT-770. Prerequisite: take OCCT-7750.

OCCT - 7780 Models of Health (3)

Reviews definitions of health. Contrasts the concepts of disability, impairment, illness, disease, and dysfunction with the models of health, wellness, prevention, and holism. The Occupational Therapy Practice Framework: Domain and Process will be defined and applied throughout the course as it pertains to individuals, groups, and population. Equivalent to OCCT-830. Prerequisite: take OCCT-7760.

OCCT - 7790 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. Equivalent to OCCT-780. Prerequisites: take OCCT-6720, OCCT-6730.

OCCT - 7810 Occupational Therapy Assessment and Intervention I (3)

This course covers assessment/ intervention for infants and children through adolescence. Identification, etiology, progression and prognosis of congenital, developmental, medical, and psychosocial influences upon occupational performance are examined. The course covers the assessment process, including needs identification, the use of specific evaluation procedures, and documentation. Specific emphasis is placed on the role of the occupational therapist in various service delivery settings. OT Practice Framework: Domain and Process will be defined and applied in the context of pediatrics throughout the course. Equivalent to OCCT-800. Prerequisite: take OCCT-7750. Corequisite courses: OCCT-7220, OCCT-7811.

OCCT - 7811 Occupational Therapy Assessment and Intervention Laboratory I (1)

This course is designed to complement Occupational Therapy Assessment and Intervention I, through hands-on experience and the application of principles covered in OCCT-800. Equivalent to OCCT-801. Prerequisite: take OCCT-7750. Corequisite courses: OCCT-7220, OCCT-7810.

OCCT - 7820 Occupational Therapy Assessment and Intervention II (3)

This course covers assessment/ intervention for young adults through senescence. Topics include identification, etiology, progression and prognosis of congenital, developmental, medical, and psychosocial influences upon occupational performance. The assessment process will include needs identification, the use of specific evaluation procedures, and documentation with a focus on bio-psychological and physical disability approaches. Specific emphasis is placed on the role of the occupational therapist in various service delivery settings. OT Practice Framework: Domain and Process will be defined and applied in the context of adulthood throughout the course. Equivalent to OCCT-810. Prerequisite: take OCCT-7760. Corequisite courses: OCCT-7230, OCCT-7821.

OCCT - 7821 Occupational Therapy Assessment and Intervention Laboratory II (1)

Compliments Occupational Therapy Assessment and Intervention II, through hands-on experience and the application of principles covered in OCCT810. Equivalent to OCCT-811. Prerequisite: take OCCT-7760. Corequisite courses: OCCT-7230, OCCT-7820.

OCCT - 7830 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. Equivalent to OCCT-820. Prerequisites: take OCCT-6730, OCCT-7750.

OCCT - 7835 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. Equivalent to OCCT-860. Prerequisite: take OCCT-7830.

OCCT - 7840 Managing Occupational Therapy Services (3)

Introduces students to the language and practice of management, regulations, systems, and organization in occupational therapy practice. Stresses the relationship between health and human service policies and personal leadership in traditional and emerging areas of occupational therapy practice. The Occupational Therapy Practice Framework: Domain and Process, will be defined and applied throughout the course as it pertains to individuals, groups, and populations. Equivalent to OCCT-840. Prerequisite: take OCCT-7220.

OCCT - 7850 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. Equivalent to OCCT-864.

OCCT - 8220 Research Methods for Occupational Therapy (3)

Provides student with the fundamentals of research process to design clinical research In occupational therapy. Students will learn how to interpret research, conduct literature searches, and determine methods of qualitative and quantitative research design, data collection and data analysis. An understanding of research process will assist the learner in the development of logical thinking, critical analysis, problem solving, and creativity.

OCCT - 8310 Advanced Theories in Occupational Therapy (3)

Examines Occupational Therapy theories, concepts, and processes through critical reflection, critical thinking, and research. Considers how these theories can be realized in academic work and in advanced specialty occupational therapy practice. Emphasizes how occupational therapy theories bring conceptual unity to critically reflective inquiry across the program. Equivalent to OCCT-790.

OCCT - 8320 Occupation Centered Practice and Process (3)

Using critical reflection and critical thinking examines occupation as the central concept and process in current, emerging, and future practice. Emphasizes critical evaluation of how occupation is evaluated and addressed in the various contexts of health care, education, community, political, and social systems. Equivalent to OCCT-792.

OCCT - 8330 Evidence-Based Practice and Critical Thinking (3)

Advanced knowledge and skills of use of research methods and statistical designs to support practice. Through critical examination of current research, examines occupation as the central concept and process in the occupational therapy profession and in a current and/or emerging and/or future practice area. Interprets and designs clinical research in occupational therapy to advance the interplay of theory and practice. Equivalent to OCCT-794.

OCCT - 8340 Instructional Methods in Occupational Therapy (3)

Examines learning theories and their application, recognizing the role of the advanced practitioner in educating the public and addressing health literacy. Identifies and analyzes the advanced practitioner role as educator within the political, economic, and socio-cultural forces that enhance and inhibit our practices and programmatic goals. Equivalent to OCCT-798.

OCCT - 8345 Program Develop and Evaluation (3)

Presents methods for development of population specific programs and evaluation of the effectiveness of these population specific programs. The course integrates several knowledge and skill areas including: research methods, epidemiology, statistics, proposal writing, budget planning, project management, program evaluation, and outcome measures. Prerequisite: OCCT-8320 or permission of instructor.

OCCT - 8350 Leadership and Entrepreneurship in Occupational Therapy (3)

Emphasizes personal and professional responsibilities of leadership in health and human services. The application of communication and processing skills necessary for development and communication of new and/or advanced practice initiatives. Equivalent to OCCT-796.

OCCT - 8360 Advocacy: Legal and Ethical Policy and Leadership (3)

Examines the ethical dilemmas of leadership, the moral implication of policy making and the role of the advanced practitioner in influencing public and private policy affecting health and human services. Critiques the impact of race, gender, and class on theory, practice, and program development. Strategies for taking action in public administration and policy will be explored, as will theories related to leadership in public, private, and non-profit organizations. Equivalent to OCCT-896.

OCCT - 8370 Funding Occupational Therapy Research (3)

Emphasizes funding and dissemination of occupational therapy research. Identifies and applies processes for obtaining funding and the responsibilities inherent in funded research and its dissemination are. Equivalent to OCCT-797.

OCCT - 8410 Qualitative Research in Occupational Therapy (3)

Emphasizes the major approaches to conducting qualitative research and the application of qualitative design in evidence based practice. Includes method, design, technique, analyses, and application to theory building. Equivalent to OCCT-892. Prerequisite: take OCCT-8420.

OCCT - 8415 Advanced Research In OT (4)

Emphasizes quantitative, qualitative, and mixed methods research designs and data analysis and their application in evidence based practice. Includes method, design, technique, analyses, and application to practice. Prerequisite: OCCT-8220 or permission of instructor.

OCCT - 8420 Quantitative Research in Occupational Therapy (3)

Emphasizes quantitative research designs and their application in evidence based practice. Includes method, design, technique, analyses, and application to theory building. Equivalent to OCCT-894. Prerequisite: take OCCT-8330.

OCCT - 8430 Practice and Measurement Model I (3)

Emphasizes development of a theoretical conceptual practice and measurement model in occupational therapy. It culminates in the development of an individual practice model that includes analysis, classification and synthesis of person, environment and occupation related factors on the occupational performance of an identified population. It emphasizes understanding the dynamic interface between theory, evidence and clinical practice. Equivalent to OCCT-805. Prerequisites: take OCCT-8310, OCCT-8330.

OCCT - 8440 Practice and Measurement Model II (2)

This course is a continuation of Practice & Measurement Model I. The course emphasizes development of a theoretical conceptual practice and measurement model in occupational therapy. It culminates in the development of an individual practice model that includes analysis, classification and synthesis of person, environment and occupation related factors on the occupational performance of an identified population. It emphasizes understanding the dynamic interface between theory, evidence and clinical practice. Equivalent to OCCT-806. Prerequisite: take OCCT-8430.

OCCT - 8450 Independent Research (1-3)

A project or program of studies designed and lead by a qualified individual or individuals who will guide the student in gathering, analyzing, interpreting, and understanding evidence regarding their area of study/research. This course may be repeated per student's plan of study.

OCCT - 8510 Pro-Seminar I (1)

Provide a forum for refinement of the capstone research concept. Students develop the problem statement and state the purpose of the research. They will build a review of the literature that will guide their capstone research. Students, in cooperation with the research advisor, will determine the specialty courses necessary to support their chosen area of capstone research or project development. Equivalent to OCCT-899.

OCCT - 8520 Pro-Seminar II (1-3)

Provides a forum for review, critique, evaluation, and discussion of the research and practice of occupational therapy. Features student integration of required focused coursework, specialty concentration, research, and development of Capstone project proposal. Equivalent to OCCT-852. Prerequisite: take OCCT-8510.

OCCT - 8530 Pro-Seminar III (1-3)

Provide a forum for the refinement of the Capstone research and preparation for the presentation of the defense of the Capstone research proposal. Note: May be repeated one time for a total of 6 credits. Equivalent to OCCT-899. Prerequisite: take OCCT-8520.

OCCT - 8900 Occupational Therapy Independent Research Study (1-8)

Individual reading, research, and/or project in occupational therapy under the supervision of the faculty. May be repeated for up to eight hours. Equivalent to OCCT-870. Prerequisite: take OCCT-7790.

OCCT - 8910 Occupational Therapy Level II Fieldwork A (3-10)

Provides an in-depth period of supervised fieldwork experience during which the student applies theoretical concepts in the practice of occupational therapy. A minimum equivalence of 12 weeks of full time fieldwork experience is mandated by the Accreditation Council of Occupational Therapy Education (ACOTE). Consists of a 12- to 15-week, supervised practical experience, full-time or equivalent clinical site placement. Equivalent to OCCT-865. Prerequisites: take OCCT-7230, OCCT-7820, OCCT-7821.

OCCT - 8920 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. A minimum equivalence of 12 weeks of full time fieldwork experience is mandated by the Accreditation Council of Occupational Therapy Education (ACOTE). Consists of a 12-to-15-week, supervised practical experience, full time or equivalent clinical site placement. Equivalent to OCCT-868. Prerequisite: take OCCT-8910.

OCCT - 8930 Occupational Therapy Specialty Fieldwork (5)

Provides an in-depth period of supervised fieldwork experience during which the student applies theoretical concepts in the practice of occupational therapy focused on a particular area of specialty. This may include assistive technology, pediatrics, burns, hands, work intervention, management, or another area of choice. Consists of a six week, full-time or equivalent clinical site placement. Equivalent to OCCT-869.

OCCT - 8940 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. Equivalent to OCCT-862. Prerequisite: take OCCT-7830.

OCCT - 9900 Directed Scholarship (1-2)

Integrate theory, research, and best practice methods into an evidence based practice project in the chosen specialty concentration. This is an applied research experience designed to meet the
objective of advancing occupational therapy practice in the region/community. May be repeated up to 6 credits. Equivalent to OCCT-992.

OCCT - 9910 Doctorate in Occupational Therapy Capstone I (1-3)

Applies scholarship to the planning and implementation of one or more research projects based on theory and evidence. Examples of DrOT capstone projects could include manuscripts submitted for publication, a grant proposal, systemic review, research utilization project, practice topic dissemination, substantive involvement in a larger endeavor or other practice project. May be repeated up to 6 credits. Note: May be repeated. Equivalent to OCCT-999.

OCCT - 9920 Doctorate in Occupational Therapy Capstone Research Project II (1-3)

Applied scholarship involving planning and implementation of one or more research projects based on theory and evidence. Examples of DrOT capstone projects could include manuscripts submitted for publication, a grant proposal, systematic review, research utilization project, practice topic dissemination, substantive involvement in a larger endeavor or other practice project. Note: May be repeated up to 6 credits. Equivalent to OCCT-994.

Online Teaching and Learning

ONTL - 5101 Introduction to Online Learning (2)

Familiarizes students with the technology, communication tools, learning processes, and success strategies that are involved in taking an online course. Equivalent to ONTL-502.

ONTL - 6101 Introduction to Online Learning (3)

Introduces students to the learning theory, instructional concepts, online pedagogy, and common communication tools that are involved in developing and teaching online courses. Learners are provided with definitions of common terms and best practices in online education. Advantages and challenges of teaching online are identified.

ONTL - 6201 The Role of the Online Instructor (3)

Presents facilitation strategies for use in teaching online courses. Reviews methods for establishing interactive learning communities, engaging students in active learning, providing timely feedback, encouraging time on task, and responding to diverse talents and ways of learning. Prerequisite: Admission to the Certificate in Online Teaching program. Successful completion of ONTL - 6101 Introduction to Online Learning (3)

ONTL - 6850 Introduction to Course Design (3)

Provides learners with the opportunity to understand course design from a design model perspective. Explores the elements of the design process in a given learning scenario, providing students an opportunity to analyze learning objectives, select appropriate content resources, develop learning activities and interactions, and select appropriate assessments. Analysis of elements affecting course design will be emphasized. Prerequisites: Admission to the Certificate in Online Teaching program. Completion of the following courses with a grade of "B" or better: ONTL - 6101 Introduction to Online Learning (3) and ONTL - 6201 The Role of the Online Instructor (3).

ONTL - 7101 Course Design and Assessment (3)

Addresses curriculum design for online learning using best practice guidelines. Explores student-content, student-faculty, and student-student interactions, incorporation of feedback and assessment strategies, and the design of online elements to meet accessibility standards. Emphasizes design of sample instructional units. Prerequisite: Admission to the Certificate in Online Teaching program. Successful completion of the following courses with a grade of "B" or better: ONTL - 6101 Introduction to Online Learning (3); ONTL - 6201 The Role of the Online Instructor (3); and ONTL - 6850 Introduction to Course Design (3).

ONTL - 7105 Technology Tools for Online Educators (3)

Examines technology resources and multimedia tools suitable for use in an online learning environment. Investigates open access resources, low cost or free tools to design learning objects to be used in an online course. Emphasizes production of digital learning objects to be utilized in a specified design plan environment. Prerequisites: Admission to the Certificate in Online Teaching program. Completion of the following courses with a grade of "B" or better: ONTL - 6101 Introduction to Online Learning (3), ONTL - 6201 The Role of the Online Instructor (3), and ONTL - 6850 Introduction to Course Design (3).

ONTL - 7201 Course Production Practicum (3)

Introduces software products available to create digital content for online courses, including audio presentation, graphics, and video content. Best practices will be explored and applied to producing content elements for online courses. Accessibility issues and strategies for multiple learning styles will be explored. Prerequisite: Admission to the Certificate in Online Teaching program. Completion of the following courses with a grade of "B" or better: ONTL - 6101 Introduction to Online Learning (3), ONTL - 6201 The Role of the Online Instructor (3), ONTL - 6850 Introduction to Course Design (3), ONTL - 7101 Course Design and Assessment (3), and ONTL - 7105 Technology Tools for Online Educators (3).

Philosophy

PHIL - 1100 Introduction to Philosophy (3)

Explores basic judgments on the nature of persons, society, government, and the universe with a view toward clarifying the issues that lie at the core of controversy.

PHIL - 1202 Introduction to Ethics (3)

Explores general ethical theories (such as utilitarianism, human rights, virtue and care ethics) and concepts (such as autonomy, justice impartiality and responsibility) and uses them to assess contemporary moral issues including abortion and reproductive freedom, animal rights, poverty relief, global justice, climate change, war, and peace. Equivalent: IAI Code: H4904 Ethics.

PHIL - 1886 Logic and Practical Reasoning (3)

Explores the principles and basic structure of valid deductive reasoning, cogent inductive reasoning, and fallacies, and applies these lessons to critically evaluate everyday reasoning and issues represented in popular media. Equivalent to IAI code: H4906 Introduction to Logic.

PHIL - 2111 Philosophy of World Religions (3)

Investigates the philosophies of different forms of religion from across the world, including inquiry into origins and practices of different world religions, as well as comparative study of different world religions. Equivalent: RELS-2111; IAI Code: H5904N Comparative Religion

PHIL - 2112 Philosophical Issues in Religion (3)

Provides a philosophical exploration of key religious concepts, values, and problems, including the existence and nature of God, the nature of divine/human relationships, religious diversity, religious experience, good and evil, faith and reason, miracles, prayer, and afterlife. Prerequisites: None.

PHIL - 3099 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. Equivalent to PHIL-3101. Prerequisites: One prior PHIL or RELS course; restricted to Philosophy majors only.

PHIL - 3202 Environmental Ethics (3)

Explores and evaluates important environmental ethical issues, including climate change, environmental justice, animal welfare, wilderness and species preservation, land use, and ecological restoration, by applying reasoning, moral theories, and other philosophical tools to better understand human relationships with the natural world.

PHIL - 3333 Ethics in Healthcare (3)

Presents some of the major ethical problems confronting society, the healthcare system, and the healthcare administrator. Each student will be encouraged to synthesize a personal professional philosophy to deal with the ethical dilemmas inherent in health services delivery. Equivalent to PHIL-330. Prerequisite: take HLAD-3101.

PHIL - 3600 Philosophy of Race, Gender, Justice and Identity (3)

Provides a philosophical inquiry into race and gender, including social-political theories of justice and oppression, metaphysics of identities or selves, and epistemological study of knowledge and understanding across difference.

PHIL - 3881 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. Equivalent to PHIL-371.

PHIL - 3884 Philosophy of Science and Technology (3)

Provides a philosophical exploration of theories, methods, practices and values at work in science, technology, and engineering today, and considers the relationships between theories and evidence, pure and applied research, scientific and social values, and the similarities and differences between everyday reasoning, technical problem-solving, and scientific methods. Prerequisites: 6 credits of philosophy or science courses.

PHIL - 4111 Comparative Philosophy of Science and Religion (3)

Applies philosophical tools to investigate science and religion: their similarities and differences, points of conflict and tension, and the roles played by both in shaping our personal beliefs and cultural practices. Prerequisite: PHIL-1886 (or equivalent); PHIL-3884 (or equivalent); and one previous course in religious studies.

PHIL - 4254 Chinese Thought (3)

A study of the major Chinese thinkers and their writings. Equivalent to PHIL-524.

PHIL - 4402 Advanced Ethics: Theory and Practice (3)

An in-depth critical examination of ethical theories of major philosophical schools in a multicultural approach. Evaluates at an advanced level the practical applications of ethical thinking to controversial moral dilemmas from a global perspective. Equivalent to PHIL-542. Prerequisite: take PHIL-1202 or equivalent.

PHIL - 4600 Political Philosophy (3)

Explores and evaluates major classic and contemporary political theories of justice, equality, liberty, government authority, punishment, and human rights. These theories include contract theory, liberalism, communitarianism, post-colonialism and cosmopolitanism, applied to issues including war, peace, civil rights, labor, trade education, incarceration, and immigration. Prerequisite: 6 hours of philosophy and/or political science courses.

PHIL - 4700 Independent Study (1-4)

Individual reading, research, and/or project in philosophy under the supervision of the faculty. Equivalent to PHIL-470.

PHIL - 4800 Internship in Philosophy (1 - 3)

Provides students with meaningful opportunities to apply and refine their academic skills in practical or professional environments. Students work under supervision of a site supervisor and faculty member to carry out directed tasks in approved field sites related to philosophy, practical ethics, and/or religious studies. Prerequisite: PHIL 3099 .

PHIL - 4900 Capstone Seminar in Philosophy (3)

Provides philosophy majors an advanced exploration of historical and contemporary theories, debates, and methods in multiple areas throughout the philosophy program curriculum. Students complete senior theses capstone projects. Prerequisites: PHIL 1886 , PHIL 3099 , and PHIL 4800 . Restrictions: Limited to PHIL majors only; student must receive instructor approval to enroll.

Physical Therapy

PHYT - 2320 Orientation to Physical Therapy (2)

Introduces the student to the field and profession of physical therapy. Presents a history of the profession, the professional curriculum, and the different specialty areas. Discusses personal and professional qualities, professional ethics, and the psychological aspects of treatment. Assists in laying a framework upon which an interest in the profession of physical therapy can be weighed. Media-based course. Equivalent to PHYT-320.

PHYT - 4510 Principles of Conductive Education (3)

Describes the facilitations of rhythmic intention, the role of the conductor or class leader, the task series, specific equipment and the structured program needed for conductive education. Equivalent to PHYT-510.

PHYT - 4520 Disease Processes Relevant to Conductive Education (2)

Investigates the newest research and interventions related to upper motor neuron lesions. Focuses on how Conductive Education interventions can be used for individuals with different, but appropriate, neurological pathologies. Equivalent to PHYT-520. Prerequisite: take PHYT-4510.

PHYT - 4530 Advances in Motor Control and Motor Learning (3)

Provides advanced information regarding motor control and motor learning theories. Emphasizes understanding central nervous system control of movement, and resulting functional outcomes when damage occurs. Associated systems including the visual and vestibular as well as co-occurring deficits such as dyspraxia and agnosia are covered in relation to clients in Conductive Education programs. Equivalent to PHYT-530. Prerequisites: take PHYT-4510/PHYT-6510, PHYT-4520/PHYT-6520.

PHYT - 4550 Research in Conductive Education (2)

Provides the knowledge and skills to critically read published scientific and clinical research. Focuses on the strengths and

limitations of the research, discussion of alternative designs and presentation of rationale for the designs, evaluation of the quality of information and application of the research to clinical practice. Equivalent to PHYT-550. Prerequisite: take PHYT-5530/PHYT-4530/PHYT-6530.

PHYT - 4560 Practicum in Conductive Education (3)

Provides a supervised clinical experience in transdisciplinary Conductive Education. Students will be supervised by qualified Conductive Education teachers, licensed physical therapists, and licensed occupational therapists at The Center for Independence Through Conductive Education for 45 hours. Equivalent to PHYT-560. Prerequisites: take PHYT-4510, PHYT-4520, PHYT-4530.

PHYT - 4570 Learning Processes in Conductive Education (3)

Learning vehicles that feature within Conductive Education include experiential learning, the use of group process, the use of rhythm and song, shaping, backward chaining, creating the "just right challenge," and education based strategies. Equivalent to PHYT-570. Prerequisite: take PHYT-4530.

PHYT - 5580 Developing a Conductive Education Business Plan (2)

Introduces the concepts of starting and maintaining a not for profit Conductive Education center. Students will learn the essentials of management and operation of a not for profit CE center and have the opportunity to develop a working business plan geared specifically toward the management of a Conductive Education program. Equivalent to PHYT-580. Prerequisites: take PHYT-5510, PHYT-5570.

PHYT - 6500 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. Equivalent to PHYT-500. Prerequisites: take PHYT-5510, PHYT-5570.

PHYT - 6510 Principles of Conductive Education (3)

Describes the facilitations of rhythmic intention, the role of the conductor or class leader, the task series, specific equipment and the structured program needed for conductive education. Equivalent to PHYT-510.

PHYT - 6520 Disease Processes Relevant to Conductive Education (2)

Investigates the newest research and interventions related to upper motor neuron lesions. Focuses on how Conductive Education interventions can be used for individuals with different, but appropriate, neurological pathologies. Equivalent to PHYT-520. Prerequisite: take PHYT-6510.

PHYT - 6530 Advances in Motor Control and Motor Learning (3)

Provides advanced information regarding motor control and motor learning theories. Emphasizes understanding central nervous system control of movement, and resulting functional outcomes when damage occurs. Associated systems including the visual and vestibular as well as co-occurring deficits such as dyspraxia and agnosia are covered in relation to clients in Conductive Education programs. Equivalent to PHYT-530. Prerequisites: take PHYT-6510, PHYT-6520.

PHYT - 6550 Research in Conductive Education (2)

Provides the knowledge and skills to critically read published scientific and clinical research. Focuses on the strengths and limitations of the research, discussion of alternative designs and presentation of rationale for the designs, evaluation of the quality of information and application of the research to clinical practice. Equivalent to PHYT-550. Prerequisite: take PHYT-5530, PHYT-6530.

PHYT - 6560 Practicum in Conductive Education (3)

Provides a supervised clinical experience in transdisciplinary Conductive Education. Students will be supervised by qualified Conductive Education teachers, licensed physical therapists, and licensed occupational therapists at The Center for Independence Through Conductive Education for 45 hours. Equivalent to PHYT-560. Prerequisites: take PHYT-6510, PHYT-6520, PHYT-6530.

PHYT - 6570 Learning Processes in Conductive Education (3)

Learning vehicles that feature within Conductive Education include experiential learning, the use of group process, the use of rhythm and song, shaping, backward chaining, creating the "just right challenge," and education based strategies. Equivalent to PHYT-570. Prerequisite: take PHYT-6530.

PHYT - 6601 Gross Anatomy I (3)

Intensive, comprehensive study of human anatomy. Presents an overview of the organ systems and considers the regional anatomy of the body in detail. Emphasizes the trunk, upper extremity, and reproductive systems; stresses the interrelationship of structure with function. Equivalent to PHYT-601.

PHYT - 6602 Gross Anatomy I Laboratory (1)

Provides detailed dissection on human cadavers that parallels the topics covered in BIOL-7701 or PHYT-6601. Equivalent to PHYT-602. Corequisite course: PHYT-6601.

PHYT - 6611 Gross Anatomy II (3)

Continues the intensive, comprehensive study of human anatomy. Emphasizes the regional anatomy of the pelvis, hip, lower extremity, head, and neck. Equivalent to PHYT-611. Prerequisites: take PHYT-6601, PHYT-6602.

PHYT - 6612 Gross Anatomy II Laboratory (1)

Provides detailed dissection on human cadavers that parallels the topics covered in BIOL-BIOL-7711 or PHYT-6611. Equivalent to PHYT-612. Corequisite course: PHYT-6611.

PHYT - 6626 Neuroscience (4)

Comprehensive study of the neurosciences, focusing on the neuroanatomy and neurophysiology of the sensory and motor nervous systems. Nervous system development, the structure and function of its cells, and the organization and function of the brain and spinal cord are emphasized. Laboratory studies will supplement the lecture material. Equivalent to PHYT-626. Prerequisites: take BIOL-7701 and BIOL-7702 or take PHYT-6601 and PHYT-6602.

PHYT - 6701 Patient Management I (2)

Covers basic patient care and screening skills in physical therapy with emphasis on clinical decision-making strategies. Includes communication skills, interviewing, basic documentation principles, professional behaviors, measurement issues, vital signs, responding to emergencies, and aseptic techniques. Equivalent to PHYT-701. Prerequisites: take PHYT-6611, PHYT-6612. Corequisite course: PHYT-6702.

PHYT - 6702 Patient Management I Laboratory (1)

Provides an opportunity to observe, practice, and become proficient in the performance of professional behaviors and patient care skills utilized in PHYT-6701. May include clinical observation off campus. Equivalent to PHYT-702. Corequisite course: PHYT-6701.

PHYT - 6705 Movement Analysis I (2)

Examines the static and dynamic relationships between the function and structure of the muscoskeletal system under normal and abnormal conditions. Emphasis is placed on movement performed with the torso and upper extremities and their application to specific joint, region and/or whole body movements. Equivalent to PHYT-705. Prerequisites: take PHYT-6611, PHYT-6612. Corequisite course: PHYT-6702.

PHYT - 6706 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 PHYT-6705. Will include surface anatomy and development of palpation skills. Equivalent to PHYT-706. Corequisite course: PHYT-6705.

PHYT - 6710 Integrative Physical Therapy Seminar I (1)

Designed to integrate the content from all courses taken in the term and previous courses using current relevant literature and case studies. Focuses on developing skills for clinical decision-making. Equivalent to PHYT-710. Corequisite courses: BIOL-7706, BIOL-7707, PHYT-6626, PHYT-6701, PHYT-6702, PHYT-6705, PHYT-6706.

PHYT - 6711 Patient Management II (2)

Examines basic patient care and screening skills in physical therapy with emphasis on clinical decision-making strategies. Focuses on screening and examination tools used in physical therapy; including the use of palpation, range motion, goniometric evaluation, manual muscle testing, positioning, draping, gait assessment, ambulatory aids, wheelchairs, activities of self-care, and lifting and transferring patients. Equivalent to PHYT-711. Prerequisites: take PHYT-6701, PHYT-6702. Corequisite course: PHYT-6712.

PHYT - 6712 Patient Management II Laboratory (1)

Provides an opportunity to observe, practice, and become proficient in the performance of professional behaviors and patient care skills utilized in Patient Management II. May include clinical observations off campus. Equivalent to PHYT-712. Corequisite course: PHYT-6711.

PHYT - 6715 Movement Analysis II (2)

Continuation of Movement Analysis I by applying the knowledge of structures to their participation in human movement. Emphasis on movement performed with the pelvis and lower extremities and their application to specific joint, region, and/or whole body movements. Concludes with an in-depth analysis of human posture and gait patterns. Equivalent to PHYT-715. Prerequisites: take PHYT-6705, PHYT-6706. Corequisite course: PHYT-6716.

PHYT - 6716 Movement Analysis II Laboratory (1)

This course provides the student with the hands-on experience to apply the kinesiological and biomechanical principles covered in PHYT-6715. Equivalent to PHYT-716. Corequisite courses: PHYT-6715.

PHYT - 6720 Integrative Physical Therapy Seminar II (1)

Integrates the content from all courses taken in the term and previous courses using current relevant literature and case studies. Focuses on developing skills for clinical decision-making. Equivalent to PHYT-720. Prerequisite: take PHYT-6710. Corequisite courses: BIOL-7716, PHYT-6711, PHYT-6712, PHYT-6715, PHYT-6716, PHYT-6724.

PHYT - 6721 Patient Management III (2)

Covers the use of therapeutic exercise in physical therapy practice with a variety of patients. Applies principles of motor control, motivational theory, and strategies for effective instruction to exercise techniques for improving strength, endurance, balance, and flexibility. Equivalent to PHYT-721. Prerequisites: take PHYT-6711, PHYT-6712. Corequisite course: PHYT-6722.

PHYT - 6722 Patient Management III Laboratory (1)

Provides an opportunity to observe, practice, and become proficient in the performance of therapeutic exercise and patient care skills. Equivalent to PHYT-722. Corequisite course: PHYT-6721.

PHYT - 6724 Pharmacology for Physical Therapy (2)

Introduces the role of pharmacologic interventions as part of patient management. Describes pharmacodynamic, pharmacokinetics, and drug classifications. Emphasizes potential interactions of physical therapy interventions with drug therapies. Equivalent to PHYT-724. Prerequisites: take BIOL-7706, BIOL-7707.

PHYT - 6742 Psychomotor Development Throughout the Lifespan (3)

Presents the psychomotor and psychosocial processes of human growth and development throughout the lifespan. Follows a chronological orientation that focuses on the integration of physical, emotional, cognitive, and social factors contributing to the

development of the individual. Equivalent to PHYT-742. Prerequisites: take PHYT-6611, PHYT-6612, PHYT-6715, PHYT-6716.

PHYT - 6743 Research in Physical Therapy Practice (3)

This course provides the student with the knowledge and skills to critically read published scientific and clinical research. Identification of the strengths and limitations of the research, discussion of alternative designs and presentation of rationale for the designs, evaluation of the quality of information and application of the research to clinical practice will be covered. Equivalent to PHYT-743.

PHYT - 6745 Exercise Physiology (2)

Examines the physiological response to acute and chronic bouts of exercise in apparently healthy individuals, as well as individuals with disease and special needs. Uses a systems approach, which will serve as the foundation for designing an appropriate exercise program for any patient referred to the physical therapist. Equivalent to PHYT-745. Prerequisite: take BIOL-7716. Corequisite course: PHYT-6746.

PHYT - 6746 Exercise Physiology Laboratory (1)

Allows for hands-on practice of exercise testing and prescription appropriate for physical therapists. Equivalent to PHYT-746. Corequisite course: PHYT-6745.

PHYT - 6790 Introduction to Healthcare Research (3)

Presents basic statistics used in healthcare research. Considers the importance of critically reviewing research for clinical applications. Introduces concepts of evidence based medicine. Equivalent to PHYT-790.

PHYT - 6800 Independent Study (3)

Requires approved study plan for in-depth study of a topic relevant to the development of an autonomous physical therapist practitioner. Equivalent to PHYT-800. Prerequisite: take PHYT-6820.

PHYT - 6820 Clinical Decision Making I (3)

Introduces successful strategies for online learning while considering the importance of decision making processes in physical therapy practice. Covers issues for creating a doctoring profession in physical therapy. Equivalent to PHYT-820.

PHYT - 6821 Clinical Decision Making II (3)

Applies clinical decision making strategies to patient management issues across the spectrum of physical therapy practice. Includes analysis of clinical practice patterns and the employment of evidence to clinical practice. Equivalent to PHYT-821. Prerequisite: take PHYT-6820.

PHYT - 6824 Pharmacology for Licensed Physical Therapists (3)

Introduces the role of pharmacologic interventions as part of patient management. Describes pharmacodynamic, pharmacokinetic, and drug classifications. Emphasizes potential interactions of physical therapy interventions with drug therapies. Equivalent to PHYT-824. Prerequisite: take PHYT-6820.

PHYT - 7717 Clinical Orthopedics I (2)

Provides the foundations of orthopedic physical therapy evaluation of musculoskeletal problems and screening for disease. Using a regional approach, students will learn the signs, symptoms, and special tests for common musculoskeletal problems followed by appropriate treatment interventions. Focuses on the areas of the cervical spine and upper extremities. Clinical case studies and critical thinking exercises will be integral parts of this course. Equivalent to PHYT-717. Prerequisites: take PHYT-6715, PHYT-6716. Corequisite course: PHYT-7718.

PHYT - 7718 Clinical Orthopedics I Laboratory (1)

Allows an opportunity to practice and perfect the necessary evaluative palpation, special tests, and interventions appropriate to

orthopedic physical therapy. Focuses on the musculoskeletal problems of the cervical spine and upper extremities. Equivalent to PHYT-718. Corequisite course: PHYT-7717.

PHYT - 7727 Physical and Electrical Agents Laboratory (1)

Provides the hands-on application of physical therapy modalities, including, but not limited to heat, ultrasound, hydrotherapy, and cryotherapy. Includes the application of electrotherapy including biofeedback, electrical stimulation, and electrophysiologic testing of muscles and nerves. Equivalent to PHYT-727. Corequisite course: PHYT-7728.

PHYT - 7728 Physical and Electrical Agents in Physical Therapy (2)

Provides the theory and clinical application of physical therapy modalities, including heat, ultrasound, hydrotherapy, and cryotherapy. Includes an overview of current electrotherapy techniques, including biofeedback, electrical stimulation, and electrophysiologic testing of muscles and nerves. Equivalent to PHYT-728. Prerequisites: take BIOL-7716, PHYT 6721, PHYT-6722. Corequisite course: PHYT-7727.

PHYT - 7729 Clinical Practicum (3)

Emphasizes the application of basic physical therapy skills as covered in previous coursework; students will be supervised by licensed physical therapists at affiliating facilities off campus. Equivalent to PHYT-729. Prerequisites: take PHYT-6711, PHYT-6712, PHYT-6720.

PHYT - 7730 Integrative Physical Therapy Seminar III (1)

Integrates the content from all courses taken in the term and previous courses using current relevant literature and case studies. Focuses on developing skills for clinical decision-making. Equivalent to PHYT-730. Prerequisite: take PHYT-6720. Corequisite courses: PHYT-7717, PHYT-7718, PHYT-7727, PHYT-7728, PHYT-7755, PHYT-7756, PHYT-7757.

PHYT - 7737 Clinical Orthopedics II (3)

Provides the foundations of orthopedic physical therapy evaluation of musculoskeletal problems and screening for disease. Covers the signs, symptoms, and special tests for common musculoskeletal problems followed by the appropriate treatment interventions using a regional approach and evidence based practice. Focuses on the areas of thoracic spine, lumbar spine, pelvis, and lower extremities. Equivalent to PHYT-737. Prerequisites: take PHYT-7717, PHYT-7718. Corequisite course: PHYT-7738.

PHYT - 7738 Clinical Orthopedics Laboratory II (1)

Allows an opportunity to practice and perfect the necessary evaluation palpation, special tests, and interventions appropriate to orthopedic physical therapy. Focuses on musculoskeletal problems of the thoracic spine, lumbar spine, pelvis, and lower extremities. Equivalent to PHYT-738. Corequisite course: PHYT-7737.

PHYT - 7740 Integrative Physical Therapy Seminar IV (1)

Integrates the content from all courses taken in the term and previous courses using current relevant literature and case studies. Focuses on developing skills for clinical decision-making. Equivalent to PHYT-740. Prerequisite: take PHYT-7730. Corequisite courses: PHYT-7737, PHYT-7738, PHYT-7762, PHYT-7766, PHYT-7767, PHYT-7772.

PHYT - 7755 Cardiopulmonary Physical Therapy (3)

Covers cardiovascular and pulmonary disorders across the lifespan. Emphasizes evidence-based practice for the physical therapy management of cardiac, vascular, or pulmonary patients from critical care through wellness programs. Equivalent to PHYT-755. Prerequisites: take PHYT-6745, PHYT-6746.

PHYT - 7756 Neuroscience Therapeutics I (2)

Facilitates integration of materials and provides the necessary background information, rationale, and treatment techniques appropriate for treating clients with neurological impairments. Organized into sections representing various theories, philosophies, and treatment techniques. Equivalent to PHYT-756. Prerequisites: take PHYT-6626, PHYT-6721, PHYT-6722. Corequisite course: PHYT-7757.

PHYT - 7757 Neuroscience Therapeutics Laboratory I (1)

Provides the opportunity for supervised instruction and practice in handling patients with neurological impairments. Equivalent to PHYT-757. Corequisite course: PHYT-7756.

PHYT - 7760 Interaction and Education for Patient Care (3)

Provides an overview of the effects of illness and disability on patients, family, and society. Includes background information regarding values clarification, moral dilemmas, and communication. Discusses the psychology of death and dying; professional relationships; conflict resolution; stress management, educational theories, and learning styles. Equivalent to PHYT-760. Prerequisites: take PHYT-6721, PHYT-6722.

PHYT - 7762 Integumentary Physical Therapy (3)

Examines causes for changes or diseases in the lymphatic and integumentary systems. Presents evidence-based examination and intervention techniques specific to these systems. Differentiates physical therapists' role for assisting patient who have these dysfunctions. Equivalent to PHYT-762. Prerequisites: take BIOL-7716, PHYT-6711, PHYT-6712, PHYT-6721, PHYT-6722.

PHYT - 7766 Neuroscience Therapeutics II (3)

Second course in the sequence, which covers the background information, examination, rationale, and intervention techniques appropriate for evidence-based practice for clients with neurological impairments. Organized into sections representing various theories, philosophies, and treatment techniques. Equivalent to PHYT-766. Prerequisites: take PHYT-7756, PHYT-7757. Corequisite course: PHYT-7767.

PHYT - 7767 Neuroscience Therapeutics Laboratory II (1)

Provides an opportunity for supervised instruction and practice in handling clients with neurological impairments. Equivalent to PHYT-767. Prerequisite: take PHYT-7766.

PHYT - 7770 Ethical, Leadership, and Policy Dimensions of Physical Therapy (3)

Introduces the ethical, leadership, and policy dimensions of physical therapy. Analyzes ethical issues in contemporary physical therapist practice and roles. Develops abilities to lead and serve as an advocate within the community, the healthcare system, the physical therapy profession, and the legislative process. Equivalent to PHYT-770. Prerequisite: take PHYT-7760.

PHYT - 7772 Orthotics and Prosthetics (2)

Covers the medical indications, biomechanical basis, and management of the patient with orthotic or prosthetic needs. Equivalent to PHYT-772. Prerequisites: take PHYT-6715, PHYT-6716.

PHYT - 7780 Physical Therapy in the Healthcare Team (3)

Develops a broad perspective regarding organization and issues specific to the profession of physical therapy. Focuses on current topics and healthcare changes. Equivalent to PHYT-780. Prerequisite: take PHYT-7770.

PHYT - 7782 Imaging for Physical Therapists (2)

Introduces the role of imaging as part of patient management. Covers common evaluation principles and specialized imaging for musculoskeletal injuries and neurological testing procedures. Equivalent to PHYT-782. Prerequisites: take BIOL-7716, PHYT-7737, PHYT-7738.

PHYT - 7786 Physical Therapy Management of Medical/Surgical (2)

Emphasizes the role of the physical therapist in all three levels of intervention (primary, secondary, and tertiary prevention) as healthcare providers. Provides physical therapy management of patients with conditions and diseases that are often addressed in a multi-disciplinary approach. Equivalent to PHYT-786. Prerequisites: take BIOL-7716, PHYT-7737, PHYT-7738, PHYT-7766, PHYT-7767.

PHYT - 7788 Comprehensive Patient Management (2)

Integrates information from all previous course work. Includes comparison of differing treatment methodologies, citing both advantages and disadvantages of each, and making a justified choice of treatment evaluation and progression. Equivalent to PHYT-788. Prerequisites: take PHYT-7729, PHYT-7737, PHYT-7738, PHYT-7755, PHYT-7762, PHYT-7766, PHYT-7767.

PHYT - 7825 Research I: Evidence Based Physical Therapy Practice (3)

Focuses on principles of evidence based medicine. Includes skills for critically reading published scientific and clinical research. Covers strengths and limitations of the research, discussions of alternative designs and application of the research to clinical practice. Equivalent to PHYT-825. Prerequisites: take PHYT-6790, PHYT-6820.

PHYT - 7830 Teaching and Learning in Physical Therapy (3)

Focuses on successful strategies for teaching patients and students in the clinical setting. Includes application of educational theories. Concludes with the APTA's Clinical Instructor Education and Credentialing program. Equivalent to PHYT-830. Prerequisite: take PHYT-6820.

PHYT - 7840 Management and Administration in Physical Therapy (3)

Provides proven business methods for managing physical therapy practice. Includes considerations of third party-payers and personnel issues. Equivalent to PHYT-840. Prerequisite: take PHYT-6820.

PHYT - 7842 Imaging for Licensed Physical Therapists (3)

Introduces the role of imaging as part of patient management. Covers common evaluation principles, specialized imaging for musculoskeletal injuries and neurological testing procedures. Equivalent to PHYT-842. Prerequisite: take PHYT-6820.

PHYT - 7850 Advocacy and Leadership in Physical Therapy (3)

Uses ethics and values to promote autonomous practice and provide leadership in the healthcare system. Discusses responsibility and accountability in health policy and relevant topics to promote autonomy in physical therapy. Equivalent to PHYT-850. Prerequisites: take PHYT-6820, PHYT-7840.

PHYT - 7852 Integumentary Physical Therapy (3)

Covers causes for changes or diseases in the lymphatic and integumentary systems. Presents evidence-based examination andintervention techniques specific to these systems. Differentiates physical therapists' roles for assisting patients who have these dysfunctions. Equivalent to PHYT-852. Prerequisite: take PHYT-6820.

PHYT - 7860 Topics in Physical Therapy (3)

Issues of special interest to physical therapists will be presented by experts in the area. Equivalent to PHYT-860. Prerequisite: take PHYT-6820.

PHYT - 8792 Wellness and Human Performance (3)

Integrates the role of the physical therapist in caring for healthy individuals and populations with chronic diseases. Focuses on serving individuals and groups that may not have access to physical therapists in traditional settings. Equivalent to PHYT-792. Prerequisite: take PHYT-8801.

PHYT - 8801 Clinical Internship I (4)

A full-time clinical experience in patient management at an in-patient or out-patient setting. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off-campus. Equivalent to PHYT-801. Prerequisites: take PHYT-7780, PHYT-7788. Corequisite course: PHYT-8802.

PHYT - 8802 Integrative Physical Therapy Seminar V (1)

Designed to integrate knowledge and data from the first clinical internship in to a current case study using current relevant literature. Equivalent to PHYT-802. Prerequisites: take PHYT-7780, PHYT-7788. Corequisite course: PHYT-8801.

PHYT - 8803 Clinical Internship II (4)

A full-time clinical experience in patient management at an in-patient or out-patient setting. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off-campus. Equivalent to PHYT-803. Prerequisites: take PHYT-8801, PHYT-8802. Corequisite course: PHYT-8804.

PHYT - 8804 Integrative Physical Therapy Seminar VI (1)

Integrates knowledge and data from the second clinical internship in to a current case study using current relevant literature. Equivalent to PHYT-804. Prerequisites: take PHYT-8801, PHYT-8802. Corequisite course: PHYT-8803.

PHYT - 8811 Current Issues in Physical Therapy (2)

Covers advanced examination and intervention techniques for patients who have impairments or disabilities. Explores current literature and research in the field. Equivalent to PHYT-811. Prerequisites: take PHYT-8801, PHYT-8802.

PHYT - 8832 Human Performance and Wellness (3)

Integrates the role of the physical therapist in caring for healthy individuals and populations with chronic diseases. Focuses on serving individuals and groups that may not have access to physical therapists in traditional settings. Equivalent to PHYT-832. Prerequisite: take PHYT-6820.

PHYT - 9783 Applied Research in Physical Therapy (2)

Focuses on the completion of written and oral presentations of a clinical case research project under faculty supervision. Equivalent to PHYT-783. Prerequisites: take PHYT-6743, PHYT-8801.

PHYT - 9805 Clinical Internship III (4)

A full-time clinical experience in patient management at an in-patient or out-patient setting. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off-campus. Equivalent to PHYT-805. Prerequisites: take PHYT-8803, PHYT-9783.

PHYT - 9807 Clinical Internship IV (5)

A full-time clinical experience in patient management at an in-patient or out-patient setting. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off-campus. Equivalent to PHYT-807. Prerequisites: take PHYT-8803, PHYT-9783. Corequisite course: PHYT-9808.

PHYT - 9808 Integrative Physical Therapy Seminar VII (1)

Integrates the content from all courses taken in the program using review and discussion. Focuses on debriefing from the clinical internships and preparing for the physical therapy licensure examination. Equivalent to PHYT-808. Corequisite courses: PHYT-9805, PHYT-9807.

PHYT - 9809 Clinical Internship III and IV (9)

A full time clinical experience in patient management at an in-patient or out-patient setting. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off campus. Equivalent to PHYT-809. Prerequisites: take PHYT-8803, PHYT-9783. Corequisite course: PHYT-9808.

PHYT - 9875 Research II: Clinical Project (3)

Applies the topics of evidence based physical therapy practice to a clinical research project. This course may be extended beyond the 7 1/2 week time frame to allow for completion of the project if approved by the instructor. Equivalent to PHYT-875. Prerequisite: take PHYT-7825.

Physics

PHYS - 1111 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. Equivalent to PHYS-302. Prerequisite: take MATH-1423.

PHYS - 1112 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. Equivalent to PHYS-303. Prerequisite: take MATH-1423.

PHYS - 1200 Earth and Space Science (3)

Introduces students to the physical processes occurring within the Earth's interior and on the Earth's surface. In addition, the nature of the solar system and the Universe is discussed.

PHYS - 2141 Intermediate Physics I (3)

Introduces students to vectors, particle dynamics, forces, work and energy, conservation of momentum, rotational dynamics, and thermodynamics.

PHYS - 2142 Intermediate Physics Lab I (1)

Introduces students to data collection and analysis, projectile motion, forces and acceleration, momentum, simple harmonic motion, heat and temperature, friction, and torques.

PHYS - 2143 Intermediate Physics II (3)

The areas of physics covered in this course include wave motion, electricity, magnetism, light, and optics. Requisite courses: Take PHYS-2141.

PHYS - 2144 Intermediate Physics Lab II (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.

PHYS - 2171 University Physics I (3)

Application of calculus to topics of kinematics, forces, energy, momentum, rotational motion, and thermodynamics. Equivalent to PHYS-3171, PHYS-372. Requisite courses: Take MATH-2290.

PHYS - 2172 University Physics I Lab (3)

The student carries out measurements on motion, forces, momentum, energy, and thermal physics. Students develop skills for measuring and finding related physical variables and conceptual relationships. Students develop their understanding of how experimental knowledge is fitted with theory. Some experiments will require the use of calculus. Co-Requisite courses: Take PHYS-2171.

PHYS - 2181 University Physics II (3)

Continuation from PHYS-2171. Application of calculus to topics of electromagnetism, optics, and relativity. Equivalent to PHYS-3182. Requisite courses: Take PHYS-2171 MATH-2292.

PHYS - 2182 University Physics II Lab (1)

Provides opportunities to carry out measurements on vibrations and waves, electricity and magnetism, light and optics. Students develop skills for measuring and finding related physical variables and conceptual relationships. Students develop their understanding of how experimental knowledge is fitted with theory. Some experiments will require the use of calculus. Requisite courses: Take PHYS-2181. (Required, Previous or concurrent).

PHYS - 2323 Physics and Society (3)

Introduces 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.

PHYS - 2500 Robotics I (3)

Introduce the field of robotics. Historical, current and future robotics equipment is presented. A variety of sensors will be used to build working examples of robots using various controllers. System designs are created, components chosen, assembled and programmed to experience working machines. Prerequisite: General Education mathematics requirement and/or college algebra or equivalent.

PHYS - 3435 Meteorology Online (3)

Explores how the Sun, the Earth's tilt, and geography affect weather. Addresses the composition and properties of Earth's atmosphere. Uses real-time and archival data from the American Meteorological Society to allow for the analysis of the weather's effects. Equivalent to PHYS-330. Prerequisite: take MATH-1423.

PHYS - 5000 Applied Physics Workshop (1-3)

Each Applied Physics Workshop examines a selected topic in Applied Physics. It explores the scientific, technical, societal, and policy aspects of the selected topic and seeks to understand the developmental processes that lead from the fundamental discoveries to the useful application for human society. Topics may vary. Equivalent to PHYS-501. Prerequisite: take MATH-1423.

PHYS - 5351 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. Equivalent to PHYS-525. Prerequisite: take MATH-1423.

Political and Justice Studies

POJS - 6100 Theoretical Foundation of Political and Justice Studies (3)

Examines the theories and approaches of political and justice studies, including competing theories of "justice," theories of the state, class, race, and gender conflict and general issues of distribution in society. Equivalent to POJS-605.

POJS - 6120 Research Methods (3)

Examines the uses and objectives of empirical research in the social sciences, the principle assumptions underlying the approaches, the fundamental paradigms and current trends in empirical social science research methodologies. The role of theory and research in research design as well emphasizes survey and methods of qualitative data collection and analysis using real-life examples, is also discussed. Equivalent to POJS-607. Prerequisite: take SOSC-4500.

POJS - 6150 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. Equivalent to POJS-615.

POJS - 6200 Theories of Conflict Resolution (3)

Investigates the causes of conflict in its many societal expressions and considers various models of conflict resolution. Particular attention is given to community, ethnic, organizational, labor, and international forms of conflict. Equivalent to POJS-620.

POJS - 6250 Community Justice (3)

Theoretical and practical consideration of those aspects of the justice system that comprise what is known as "community justice" including: repairing harm, reducing risk, and empowering community. Examines the community justice principles and how they relate to restorative justice. Equivalent to POJS-625.

POJS - 6300 Corporate Influence on Politics (3)

Conceives the ways in which corporations use public relations, advertising, marketing, and lobbying to influence governments, and public policy at the physical and monetary expense of the people. Examines the tobacco, oil, pharmaceutical, agricultural, and other industries through conflict theory lenses to understand the ways in which corporate leaders influence politics and maintain their power. Equivalent to POJS-630.

POJS - 6320 Political Sociology (3)

Examines the social, economic, and political bases of power in America. Emphasizes pluralist and elitist theories, class analysis, community power, social control, and structural approaches to studying power. Focuses on analysis of the American political system as a resource for change and an obstacle to change with particular reference to contemporary social movements. Equivalent to POJS-632.

POJS - 6340 Politics of Latin America (3)

Analyzes the evolution of Latin American political systems. Examines the social and economic context within which Latin American political systems are located. Explores the political processes of selected Latin American countries as well as the ways in which governmental policies impact citizenship, rights, and social and economic equality. Prerequisite: Take POLS-3150.

POJS - 7035 Topics in American Politics and Public Policy (3)

Explores pivotal theories and current issues in American politics and policy. Examines the interaction between theory, practice, and outcomes in the American political process. Equivalent to POJS-835.

POJS - 7036 Topics in Comparative and Global Politics (3)

Current theories, approaches, and issues concerning the global system are considered. Equivalent to POJS-836.

POJS - 7037 Topics in Social Justice and Public Policy (3)

Current theories, approaches, and issues concerning justice in society are investigated. Equivalent to POJS-837.

POJS - 7070 Survey Research Methods (3)

Explores the selection of problems appropriate for analysis through survey design and analysis, the method of cross-sectional analysis, tests of fit, significance, and model specification. The theoretical constructs of survey reserach are applied through development of a survey instrument, quantitative data analysis, and proposal design. Equivalent to POJS-707. Prerequisite: take POJS-6120.

POJS - 7101 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. Equivalent to POJS-710.

POJS - 7150 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. Equivalent to POJS-705.

POJS - 7180 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. Equivalent to POJS-718. Prerequisite: take SOSC-4500.

POJS - 7190 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, social change, and feminism. Equivalent to POJS-709.

POJS - 7200 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. Equivalent to POJS-720.

POJS - 7210 Nonprofit Organizations in Social Justice (3)

Explores the role of the nonprofit, or third sector in American society. The range and depth of issues facing communities requires that nonprofit organizations enhance their ability to respond in more successful ways. This requires that groups specifically, and the sector generally, reconsider mission, impact, and leadership development as they relate to their role in society. Students will gain a thorough understanding of the nonprofit sector, its challenges, and its opportunities. Equivalent to POJS-721.

POJS - 7220 Global and U.S. Justice Movements (3)

Examines the current sociological social movement perspectives on the origins, growth and characteristics of social justice movements that focus on expanding human rights, both globally and in the U.S. Considers various levels of movement organizing, including protests and mass demonstrations, transnational political mobilization, civil society, and social movement industries. Equivalent to POJS-722. Prerequisites: take POJS-6100, POJS-6120.

POJS - 7250 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 de-alignments in state and national elections and on the role and participation patterns of the various ethnic minorities in American politics from WWII to the present. Equivalent to POJS-725.

POJS - 7300 Social Origins of Violence (3)

Examines the social origin of violence. Equivalent to POJS-730.

POJS - 7330 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. Equivalent to POJS-715.

POJS - 7350 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. Equivalent to POJS-735.

POJS - 7400 Sexual Politics (3)

Examines the major theoretical approaches used in the sociology of sexuality and gender. Analyzes the ways in which social institutions regulate the social construction of sexuality, with attention to gender, races, and class differences in sexuality

experiences. Examines the regulation of sexual and gender expressions through institutions and social norms. Equivalent to POJS-840. Prerequisite: take POJS-6100.

POJS - 8100 Labor Workforce Social Change (3)

Uses labor market techniques to show job stratification in urban communities. Examines mechanisms to increase employment growth along with issues of labor migration. Equivalent to POJS-810.

POJS - 8110 Wealth, Power, and Inequality (3)

Examines wealth and income distribution and analyzes ideological and political forces in an unequal society. Equivalent to POJS-811.

POJS - 8150 Contemporary Theories of Social Justice (3)

Provides an overview of the major currents of political and social thought in the post-enlightenment period. Social justice and the proper relationship between individual, state, and society will be examined. Equivalent to POJS-805. Prerequisite: take POJS-6100.

POJS - 8160 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. Equivalent to POJS-806.

POJS - 8170 Qualitative Research Methods (3)

Explores the selection of problems appropriate of analysis through qualitative analysis. Develops a range of expertise of more qualitative research methods, ranging from standard participant observational techniques and semi-structured interviewing through exploratory methods, such as grounded theory and critical social research. Practical skill development and theoretical "meaning-making" constitute the courses main emphases. Equivalent to POJS-808.

POJS - 8190 Criminal Justice System and Process Analysis (3)

A survey of the critical issues in the administration of the criminal justice system is presented. The topics will include the historical development of the American criminal justice system; philosophy and current policy practices of the system; the discretionary decision-making points in the administration of justice; and current issues and trends of the three major components of the system. Historic and contemporary criminological research and analysis will also be included. Equivalent to POJS-819.

POJS - 8200 Presidency, Congress, and the Courts (3)

Examines the historical and legal evolution of the presidency, Congress, and the courts in the American political process. Focuses on the Constitutional foundation of the three branches of government, as well as the practical implications of this separation of powers. Equivalent to POJS-820.

POJS - 8210 Public Policy and Politics (3)

Focuses on how basic institutions of American government - executive, legislative, and judicial - interact in the process of public policy formulation, implementation, and evaluation. Issues are examined from an intergovernmental perspective in a constantly changing federalist structure. The ethical dimensions of public policy decisions and actions of policy-makers are explored. Equivalent to POJS-821. Prerequisite: take POJS-8200.

POJS - 8240 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. Equivalent to POJS-824. Prerequisite: take POJS-8200.

POJS - 8250 Causative Theories of Crime in Society (3)

Focuses on the study of criminal behavior as it relates to several varieties of crime. Emphasizes the evolution of crime and its origins within society. Equivalent to POJS-825. Prerequisites: take POJS-8150, POJS-8190, POJS 8200.

POJS - 8300 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. Equivalent to POJS-830. Prerequisites: take POLS-5150 or CJUS-4565 .

POJS - 8310 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. Equivalent to POJS-831. Prerequisite: take POJS-8300.

POJS - 8390 Challenges of Globalization (3)

Current theories, approaches and issues concerning the global system are are considered in the context of their impact on the foreign policy of the United States. Equivalent to POJS-839.

POJS - 8450 International Law and Organization (3)

Examination of the underlying principles of international law and the evolving organizational structure of the global system. The role of nation-states, intergovernmental, and nongovernmental organizations are considered. Equivalent to POJS-845. Prerequisites: take POJS-8300, POLS-3110, POLS-5360.

POJS - 8460 Crime, Justice, and the Media (3)

An examination of the interrelationship of crime, justice, and the contemporary media in American society.Topics include the history of media coverage of crime and justice; the social construction of crime; an analysis of news media; the impact of sweeps months on crime news; police, courts, and corrections in the media; reality television; movies and copycat crime; and coverage of criminals and delinquents; and the social effects of crime and justice news. Media coverage of drugs and gangs will be explored as well as media stereotypes of minorities. Equivalent to POJS-846.

POJS - 8500 Victimology (3)

An examination of the relationship between victims of crime and the criminal justice system. The topics will include an analysis of the characteristics of crime victims; victim role; intimate versus stranger crime; victim reporting and non-reporting patterns; National Crime Victimization Survey (NCVS) results; treatment of victims by various segments of the criminal justice system; victim assistance programs; victim compensation and/or restitution; and victim impact statements and their affect on the criminal court. Victim-blaming arguments will be explored, as well as sexual assault, child abuse, and the victimization of the elderly. Equivalent to POJS-850. Prerequisite: take POJS-6100.

POJS - 8700 Graduate Research (1-4)

Individual reading, research, and/or project in political science under the supervision of the faculty. Equivalent to POJS-870.

POJS - 8800 Internship (1-4)

Designed to provide political science students with supervised practical experiences in applied settings. Equivalent to POJS-880.

POJS - 8890 Five University Consortium Minority Internship (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. Equivalent to POJS-889.

POJS - 8970 Internship Project (6)

Designed to provide political/justice studies students with supervised practical experiences in applied settings. This includes the application of the student's knowledge and skills in a culmination experience approved by a faculty committee and resulting in a final paper which will be publicly presented. Equivalent to POJS-885.

POJS - 8981 Directed Readings (3)

Supervised readings on the theory, methods, and approaches of the political science areas of American politics, public policy, justice studies, comparative politics, and international relations. Equivalent to POJS-869.

POJS - 8982 Directed Readings (3)

Supervised readings on the theory, methods, and approaches of the political science areas of American politics, public policy, justice studies, comparative politics, and international relations. Equivalent to POJS-869.

POJS - 8990 Graduate Thesis Project (3)

Provides a forum for in-depth analysis of the selected topics of master's degree candidates. Hypothesis formation, operational procedures, and the foundation of each student's thesis/project will be publicly presented and discussed. Equivalent to POJS-890. Prerequisites: take POJS-8150, POJS-8190, POJS 8200, POJS-8210, POJS-8300, POJS-8310.

POJS - 8999 Directed Scholarship: Political and Justice Studies (1-2)

Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing requirements for their degree and must have received a grade of "CO" in a designated capstone course. NOTE: This course is variable in credit hours, repeatable (not replaceable) and is P/NC option. Equivalent to POJS-898.

Political Science

POLS - 2100 American National Government (3)

Examines U.S. governmental institutions, the informal pressures that influence them, and the policies produced by the governing process. Equivalent to POLS-302.

POLS - 2101 Principles of Political Science (3)

Comprehensive analysis of the nature of politics, contemporary approaches to the study of political science, issues in political geography, and a review of the issues and problems faced by federal, state, and local governments under the impact of modern conditions. Equivalent to POLS-301.

POLS - 2200 Local Governmental Systems (3)

Examines local government in the United States. Emphasizes the legal basis and functioning of local jurisdictions in Illinois. Equivalent to POLS-320.

POLS - 2950 Transformation of Global System (3)

Integrated analysis of processes, structures, and issues in international politics, with emphasis on substantive topics in selected sections of the world. Equivalent to POLS-3110, POLS-311.

POLS - 3150 Comparative Political Analysis (3)

Employs a problem-based (problematic) approach to the study of comparative politics. By considering the historical context, culture, and economics as they are expressed by varying political units such as nation-states, this investigation allows one to understand and appreciate the similarities and differences between countries.

POLS - 3250 International Political Economy (3)

Surveys the evolution of the International Political Economy (IPE) in three distinct periods. The first period extends from the sixteenth century to Marx's Capital. The second period follows IPE from the later 1800s to the 1920s when the formal separation between politics and economics took place. Finally, the third period brings us to the contemporary systemic issues confronting our interdependent world.

POLS - 3600 International Organizations (3)

Deals with the complexities of international affairs and those factors that affect them. Focuses on the role of governmental and nongovernmental organizational mechanisms in the relations of nations. Equivalent to POLS-310.

POLS - 3900 Seminar in Civic Engagement (3)

Introduces the fundamental question of the relationship between politics and the state as developed by selected political philosophers from the Greeks to the present. Emphasizes concepts of democracy, power, individual freedom, the state, and the obligations of citizens and rulers with relevance to current political developments.

POLS - 4090 Topics in Political Science (3)

Deals with topics of current interest, exploring several aspects of the a topic using a variety of methodologies from the discipline of Political Science.

POLS - 4100 Hispanic Experience in the U.S. (3)

Examines the Hispanic/Latino experience in the United States with a consideration of both the immigrant experience and the challenges of subsequent generations. Attention is given to the political, socio-economical, and cultural dimensions of this experience.

POLS - 4110 Black Politics in America (3)

Explores the patterns of black politics in the development of African American participation in the American political and economic system.

POLS - 4200 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. Equivalent to POLS-520. Prerequisite: take POLS-3110.

POLS - 4300 The Chicago Political Tradition (1)

Examines past and current politics in the City of Chicago. Analyzes thoroughly twentieth century Chicago mayors. Equivalent to POLS-530.

POLS - 4330 Modern Middle Eastern History and Politics (3)

Examines Islamic civilization since the age of European expansions, imperialism, westernizations, nationalism, and modernization. Course covers Arab countries and Israel, Iran, and Turkey.

POLS - 4340 Politics of Latin America (3)

Analyzes the evolution of Latin American political systems. Examines the social and economic context within which Latin American political systems are located. Explores the political processes of selected Latin American countries as well as the ways in which governmental policies impact citizenship, rights, and social and economic equality. Prerequisite :Take POLS-3150.

POLS - 4350 Debate and Public Advocacy (3)

Study of argumentation: that is, evidence, reasoning, and construction of briefs, also, practice informal and information debate, and public discourse on current issues.

POLS - 4375 Conflict Resolution (3)

Investigates the causes of conflict in its many societal expressions and considers the various models of conflict resolution. Particular attention is given to community, ethnic, organizational, labor and international forms of conflict.

POLS - 4380 International Peace Initiative (3)

Examines global peace building initiatives, including strategies and practices base upon restorative justice.

POLS - 4400 Constitutional Law (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. Equivalent to POLS-440. Prerequisite: take POLS-2100 or POLS-2200.

POLS - 4460 Urban Politics (3)

Analyzes critical Issues of urbanization confronting American political institutions. Provides an overview of the nature and scope of the urban polity and provides a conceptual framework for analyzing and evaluating the critical issues in American urban areas.

POLS - 4500 Political Communication (3)

Examines communication in the context of political campaigns. Attention is given to the public relations elements of campaigns in multiple media to show how political candidates earn America's attention and the people's votes. Applications of these tactics in other contexts are also discussed.

POLS - 4600 Political Theory (3)

Introduces the fundamental questions of politics and the state as developed by selected political philosophers from the Greeks through the present. Emphasizes concepts of democracy, power, individual freedom, the state, and obligations of citizens and rulers with relevance to current political developments. Equivalent to POLS-460. Prerequisite: take POLS-2100.

POLS - 4625 Contemporary Political Thought (3)

Provides an overview of the major currents of political thought in the 19th and 20th centuries and examines their importance for formulating public policy.

POLS - 4650 Empowering Community: from Self to Service (3)

Explores the relationship between the individual and community with the goal of promoting service learning and civic engagement. Approaches of both a theoretical and applied nature will be examined with the goal of promoting future engagement in community organizations.

POLS - 4700 Independent Study (1-4)

Individual reading, research, and/or project in political science under the supervision of the faculty. Equivalent to POLS-470.

POLS - 4800 Internship (1-4)

Designed to provide political science students with supervised practical experiences in applied settings. Equivalent to POLS-480.

POLS - 4890 Five University Consortium Minority Internship (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. Equivalent to POLS-489. Prerequisite: take POLS-2101.

POLS - 4990 Political Struggle: Empowerment and Change (3)

Applies the various theoretical frameworks and approaches to studying political science to practical, real world issues and

experiences. Students will employ an interdisciplinary approach as they examine and analyze the intersection of power, resource distribution, identify, and participation in American democracy.

POLS - 6200 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. Equivalent to POLS-520. Prerequisite: take POLS-2200.

POLS - 6300 The Chicago Political Tradition (1)

Examines past and current politics in the City of Chicago. Analyzes thoroughly twentieth century Chicago mayors. Equivalent to POLS-530. Prerequisite: take POLS-2200.

POLS - 7370 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. Equivalent to POLS-737.

POLS - 8450 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. Equivalent to POLS-845. Prerequisite: take POJS-8300.

Psychology

PSYC - 1101 Principles of Psychology (3)

Provides a comprehensive overview of psychology. Presents concepts, theories, and data from various subfields in psychology, Including sensation-perception, learning, memory, personality abnormal, social, developmental, and physiological. Prerequisite: None

PSYC - 1605 Love: What Everyone Needs to Know (3)

Explores the intricacies and problems of close, committed, Interpersonal relationships, including marriage. Discusses important relationship concepts and standards. Prerequisite: None

PSYC - 1606 Sex: What Everyone Needs to Know (3)

Provides an introduction to human sexuality. Emphasizes understanding the bio-psychological factors in human sexual functioning. Provides an opportunity for students to explore their own values and attitudes. Prerequisite: None

PSYC - 2102 Thinking and Writing in Psychology (4)

Introduction to thinking, writing, and career options in psychology and related fields. Serves as an orientation to the psychology major. Emphasizes academic skills such as critical thinking In the field of psychology, writing in APA style, effective communication, and making logical arguments. Provides resources and tools to effectively use a psychology degree. A writing intensive course. Prerequisite: ENGL-1102 and PSYC-1101.

PSYC - 2150 Introduction to Research Methods (3)

Introduces the basic principles of psychological research. Focuses on basic knowledge about research methods and the development of analytic skills. Emphasizes the identification of researchable problems, and the development of literature search skills, testable hypotheses, appropriate research design, and methods of measurement. Prerequisite: PSYC-1101.

PSYC - 2201 Life-span Developmental Psychology (3)

A study of the neurobiological, physical, cognitive, social and emotional development of humans from conception through childhood, adolescence, adulthood and old age. Emphasizes normal development stages and patterns of adjustment to differing

life-time demands. The theories and principles of human development are examined in light of contemporary research. Prerequisite: None

PSYC - 2345 Social Psychology (3)

Systematic introduction to theory and research on the ways social factors influence individual and group behavior. Study of social perception, interpersonal relations and communications, social power, persuasion, conformity, decision-making, attitudes, and group dynamics. Equivalent to PSYC-3345. Prerequisite: take PSYC-1101.

PSYC - 2410 Personality Theories (3)

Introduction to theories, concepts, and research findings as applied to questions concerning the nature of the person; the description of individual personality and its development; and the understanding of individual differences in behavior, thinking, emotion, motivation, and social relationships. Considers various theoretical perspectives on personality, including psychodynamic, behavioral, and humanistic. Prerequisite: take PSYC-1101.

PSYC - 2610 Laboratory in Personal Stress Management (2)

Focuses on the issue of stress from cognitive, behavioral, affective, and physiological perspectives. Provides an intensive laboratory experience in stress reduction and stress management. Prerequisite: take PSYC-1101 or equivalent.

PSYC - 3201 Child Development (3)

Introduction to theory and research on the biological, physical, social and cognitive development of the human from conception to adolescence. Topics may include genetic factors, prenatal development, sensory and perceptual changes, motor system development, language acquisition, social learning, cultural influences and aspects of abnormal development. Equivalent to PSYC-412.

PSYC - 3202 Adolescence (3)

Adolescence will involve the study of adolescent growth, maturity, and progression towards adulthood. Issues discussed relating to adolescent development will include areas such as culture, cognitive, physical/biological, personality and social development. Prerequisite: take PSYC-3201.

PSYC - 3203 Adulthood (3)

Presents theories of adult development as they relate to major problems of adulthood. Investigates the availability of resources for adult development in local communities. Equivalent to PSYC-515. Prerequisite: take PSYC-3201.

PSYC - 3204 Geropsychology (3)

Discusses a wide range of issues related to the aging process and older adults. Emphasizes psychological facets of aging. Explores how biology, sociology, economics, politics, demography, and other academic, scientific, and clinical disciplines bring a unique perspective to our understanding of aging. Equivalent to PSYC-5219, PSYC-519. Prerequisite: take PSYC-3201.

PSYC - 3310 Personality Theories (3)

Involves the comparative study of nineteenth and twentieth century psychodynamic, behaviorist, and humanist theorists on the nature of the person. Considers personality from a variety of theoretical perspectives. Equivalent to PSYC-410. Prerequisite: take PSYC-1101.

PSYC - 3430 Abnormal Psychology (3)

Addresses 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: take PSYC-1101.

PSYC - 3460 Mindfulness Studies (3)

Introduces the scientific literature on mindfulness as well as the practice and application of mindfulness to a variety of everyday problems ranging from anxiety, intimacy issues, to health problems. Special emphasis is given to applying mindfulness to the specific challenges students face in their personal lives. Prerequisites: take PSYC-2201 or PSYC-3201, PSYC-2410.

PSYC - 3465 Psychology of Spiritual Development (3)

Examines spiritual development from a psychological perspective with a general focus on contemplative Christian spiritual development and the Intersection of other spiritual traditions. Topics include psychological research on the stages of faith development, the psychology of contemplative spirituality, key features of ancient beliefs about spiritual formation, and multicultural aspects of spiritual development, such as the experiences of LGBTQQ persons. Prerequisites: take PSYC-2201 or PSYC-3201, PSYC-2410.

PSYC - 3470 Introduction to Clinical Psychology (3)

Introduces the basic concepts and theories used in clinical psychology. Focuses on three areas of clinical psychology: (1) fundamental concepts, including current issues and ethics; (2) psychological assessment and diagnosis; and (3) overview of the main school of psychotherapy. Equivalent to PSYC-5444, PSYC-544. Prerequisites: take PSYC-3310, PSYC-3430.

PSYC - 3520 Cognitive Psychology (3)

Introduction to cognitive psychology. Topics include the history and methods of cognitive psychology, cognitive neuroscience, attention, knowledge representation, language, problem solving, decision-making, cognitive development, and human and artificial intelligence. Emphasizes developing an understanding of how cognitive psychologists study the human mind and on appreciating the wonder, complexity, and creativity of the human information processing system. Prerequisite: take PSYC-1101 and STAT 2100.

PSYC - 3524 Principles of Learning and Behavior (3)

Introduces behavioral psychology and addresses the basic principles of learning theory. Applies these theories to clinical practice in terms of the treatment of mental disorders through behavior modification in diverse environments. Prerequisite: take PSYC-2150, PSYC-2201, and STAT 2100.

PSYC - 3602 Health Psychology (3)

Investigates the mind body relationship to see how these factors relate to primary prevention, stress and pain management, chronic and terminal illnesses, and the patient practitioner relationship. Reviews related research from the bio-psychosocial model and how this relates to the new DRG (diagnostic related group) now emerging in the healthcare system. Prerequisite: take PSYC-1101.

PSYC - 3620 Laboratory in Personal Growth (2)

Identification of personal growth issues in terms of life goals and priorities. Intrapersonal communication processes identify and examine meaning assigned to various objects or events in the student's life. Equivalent course: PSYC-2620 Prerequisite: PSYC-1101.

PSYC - 3650 Creating a Healthy Lifestyle (3)

Focuses on our patterns of eating, exercise, sleep, stress management, and how those choices create our lives. Students will facilitate classmates in making changes where needed in diet, exercise, meditation, and stress management. Guest presentations on aspects of nutrition, yoga, tai chi, stretching exercises, ayurvedic medicine, and acupuncture will be included. Equivalent to PSYC-508. Prerequisite: take PSYC-1101.

PSYC - 3675 Biopsychology (3)

Explores the diverse interactions between behavior and biology (e.g. brain-behavior connections, the neurochemical basis of behavior, the nervous system, hormones, genetics, the impact of our evolutionary past, etc.). Instruments used by biopsychologists to conduct research and further knowledge that serves as the basis for clinical and pharmacological treatments will also be considered. Prerequisite: take PSYC-2102, PSYC-2150, PSYC-2201, and PSYC-1101.

PSYC - 3680 Introduction to Neuropsychology (3)

Introduction to human neuropsychology. Topics covered include foundations of neuropsychology, structure of the nervous system, brain-behavior relationships, functional specialization of the brain, cognitive functions, and assessments of brain disorders and related bio-psychological conditions. Prerequisite: take PSYC-2102, PSYC-2150, PSYC-2201, PSYC-3520, and PSYC-1101.

PSYC - 3820 Forensic Psychology (3)

Examines the legal system's basic assumptions and procedures in light of social scientific evidence pertaining to human behavior relevant to the rights of defendants, victims, children, and mental patients, including areas of Clinical Psychology in which psychologists act as expert witnesses and consultants. Prerequisite: take PSYC-1101.

PSYC - 3828 Understanding Men (3)

Applies psychological and social scientific theory and research findings to the understanding of male gender roles. Studies effects of male gender roles and socialization on men's health, psychological development, and emotional wellbeing. Considers male gender roles with respect to sexual identity, power dynamics, and aggression; examines implications for interpersonal relationships, social justice, and community welfare. Prerequisites: PSYC-1101, PSYC-2201 or PSYC-3201, or GNSX-2100.

PSYC - 3829 Psychology of Women (3)

Studies 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. . Prerequisites: PSYC-1101, PSYC-2201 or PSYC-3201, or GNSX 2100.

PSYC - 3840 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. Prerequisite: take PSYC-1101.

PSYC - 4070 Topics in Personal and Professional Growth (1-3)

Introduces significant issues in contemporary psychology. Allows students to understand themselves, their major, their future careers, and the complex interactions that exist among these three phenomena. Course information will be conveyed through lectures, guest speakers, readings, in-class exercises, small group discussions, and written assignments covering a variety of topics that vary by term. Equivalent to PSYC-573. Prerequisite: take PSYC 1101.

PSYC - 4130 Ethics in Psychology (3)

Focuses on ethical principles and standards in human service and research professions. Explores application to hypothetical situations involving professionals, research subjects, and clients. Studies various values, philosophical positions, and legal cases. Equivalent to PSYC-530. Prerequisites: take PSYC-1101, PSYC 2102 , PSYC-3430.

PSYC - 4470 Introduction to Clinical Psychology (3)

Introduces the basic concepts and theories used in clinical psychology. It focuses on three areas of clinical psychology: (1) fundamental concepts, including current issues and ethics (2) psychological assessment and diagnosis, and (3) overview of the main schools of psychotherapy. Prerequisites: take PSYC-2102, PSYC-2410, and PSYC-3430.

PSYC - 4475 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. Equivalent to COUN-544, COUN-5544. Prerequisites: take PSYC-3310, PSYC-3430.

PSYC - 4490 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 as well as treatment. Equivalent to COUN-510. Prerequisites: take PSYC-1101 , PSYC-3201.

PSYC - 4520 Cognitive Development (3)

Surveys the nature and course of human cognitive development from infancy to early adulthood. Content covers genetic, environmental and biological influences on development of mental processes such as vision and other perceptual abilities, attention, memory, language, problem solving and reasoning, and social cognition (thinking about social phenomena). Discussion of cultural influence on cognition is woven throughout. Prerequisite: take PSYC-2201 or PSYC-3201 and PSYC-3520.

PSYC - 4630 Laboratory in Interpersonal Growth (2)

Students identify their interpersonal communication strengths and areas of difficulties and examine the interpersonal communication processes through which they initiate, maintain, and terminate relationships. Equivalent to PSYC-531.

PSYC - 4690 Practicum Seminar in Stress Management (3)

Students are required to do eight hours of practicum per week and to teach holistic stress management techniques to individuals, families, or groups. Equivalent to PSYC-509. Prerequisites: take PSYC-3602, PSYC-3650, PSYC-4610.

PSYC - 4750 Applied Research and Statistics (3)

Provides an applied approach for the basic principles of designing, conducting, and reporting social-psychological (interdisciplinary) research. Relevant quantitative and qualitative design, implementation, and evaluation strategies are reviewed and critiqued. Focus is placed on building and applying skills in evaluating evidence and clearly communicating evidence. Prerequisites: take PSYC-2150 and STAT 2100 or equivalents.

PSYC - 4770 Independent Study (6)

Individual reading, research, and/or project in psychology under the supervision of the faculty. Equivalent to PSYC-470.

PSYC - 4775 Principles of Psychological Testing (3)

Reviews fundamentals statistics as a prelude to the study of a cross section of techniques and instruments use in the measurement and evaluation of human behavior, conduct, and characteristics. Studies individuals and group measures of intelligence, neuropsychological, achievement, and both objective and clinical instruments and methods. Equivalent to PSYC-580. Prerequisites: take PSYC-2102, PSYC-2150, PSYC-2201 or PSYC-3201, PSYC-3650 or PSYC-3675, STAT-2100.

PSYC - 4840 History and Systems of Psychology (3)

Surveys major theories of psychology and their relationship to current professional practices. Focus upon understanding and comparing the origin and development of different psychological perspectives in terms of metatheoretical issues. Prerequisite: take PSYC-2150, PSYC-2201 or PSYC-3201, PSYC-2345, PSYC-2410, PSYC-3430, PSYC-3520 or PSYC-3524, and STAT 2100.

PSYC - 4880 Field Experience (2)

Provides an opportunity for students to become exposed to the mental health field. Includes observation, assessment, application of theory, psychological concepts, and treatment issues within an agency and/or business settings under the supervision of qualified professionals and faculty. Equivalent to PSYC-480. Prerequisites: take PSYC-3310, PSYC-3430, PSYC-4130.

PSYC - 4950 Psychological Issues and Social Values (3)

Explores psychological issues, social values, and personal responses to social issues and choices. Integrative review of psychology emphasizing class discussion, oral presentation, and written reports. A capstone experience. Equivalent to PSYC-546. Prerequisite: take PSYC-2102, PSYC-2150, PSYC-4130 (co-requisite), STAT-2100, and three from PSYC-2345, PSYC-2410, PSYC-3430, PSYC-3520 or PSYC-3524.

PSYC - 6070 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. Equivalent to PSYC-630.

PSYC - 6110 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. Equivalent to PSYC-610. Prerequisite: take STAT-4720.

PSYC - 6160 Ethical Legal Issues in Psychology (3)

Focuses on ethical and legal issues faced by professional psychologists functioning in clinical, research, and teaching roles. Emphasizes the application of the ethical code of the psychology profession, published by the American Psychological Association, and related Illinois legal statutes. Equivalent to PSYC-760. Prerequisites: take PSYC-3310, PSYC-3430.

PSYC - 6221 Psychopathology (3)

Examines diagnostic categories selected for in-depth study of the literature conceptualizing a problem, its development, and various treatment recommendations. Focuses on evaluation of research approaches and findings. Equivalent to PSYC-821. Prerequisite: take PSYC-3430 or PSYC-3470.

PSYC - 6229 Graduate Seminar in Human Development (3)

Presents up-to-date research and theory in developmental psychology. Evaluates developmental issues at all stages of life. Provides links between theoretical and applied issues of development including the potential influences of a variety of factors. Equivalent to PSYC-829.

PSYC - 6475 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. Equivalent to COUN-544, COUN-5544.

PSYC - 6490 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 as well as treatment. Equivalent to COUN-510. Prerequisites: take PSYC-1101, PSYC-3201.

PSYC - 6606 Cognitive/Educational Psychology (3)

Examines current theories and research regarding human learning processes. Emphasis is given to recent developments in cognitive, social, and constructivist views of learning, development, and instruction. Special emphasis is paid to instructional interventions applicable to the development of cognitive and academic skills. Prerequisite: One prior course in cognitive or educational psychology and one prior course in human development. Graduate student status.

PSYC - 6610 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. Equivalent to PSYC-506, PSYC-5610.

PSYC - 6620 Laboratory in Personal Growth (2)

Identification of personal growth issues in terms of life goals and priorities. Intrapersonal communication processes identify and examine meaning assigned to various objects or events in the student's life. Equivalent to PSYC-527, PSYC-5620.

PSYC - 6630 Laboratory in Interpersonal Growth (2)

Students identify their interpersonal communication strengths and areas of difficulties and examine the interpersonal communication processes through which they initiate, maintain, and terminate relationships. Equivalent to PSYC-531.

PSYC - 6635 Seminar in Professional School Psychology (3)

Provides a comprehensive overview of the field of school psychology. Includes coverage of the history and foundations of school psychology, the roles and functions of the school psychologist in public and private schools and other educational settings, and the organization and operation of schools and systems. Also explores professional standards, and ethical and legal Issues in school psychology. Prerequisites: take EDUC-2310 and SPED-2100 and 12 hours in Psychology.

PSYC - 7240 Topics in Multicultural Psychology (3)

Develops an understanding and valuing of diversity, based on the principles of awareness, knowledge, and skills as they relate to the areas of worldview, identity, and acculturation. Equivalent to PSYC-740.

PSYC - 7320 Theories of Psychotherapy (3)

Provides students with an extensive background in the theoretical and historical origins of various approaches to psychotherapy (e.g. cognitive-behavioral, interpersonal process, psychodynamics, etc.). Focuses on empirically validated therapies, and their application with disorders most prevalent among adults and children. Equivalent to PSYC-820. Prerequisite: take PSYC-6110. Corequisite course: PSYC-6221.

PSYC - 7325 Introduction to Child Therapy (2)

Applies theory and current practice with play media for children with a range of needs. Focuses on emotional difficulties and life-stresses. Utilizes group supervision of natural observations of children. Equivalent to PSYC-700. Prerequisites: take PSYC-6229, PSYC-7320.

PSYC - 7430 Psychotherapy Techniques I (2)

Covers clinical interviewing skills and application of a therapeutic approach, and basic listening and interviewing skills as a part of an client assessment. Directive and non-directive approaches to interviewing through demonstrations, role-playing and structured exercises will be explored. Equivalent to PSYC-830. Prerequisites: take PSYC-6160, PSYC-7320.

PSYC - 7431 Psychotherapy Techniques II (3)

Provides students with more advanced technical approaches for treatment using various theoretical approaches to psychotherapy (e.g. humanistic, interpersonal process, cognitive-behavioral, applied behavioral analysis, etc.). Builds on basic therapeutical skills, and focuses on applying evidence based techniques to common disorders in diverse populations. Equivalent to PSYC-831. Prerequisite: take PSYC-7430.

PSYC - 7528 Graduate Seminar in Cognitive Psychology (3)

Examines recent theoretical developments in cognitive psychology. Emphasizes the areas of visual perception, concept formation, and language comprehension. Equivalent to PSYC-828. Prerequisite: take PSYC-3520.

PSYC - 7570 Independent Study (6)

Individual reading, research, and/or project in psychology under the supervision of the faculty. Equivalent to PSYC-870.

PSYC - 7620 Psychoeducational Lab (3)

Provides applied learning for the administration, scoring, and interpretation of norm-referenced tests, curriculum based measures, and other techniques that measure student achievement. Includes reviewing empirically supported interventions for academic problems and assessing students' responses to interventions through data collection. Incorporates knowledge and methods of instructing students of diverse learning and development patterns, and relevant issues in reading, mathematics, and writing. Prerequisites: take EDUC-2310, SPED-2100, PSYC-6229, and PSYC-6635. Corequisite courses: PSYC-6606 and PSYC-7625.

PSYC - 7625 Psychoeducational Assessment and Intervention (3)

Provides applied learning for the administration, scoring, and interpretation of norm-referenced tests, curriculum based measures, and other techniques that measure student achievement. Includes reviewing empirically supported interventions for academic problems and assessing students' responses to interventions through data collection. Incorporates knowledge and methods of instructing students of diverse learning and development patterns, and relevant issues in reading, mathematics, and writing. Prerequisites: take EDUC-2310, SPED 2100, PSYC-6229, and PSYC-6635. Corequisite courses: PSYC-7620 and PSYC-6606.

PSYC - 7630 Diagnostic Lab I (3)

Provides individual observation and feedback to students as they learn the administration, scoring and interpretation of tests designed to measure individual student intelligence. Encompasses written and oral reports to integrate results relevant to psychological services in educational settings, and investigates uses of the assessment data. Prerequisites: take PSYC-6606, PSYC-6221, PSYC-6635. Co-Requisite: PSYC-7635.

PSYC - 7635 Psychodiagnostics I: Intelligence (3)

Provides applied learning for administration, scoring, and interpretation of tests designed to measure individual student intelligence. Encompasses written and oral reports of results relevant to the multi-factored assessment model used in school psychology, as well as an investigation of the uses of collected assessment data. Prerequisites: take PSYC-6221, PSYC-6229, PSYC-6606, PSYC-6635. Co-Requisite: PSYC-7630.

PSYC - 7640 Diagnostic Lab II (3)

Provides individual observation and feedback to students as they learn the administration, scoring, and interpretation of tests related student behavior, social-emotional functioning, and personality. Encompasses written and oral reports to integrate results relevant to psychological services In educational settings, and the use of assessment data to develop related plans for intervention. Prerequisites: take PSYC-6221, PSYC-6229, PSYC-6606, and PSYC-6635. Co-Requisite: PSYC-7645.

PSYC - 7645 Psychodiagnostics II: Psychobehavioral Assessment and Intervention (3)

Provides applied learning for the administration, scoring, and interpretation of behavioral, social-emotional, and personality measures, such as parent/teacher/child interviews, youth self-report measures, standardized rating scales, and projective techniques. Encompasses written and oral reports to integrate results relevant to school psychological services, and the use of assessment data to develop related plans for Intervention. Prerequisites: take PSYC-6221, PSYC-6229, PSYC-6606, PSYC-6635. Co-Requisite: PSYC-7640.

PSYC - 7650 Prevention and Intervention Strategies for School-aged Children (3)

Covers empirically derived, evidence-based interventions for a wide variety of academic, behavioral, and social problems experienced by school children. Content will include both prevention and intervention efforts at the individual, group, and classroom levels. Systematic evaluation of intervention activities will be included as an essential component of evidence-based practice. Equivalent to PSYC-852. Prerequisites: take PSYC-6606, PSYC-6635, PSYC-7320.

PSYC - 7801 Introduction to Mindfulness in the Helping Professions (3)

Investigates how mindfulness can be used in the practice of psychotherapy both as an overall framework and as a guide for specific interventions. Students will learn how to use mindfulness to foster therapeutic connection and how to utilize mindfulness techniques for clients to practice in between sessions. Students will learn to apply mindfulness to issues such as anxiety, depression, and psychophysical disorders. Special attention will be given to the therapist's mindfulness practice and Its effect on the client. Students will be expected to engage in mindfulness meditation in and outside the classroom in becoming a mindfulness oriented therapist. Prerequisite: Must be admitted to the certificate program or permission from the instructor.

PSYC - 7802 Laboratory in Mindfulness I (2)

Focuses on the issue of mindfulness from a beginner's perspective. Provides an intensive immersion experience in the practice of mindfulness meditation.

PSYC - 7803 Advanced Mindfulness in the Helping Professions (3)

Exposes students to current research and application of mindfulness principles. Core mindfulness knowledge and skills will be emphasized, as well as the way these skills can be integrated into the wellness practices of diverse individuals and communities. Students will refine their mediation practice while strengthening their commitment to utilize mindfulness-based approaches in their personal and professional lives. Prerequisites: take PSYC-7801, PSYC-7802.

PSYC - 7804 Laboratory in Mindfulness II (2)

Focuses on the issue of mindfulness from an advanced beginner's perspective. Provides an intensive immersion experience in the practice of mindfulness meditation. Prerequisites: take PSYC-7801, PSYC-7802.

PSYC - 7805 Integrative Seminar I (2)

Assists students to become mindful practitioners who are creative, reflective, aware, and compassionate. Students will refine their meditation practice while strengthening their commitment to utilize mindfulness-based approaches in their personal and professional lives. Prerequisites: take PSYC-7803, PSYC-7804.

PSYC - 7806 Laboratory in Mindfulness III (2)

Focuses on the issue of mindfulness from an intermediate perspective. Provides an intensive immersion experience in the practice of mindfulness meditation. Prerequisites: take PSYC-7803, PSYC-7804.

PSYC - 7807 Integrative Seminar II (2)

Assists students to become mindful practitioners who are creative, reflective, aware, and compassionate. Students will refine their meditation practice while strengthening their commitment to utilize mindfulness-based approaches in their personal and professional lives. Prerequisites: take PSYC-7805, PSYC-7806.

PSYC - 7808 Laboratory in Mindfulness IV (2)

Focuses on the issue of mindfulness from an intermediate perspective. Provides an intensive immersion experience in the practice of mindfulness meditation. Prerequisites: take PSYC-7805, PSYC-7806.

PSYC - 8414 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 ongoing clinical work with the children. Applies theory and current practice with play media for children with certain needs. Equivalent to PSYC-814. Prerequisite: take PSYC-7320.

PSYC - 8440 Group Psychotherapy (3)

Explores the methods of organizing different types of groups with attention to examining group therapy with diverse populations, open and informative dialogue about group issues, and investigation of relevant research and evaluation processes. Discusses related ethical issues. Equivalent to PSYC-840. Prerequisites: take PSYC-6160, PSYC-7430.

PSYC - 8463 Practicum in Psychotherapy (3)

Provides students with an opportunity to develop basic clinical skills that can be applied to clients with a range of psychopathologies (e.g. schizophrenia, personality disorders). Provides students with the knowledge about working with different populations and diversity issues. Equivalent to PSYC-863. Prerequisites: take COUN-7725 or COUN-7730 and take PSYC-7431, PSYC-7325, or PSYC-8440.

PSYC - 8500 Thesis Preparation (3)

Prepares students to matriculate through the research process in completing a master's thesis project. Presents organizational strategies and specific tasks that are part of the thesis process. Completion of a master's thesis proposal, which meets departmental requirements, is expected. Prerequisites: take PSYC-8549, STAT-8260; degree candidacy recommended.

PSYC - 8501 Teaching in Psychology and Counseling (3)

Provides an introduction to pedagogical theories, styles, and strategies as they apply to college teaching of psychology and counseling. Explores a range of options available to college instructor in the presentation of course material, learning assessment tools, test construction, and grading. Equivalent to PSYC-801.

PSYC - 8549 Advanced Research Seminar (3)

Advanced study of both quantitative and qualitative research design in the social sciences. Emphasis is placed on the explicit statement of a research hypothesis, the relation of the research design to both the hypothesis and the proposed statistical analyses; and the limitations that the design placed on the conclusions that can be drawn from the data. Topics include experimental design, quasi-experimental design, case study research, time-series analyses, and observational studies. Equivalent to PSYC-849. Prerequisites: take PSYC-4750, STAT-4720.

PSYC - 8590 Internship (6)

Designed to provide students in psychology with supervised practical experiences in applied settings. Equivalent to PSYC-880.

PSYC - 8653 Human Neuropsychology I: Brain Function (3)

Explores the theories and analysis of brain function, structure, and brain behavior relationships. Equivalent to PSYC-853. Prerequisite: take PSYC-6229.

PSYC - 8654 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. Equivalent to PSYC-854. Prerequisite: take PSYC-8653.

PSYC - 8757 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. Equivalent to PSYC-857. Prerequisites: take EDUC-2310, SPED-4100, PSYC-6229, PSYC-6635. Corequisite course: PSYC-6606.

PSYC - 8858 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, functional behavioral assessment, and direct/indirect interventions are emphasized. Equivalent to PSYC-858. Prerequisite: take PSYC-8965.

PSYC - 8866 Advanced Practicum in School Psychology (3)

Advanced supervised field-based experiences in the diagnosis of and consultation for the psychological problems of children and adolescents in schools, designed to develop and evaluate a candidate's mastery of distinct professional skills consistent with program and course goals. Requires 125 hours of work in a school-based setting. Prerequisites: PSYC-7620 , PSYC-7630, PSYC-7640, and PSYC-8910.

PSYC - 8910 Practicum in School Psychology (3)

Practical supervised field-based experiences in the diagnosis of and consultation for the psychological problems of children and adolescents in schools, designed to develop and evaluate a candidate's mastery of distinct professional skills consistent with program and course goals. Requires 125 hours of work in a school-based setting. Prerequisite: Candidacy In School Psychology Program.

PSYC - 8920 Internship Program I (3)

Internship program that expands the skill level for beginning level clinicians. Focuses on working with clients in a clinical

setting, including specific skills related to observation, conceptualization of cases, and assessment/evaluation of the intervention process. Equivalent to PSYC-891. Prerequisite: take PSYC-8463.

PSYC - 8921 Internship Program II (3)

Internship program that expands the skill level for intermediate level clinicians. Focuses on working with clients in a clinical setting, including specific skills related to observation, conceptualization of cases, and assessment/evaluation of the intervention process. Equivalent to PSYC-892. Prerequisite: take PSYC-8920.

PSYC - 8930 Consultation and Program Evaluation (3)

Principles and methods of consulting and collaborating with professionals in educational, mental health, and other human service organizations. Provides experiences in needs assessment, consultation, and intervention development and implementation within a team-decision-making framework. Includes the evaluation of academic and behavioral intervention programs within public schools and other educational settings. Includes the completion of a capstone project. Prerequisite: Specialist Degree Candidacy. Corequisite: PSYC-8866.

PSYC - 8950 Graduate Thesis Project (4)

Student works closely with advisor and/or three faculty members (principal advisor, secondary advisor in specialty area, scope advisor outside specialty area) developing and completing original thesis/project proposal. Equivalent to PSYC-890.

PSYC - 8960 Internship in School Psychology I (3)

Full-time placement in a school setting under the direct supervision of a school psychologist. Taken after completion of the M.A. in Psychology. Enrollment only after acceptance by an approved internship site. Equivalent to PSYC-920.

PSYC - 8961 Internship in School Psychology II (3)

Full-time placement in a school setting under the direct supervision of a school psychologist. Taken after completion of the M.A. in Psychology. Enrollment only after acceptance by an approved internship site. Equivalent to PSYC-921.

PSYC - 8999 Directed Scholarship: Masters in Psychology (1-2)

Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing requirements for their degree and must have received a grade of "CR" in a designated capstone course. NOTE: This course is variable (1-2) in credit hours, repeatable (not replaceable), and is P/NC option. Equivalent to PSYC-898.

Public Administration

PADM - 2100 Introduction to Public Administration (3)

Examines theories, history, and current issues of administration in government. Equivalent to PADM-301.

PADM - 4100 Public Policy Analysis (3)

Introduces students to conceptual models for understanding government policy-making and implementation. Provides information about various governmental policies. Equivalent to PADM-435. Prerequisite: take PADM-2100.

PADM - 4200 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. Equivalent to PADM-430. Prerequisite: take PADM-2100.

PADM - 4300 Public Personnel Administration (3)

Studies and evaluates principles, practices, and problems of personnel administration in government. Equivalent to PADM-420. Prerequisite: take PADM-2100.

PADM - 4400 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. Equivalent to PADM-450. Prerequisite: take PADM-2100.

PADM - 4450 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. Equivalent to PADM-455. Prerequisite: take PADM-2100.

PADM - 4500 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. Equivalent to PADM-460.

PADM - 4800 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. Equivalent to PADM-470.

PADM - 4880 Internship (3)

Designed to combine individual career counseling and work outside of the classroom with institutional learning settings. Equivalent to PADM-480.

PADM - 5000 Topics in Public Administration (1-3)

Designed for public administration professionals and students desiring advanced study on selected topics in public administration, public policy, and related issues. Involves experts addressing topics of current interest in the field of public administration/public management, planning, and public policy with emphasis on current and emerging topics, issues, trends, societal factors, and their analysis. Equivalent to PADM-550.

PADM - 5100 Government and the Public (3)

Studies the communication and human relations problems between government and the people it serves. Emphasizes efforts to alleviate the problems. Equivalent to PADM-510. Prerequisite: take PADM-2100.

PADM - 5110 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. Equivalent to PADM-505. Prerequisite: take PADM-2100.

PADM - 5120 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. Equivalent to PADM-520. Prerequisite: take PADM-2100.

PADM - 5130 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. Equivalent to PADM-508. Prerequisite: take PADM-2100.

PADM - 5140 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. Equivalent to PADM-521. Prerequisite: take PADM-2100.

PADM - 5150 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. Equivalent to PADM-536. Prerequisite: take PADM-4400.

PADM - 5160 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. Equivalent to PADM-540. Prerequisite: take PADM-4400.

PADM - 5170 Regional Planning (3)

Broad coverage of regional planning, its basic concepts, techniques of analysis, and planning methods. Equivalent to PADM-545. Prerequisite: take PADM-2100.

PADM - 5200 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. Equivalent to PADM-560. Prerequisite: take PADM-2100.

PADM - 5300 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. Equivalent to PADM-580. Prerequisite: take PADM-2100.

PADM - 5320 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. Equivalent to PADM-584. Prerequisite: take POLS-2100.

PADM - 5870 Workshops on Zoning and Planning (1)

Designed for citizen planners and professional zoning administrators to provide introduction to key concepts and to develop basic skills. Includes special topics on zoning and planning. Equivalent to PADM-500.

PADM - 5880 Practicum in Urban Planning (3)

An experiment in concentrated planning education for advanced students in planning. A workshop-based, problem-solving experience designed to consist of supervised field research and development projects on behalf of community groups who have requested specific technical assistance. Provides enhanced professional education through the clinical application of professional planning skills. Equivalent to PADM-585. Prerequisites: take PADM-2100, PADM-4400.

PADM - 6700 Data Analysis for Public and Non-Profit Administration (3)

This course focuses on the collection and analysis of primary and secondary data. Topics covered include measurement, descriptive statistics, probability distributions, and inferential statistics areas including hypothesis testing, contingency tables, and various forms of regression analysis. The course emphasizes the use of data analysis in public sector environments, particularly policy and program analysis. Prerequisite: College Algebra.

PADM - 7100 Political and Legal Frameworks for Public Administration (3)

Covers the basic features and contexts of public administration, primarily for MPA students. It provides a brief but comprehensive overview of American public administration and the political, legal, and economic contexts within which it operates. The course focuses upon American government and politics, the American legal system, the policy process, and public administration. Prerequisites: none.

PADM - 7200 Economic Analysis in Public Administration (3)

Presents the economic concepts, relationships, and methods of analysis that are relevant for public sector management decisions and policy analysis. Focuses on basic concepts and principles such as demand, production, cost, pricing, and cost-benefit analysis. Demonstrates the importance and usefulness of economic analysis in public sector decision-making. Equivalent to PADM-802. Prerequisites: take MGMT-6700 or [STAT-2700 and STAT-3700] and PADM-7100.

PADM - 7300 Seminar in Public Human Resource Administration (3)

Evaluates the principles, practices, and problems of human resource administration in government. Focuses on the perspectives of human resource management, equal employment opportunity, analyzing and staffing jobs, compensation, training and development, and employee and labor relations. Equivalent to PADM-810. Prerequisite: take PADM-2100 or PADM-7100.

PADM - 7400 Public Organization Theory and Behavior (3)

Examines theories and research seeking to explain public organizations and the behavior of people within them, primarily for MPA students. Engages students on both basic theories in these areas and also on the distinctive features of theories on public organizations and their participants. Addresses questions having to do with how people and resources are arrayed and react in the public sector. Prerequisite: take PADM-7100.

PADM - 7500 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. Equivalent to PADM-812. Prerequisite: take PADM-2100 or PADM 7100 , AND MGMT 6100 OR STAT 3700.

PADM - 7600 Seminar in Research Methods (3)

Introduces students to a variety of standard research methods. Students will develop research instruments, collect and analyze data. Includes application and interpretation of statistics. Equivalent to PADM-852. Prerequisites: take PADM-7100 and MGMT-6700 or PADM-7700 or STAT-2700 and take STAT-3700.

PADM - 8000 Advanced Topics in Public Administration (1-3)

Investigates in-depth and at an advanced level a topic of substantial contemporary interest and relevance to the profession of public administration. Equivalent to PADM-860. Prerequisite: take PADM-2100 or PADM-7100.

PADM - 8100 Seminar in Urban Government (3)

Examines advanced questions about the functioning of urban governments in America. Equivalent to PADM-820. Prerequisite: take PADM-2100 or PADM-7100.

PADM - 8200 Ethics for Public Administration (3)

Examines normative issues as they relate to American public administration. Equivalent to POLS-863. Prerequisite: take PADM-7100.

PADM - 8300 Public Finance (3)

This course covers public finance from the perspective of public administration. From a theoretical perspective, it focuses on the economic situations of public organizations relative to citizens. From a practical perspective, it focuses on public financial processes of public organizations such as accounting and purchasing. Prerequisite: PADM-7200.

PADM - 8400 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. Equivalent to PADM-851. Prerequisite: take PADM-2100 or PADM-7100.

PADM - 8500 Seminar in Public Policy (3)

Examines advanced questions about the development of public policy. Equivalent to PADM-840. Prerequisite: take PADM 2100 or PADM 7100.

PADM - 8550 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. Equivalent to PADM-814. Prerequisite: take PADM-2100 or PADM-7100.

PADM - 8800 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. Equivalent to PADM-870.

PADM - 8880 Internship (3)

Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. Equivalent to PADM-880.

PADM - 8890 Graduate Thesis/Project (3)

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Equivalent to PADM-890.

PADM - 8900 Problems in Applied Public Management (3)

A capstone course designed to draw upon all the knowledge and skills acquired in the curriculum. Students will complete (1) major case studies in the format of management consultants' reports analyzing problems and developing solutions for actual or hypothetical organizations, and (2) a research paper. Equivalent to PADM-865.

PADM - 8980 Master's Research Practicum (3)

A demonstration of the ability to apply advanced management knowledge and skills through the accomplishment of a substantial project, task, or set of tasks in an administrative agency. The master's research practicum consists of two distinct parts. Requires both performance of the task(s) and completion of a major written report thereon, approved by three faculty members. A final course option for the MPA program. Equivalent to PADM-867. Prerequisite: take PADM-8600.

PADM - 8990 Master's Research Paper (3)

For public administration students who are working on their research projects. Advanced standing as an MPA student required for registration. Equivalent to PADM-855.

Public Safety

PSAF - 9001 Special Topics in Public Safety (3)

Focused instruction on emerging topics and issues in the Public Safety concentration for the Interdisciplinary Leadership doctoral program. LEAD-9102

PSAF - 9101 Budgeting and Planning in Public Safety (3)

Examines public safety fiscal and personnel planning. Often public sector finances and plans differ from the education, private, and business sectors. Some planning factors are driven by public safety accreditation standards. Others are driven by the unique staffing patterns in policing and corrections. This course will teach public safety professionals fiscal and personnel advanced planning methodologies pertinent to their field. LEAD-9102

PSAF - 9102 Intergovernmental Relations (3)

Explores and identifies the relationships between government entities and public safety agencies (hierarchically and laterally). These relationships involve police, prosecutors, corrections officials, local governmental officials, school officials, and other public safety officials. This course covers the planning and cultivation of such collaborative, productive relationships. It examines ethical issues in conducting affairs with political and governmental entities in the public safety realm. Prerequisite courses: Take LEAD-9102.

PSAF - 9103 Emerging Trends I (3)

Examines and compares current and anticipated models and approaches for service delivery and goal attainment in the adult and juvenile justice systems, including organizational approaches, research and the evidence based regarding costs efficiency and effectiveness, and the role and utilization of technology. Prerequisite courses: Take LEAD-9102.

PSAF - 9104 Emerging Trends II: Public Safety (3)

Examines current and anticipated models and approaches for service delivery and goal attainment in the public safety sector (excluding the formal justice system), including organizational approaches, research and the evidence base regarding cost efficiency and effectiveness, and the role and utilization of technology. Prerequisite courses: Take LEAD-9102.

PSAF - 9105 Outreach and Collaboration (3)

Examines strategies for outreach and collaboration in the public safety sector. Explores strategies in which public safety organizations proactively and strategically connect and work with each other to address complex issues. Prerequisite courses: Take LEAD-9102.

PSAF - 9106 Specialized Operations in Public Safety (3)

Examines the design, operation, and management of specialized units in public safety (such as: narcotics task forces, SWAT teams, and anti-terrorism units), the deployment of these assets within the public arena, and ethical issues and dilemmas regarding the development and implementation of such specialized operations. LEAD-9101

PSAF - 9201 Social Action, Cultural Perspectives and Problem Solving (3)

Examines new developments in public safety problem solving (for example, Smart policing, and Intelligence-led policing, therapeutic jurisprudence, and restorative justice), as well as social action approaches utilized when citizens and/or geographical areas require specialized attention from public safety agencies. In addition, the course will explore different cultural perceptions of crime (primarily within the U.S.) as they relate to coordinated responses to crime problems. Prerequisite courses: Take LEAD-9102.

PSAF - 9202 Public Safety Research (3)

Examines specific research methods applicable to the public safety field, such as needs assessment, crime analysis, time series analysis and forecasting, quasi-experimental designs, community and victim surveys, and focus groups. Seminal, paradigm-changing research that has significantly influenced public safety policy and practice will be reviewed as will current research in the public safety arena. Prerequisite courses: Take LEAD-9101

PSAF - 9203 Interpersonal Leadership (3)

Guides students through a personal assessment of leadership characteristics, utilizing different tools to measure the individual's strengths and focus on self-enhancement to better assist in ethical decision making (for example, the Myers-Briggs Type Indicator, and the Buckingham Strength Test). Students will develop personal leadership statements and leadership improvement action plans, and will participate in scenario-based learning exercises. Prerequisite courses: Take LEAD-9102.

PSAF - 9204 Ethical Organizational Leadership (3)

Merges organization and systems theory with leadership theory. Teaches students the development of ethical management practices within justice organizations, how to design effective ethics and leadership training, and how to produce more ethical behavior and decision making in the organization and in the community. Prerequisite courses: Take LEAD-9102.

Religion

RELS - 2100 Introduction to Religious Studies (3)

Provides an introductory interdisciplinary exploration of religions, their beliefs and practices, literary and cultural traditions, historical developments, and social-political impacts. Prerequisite: None.

RELS - 2111 Philosophy of World Religion (3)

Investigates the philosophies of different forms of religion from across the world, including inquiry into origins and practices of different world religions, as well as comparative study of different world religions.

RELS - 2112 Philosophy and Religion (3)

Provides a philosophical exploration of key religious concepts, values, and problems, including the existence and nature of God, the nature of divine/human relationships, religious diversity, religious experience, good and evil, faith and reason, miracles, prayer, and afterlife.

RELS - 2115 Religious Scriptures and Sacred Texts (3)

Examines the religious scriptures, texts, and literatures held sacred by world religions, with special attention to types of questions raised and answered, moral lessons taught, and suggested human relationships with the divine and ultimate reality of the universe. Prerequisite: None

RELS - 4100 Anthropology and Sociology of Religion (3)

Applies classical social theory to studying religious beliefs and practices in contemporary societies, with emphasis on applying conceptual tools framed in classical theory to understand social processes that structure religious identities and institutions.

RELS - 4101 Liberation Theology in Latin America (3)

Examines Liberation Theology in Latin America from its emergence in the 1960s to the present, through an interdisciplinary approach that explores its theological, political, sociocultural, and economic aspects. Prerequisite: None

RELS - 4111 Comparative Philosophy of Science and Religion (3)

Applies philosophical tools to investigate science and religion: their similarities and differences, points of conflict and tension, and the roles played by both in shaping our personal beliefs and cultural practices. Prerequisites: PHIL 1886 (or equivalent) *or* PHIL 3884 (or equivalent); and one previous course in religious studies

RELS - 4254 Studies in Chinese Thought (3)

Explores major Chinese philosophers and theologians and their writings, through translations of ancient, classical, modern, and contemporary writings, toward an understanding of figures and schools of Chinese thought including Confucianism, Taoism, and Buddhism.

RELS - 4330 Religions of the Middle East (3)

Examines religions of the Middle East in their historical, political, and philosophical contexts, with particular attention to Zoroastrianism, Judaism, Christianity, Islam, and their major sects, schisms, similarities, differences, and developments. Prerequisite: RELS-2100.

RELS - 4500 Topics in Religious Studies (3)

Investigates religion through art, culture, history, literature, philosophy, or sociology, as specifically determined by the affiliated instructor teaching the course. Prerequisite: One previous course in Religious Studies.

RELS - 4700 Independent Study (1-4)

Provides an opportunity for advanced independent study with an instructor affiliated with the Religious Studies Program, on topics in history, philosophy, or sociology of religion, as determined by the instructor and student. Restrictions: Student must receive instructor approval to enroll.

Social Sciences

SOSC - 2100 Survey of Social Science (3)

Offered as a correspondence course only. Examination of the organizing principles and methods of the basic social sciences. Equivalent to SOSC-311.

SOSC - 3099 Junior Seminar in Social Sciences (3)

Introduces areas of substantive study necessary for majors to transition into a focused study of the disciplines of anthropology, history, political science and sociology. Employs a thematic approach to introduce students to the nature of inquiry, core disciplinary content areas, and research and writing skills necessary for successfully completing the major. Explores the potential career and educational paths for the major. Prerequisites: at least three lower-division ANTH, ANSO, HIST, POLS, SOC, or SOSC courses or permission of the instructor. Restricted to students in the Social Sciences BA program.

SOSC - 3150 Approaches and Interconnections: Scientific Research and Knowledge Production (3)

Introduces the processes involved in knowledge production. Examines how different societies and cultures have used different sources of knowledge to address basic social questions. Special emphasis is placed on statistical inference and concrete applications of the scientific method to the natural and social sciences, the arts, and the humanities. Equivalent to SOSC-315.

SOSC - 3200 Perspectives on Diversity (3)

Explores the differences and the similarities between diverse groups and individuals in our multicultural society. Examines issues of race, ethnicity, religion, gender, class, sexual orientation, ability, and age. Equivalent to SOSC-320.

SOSC - 3250 International Political Economy (3)

This course surveys the evolution of International Political Economy (IPE) in three distinct periods. The first period extends from the sixteenth century to Marx's Capital. The second period follows IPE from the late 1800s to the 1920s, when the formal separation between politics and economics took place. Finally, the third period brings us to the contemporary systemic issues confronting our interdependent world. Equivalent to SOSC-325.

SOSC - 4101 Cultures of Labor in the Modern World (3)

A comparative, interdisciplinary perspective on the effect of Industrial and post-Industrial Era change on the everyday lives of

working people in Latin America, Africa, Europe, and the United States. The impact of globalization on workers in the First and Third Worlds, the search for new visions and practices of citizenship, democracy, gender roles, and development will be assigned in light of labor history. Equivalent to SOSC-501.

SOSC - 4110 Foundations of Social Science (3)

Provides a systematic and historical approach to the development of metatheoretical perspectives and major theories in the core social sciences, including geography, anthropology, sociology, and political science. Equivalent to SOSC-400.

SOSC - 4200 Ethnographic Research Methods (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. Equivalent to SOSC-5200, SOSC-500. Equivalent to ANTH-4610. Prerequisite: take ANTH-2100.

SOSC - 4300 Global Political Transformation and Economic Integration (3)

Examines contemporary global issues, trends in the transformation processes and international relations in the context in the 21st century. Approaches the study of these processes and entities from an interdisciplinary and integrated perspective using economics, politics, socio-culture, and history. Special emphasis will be placed on issues related to class, gender, ethnicity, and power, causes of conflicts, as well as potential solutions to contemporary global crises. Equivalent to SOSC-430.

SOSC - 4305 Urban Studies: Introduction to the City (3)

Appraisal and analysis of urban growth and dynamics in relation to government and politics, social and economic life, environmental issues, and the structure of the urban environment. An interdisciplinary approach to the study of American urban environments. Equivalent to SOSC-530.

SOSC - 4400 Social Movements (3)

Examines the current debates in social movement theories through analysis of global and Unite States social movements. Considers various levels of movement organizing, including protests and mass demonstrations, community activism, and social movement industries. May include a fieldwork component, and offered in a lecture/online hybrid format. Prerequisites: SOSC 4500 or Instructor Permission.

SOSC - 4410 Ethnicity, Culture, and Politics (3)

Explores the interrelations among ethnicity, culture, and politics in American political life. Examines these concepts in an effort to understand culture, society, race, ethnicity, and their relationship to politics and society. Equivalent to SOSC-541.

SOSC - 4500 Research Methods in the Social Sciences (3)

Overview of methods that political scientists and sociologists employ to collect and analyze current data. Ethics in social research, formulating research questions, survey and experimental design, interviewing, sampling, direct observation, content analysis, evaluation research, and critiques of science methods. Equivalent to SOSC-450.

SOSC - 4510 The Measure of Knowledge: Quantitative Research Methods (3)

Develops skills in research design for projects that integrate the different areas of knowledge. Special emphasis is placed in the formulation of public policy projects. It is an applied course, which investigates the variety of statistical models used in research: analysis of variance models, regression models, and qualitative models. Concentrate on the framing of statistical models to fit the types of analysis encountered in integrated social research. A second emphasis will focus upon the interpretation of statistical results deriving from tests of the various models. Equivalent to SOSC-451. Prerequisite: take SOSC-4500 or INST-3100.

SOSC - 4560 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. Equivalent to SOSC-560. Prerequisite: take SOSC-4500.

SOSC - 4575 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. Equivalent to SOSC-575.

SOSC - 4700 Independent Study (1-4)

Individual reading, research, and/or project in social sciences under the supervision of the faculty. Equivalent to SOSC-470.

SOSC - 4800 Internship (1-4)

Designed to provide the social sciences student with supervised practical experiences in applied settings. Equivalent to SOSC-480.

SOSC - 4900 Seminar: Values, Technology, and Social Change (3)

This senior seminar will allow students to apply their knowledge of the foundations of the social sciences to the analysis of an ever-changing social, economic, and political world; thereby integrating the four major sub-fields of the GSU Social Sciences program, i.e., society and culture, economics, politics, and history. Equivalent to SOSC-490.

SOSC - 6410 Ethnicity, Culture, and Politics (3)

Explores the interrelations among ethnicity, culture, and politics in American political life. Examines these concepts in an effort to understand culture, society, race, ethnicity, and their relationship to politics and society. Equivalent to SOSC-541.

Social Work

SOCW - 2100 Introduction to Social Work (3)

Explores the historical development and foundations of the field of social welfare and the profession of social work. Analyzes professional concerns related to values, skills, knowledge, policies, programs, methods, practice, technology, and licensing. Equivalent to SOCW-320.

SOCW - 3100 Social Welfare Policy I (3)

Provides beginning understanding of the scope of social welfare programs in the United States. Building on a liberal arts prospective, it draws from economics, philosophy, history, and political science to provide an understanding of the present-day United States "social welfare services" evolution through historical events in Europe and America that influenced policy formulation and delivery systems. Equivalent to SOCW-325.

SOCW - 3101 Interprofessional Teamwork in the Health and Human Services (3)

Designed for the health or human services student interested in understanding the team model of service delivery. Examines teams and teamwork and provides opportunities to develop team practice and team analysis skills that are applied both in class, agency, and other organization situations. Field visits required. Students in any field will also acquire useful knowledge and skills. Equivalent to SOCW-565.

SOCW - 3102 Children and Families: Problems, Issues, and Services (3)

Examines the organization of child welfare programs and the existing set of social services designed to help the child and his/her family. Considers the effects of economic, social, and political developments upon past and present services. Explores future planning of services for children. Equivalent to SOCW-575.

SOCW - 3103 Aging: Policies, Problems, and Services (3)

Introduces present day aging in America. Covers issues that older people and their families face, and deals with issues that an

aging society will raise for all of us. Explores policies and services affecting the elderly and their families, presently available, and those needed to fill the gap in service. Equivalent to SOCW-578.

SOCW - 3200 Interviewing Skills (3)

Designed to provide the basic interviewing skills needed for effective practice with client systems of all sizes. Equivalent to SOCW-330.

SOCW - 3300 Diversity and Social Justice (3)

Emphasizes understanding of the experience of diversity, racism, sexism, classism, and ageism as they affect life chances, lifestyles, and psychological development. Examines assumptions, myths, beliefs, and biases that block effective relationships between professionals and client systems. Equivalent to SOCW-335.

SOCW - 3400 Human Behavior in the Social Environment I (3)

First of a two-term course sequence that explores theories related to human behavior in interaction with the environment, within the context of a strengths and empowerment perspective. Emphasis on knowledge acquisition of the bio-psycho-social development of diverse individuals and families. Examines the effects of discrimination and oppression on human well-being. Equivalent to SOCW-340. Corequisite course: SOCW-3600.

SOCW - 3500 Human Behavior in the Social Environment II (3)

Second of a two-term course sequence that explores theories related to human behavior in interaction with the environment, within the context of a strengths and empowerment perspective. Emphasizes knowledge acquisition of the behavior of diverse people in groups, organizations, and communities, including relationships between these systems, individuals and families, and social and economic justice. Equivalent to SOCW-342. Prerequisite: take SOCW-3400. Corequisite course: SOCW-3700.

SOCW - 3600 Generalist Social Work Practice I (3)

Focuses on formulation and implementation of intervention at the small system level of individuals and families emphasizes assessment, goal development, planning, and application of methods of intervention within the context of the generalist model and concludes with evaluation and termination of the intervention. Equivalent to SOCW-341. Corequisite course: SOCW-3400.

SOCW - 3700 Generalist Social Work Practice II (3)

Examines the group, organization, and community from the generalist perspective. Focuses on the practitioner as a facilitator of group and social system assessment, intervention, change and evaluation. Emphasizes involvement in group and skill-building exercises for effective group and community problem-solving, including the effects of diversity on group process. Equivalent to SOCW-343. Prerequisite: take SOCW-3600. Corequisite course: SOCW-3500.

SOCW - 4100 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. Equivalent to SOCW-459.

SOCW - 4101 Urban Dynamics (3)

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. Equivalent to SOCW-530.

SOCW - 4102 Child Welfare Practice (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. Equivalent to SOCW-576. Prerequisite: take SOCW-3600.

SOCW - 4103 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. Equivalent to SOCW-595. Prerequisite: take SOCW-3700.

SOCW - 4104 Social Work in Healthcare (3)

Focuses on how social workers in hospitals, clinics, and other health systems assist people in making better use of healthcare facilities, in preventing illness, dealing with the impact of illness and disability on themselves and their families, and preserving their health. Emphasizes the necessity for effective collaboration with other health professionals on interdisciplinary health teams for optimum services. Equivalent to SOCW-570. Prerequisite: take SOCW-3700.

SOCW - 4200 Social Welfare Policy II (3)

Building on Social Welfare Policy I, examines social welfare policy perspectives, as reflected in values, interests, and political processes, contemporary social services programs, and policies review in the context of their historical development, reviewed and applied analysis models and strategies are to understand current policies and their ramifications on society. Equivalent to SOCW-425. Prerequisite: take SOCW-3100.

SOCW - 4300 Social Work Research (3)

Provides a research orientation necessary for effective direct service professional practice in health and human services and focuses on foundation content in research methods and designs that may be utilized by social workers to evaluate practice and programs as well as to advance practice knowledge. Equivalent to SOCW-465. Prerequisite: take SOCW-3700.

SOCW - 4500 Field Practicum I (3)

Field Practicum I is 210 clock-hour generalist practice experience designed for application and integration of social work principles, methods, ethics and values, and skills. Equivalent to SOCW-496. Prerequisite: take SOCW-3700. Corequisite course: SOCW-4501.

SOCW - 4501 Field Integrative Seminar I (3)

Promotes integration and synthesis of knowledge, skills, and values learned in the previous social work curriculum relating to social welfare policy and services, human behavior in the social environment, practice, and research. In a shared learning environment, utilizing the ecological system and generalist perspectives, students examine the health and human service settings in which they are placed. Equivalent to SOCW-497. Corequisite course: SOCW-4500.

SOCW - 4600 Field Practicum II (3)

A 210 clock-hour generalist practice field experience designed for application and integration of social work principles, methods, ethics and values, and skills. Equivalent to SOCW-498. Prerequisite: take SOCW-4500. Corequisite course: SOCW-4601.

SOCW - 4601 Field Integrative Seminar II (3)

Seeks to further integrate knowledge, values, and skills acquired by students with the practice experiences carried out at the field agency. Uses the context of a shared learning environment to understand the ecological system, generalist perspectives, and the health and human service settings in which students are placed. Equivalent to SOCW-499. Prerequisite: take SOCW-4501. Corequisite course: SOCW-4600.

SOCW - 5000 Topics in Social Work (1-4)

Provides for review and analysis of specific topics, issues, intervention, and service approaches, as well as new developments in professional social work and related areas in a workshop format. Also provides opportunities to interact with noted social work scholars and experts in other health, human service, and education fields of professional practice, and to apply related knowledge and skills. Equivalent to SOCW-500.

SOCW - 6100 The Social Work Profession in a Diverse Society (3)

Prepares and explores critical thinking about definitions of social work, the defining features of the profession, its historical struggles and accomplishments, and its core values and examines content on social and economic justice globalization and the impact of these processes on clients, practitioners, and programs. Equivalent to SOCW-601.

SOCW - 6200 Human Behavior in the Social Environment I (3)

This is the first of a two-semester course sequence, which critically analyzes social science theories and conceptualizations related to human development as it occurs in interaction with the environment. The emphasis of this course is on knowledge acquisition, and also on understanding diversity, empowerment, and the promotion of social and economic justice. Equivalent to SOCW-605.

SOCW - 6300 Human Behavior in the Social Environment II (3)

This course is the second in a two-trimester sequence covering social science theories related to human development as it occurs in interaction with the environment. This course focuses on the behavior of people in groups, organizations, and communities, including the influence of these mezzo and macro systems upon individuals and families. Equivalent to SOCW-606. Prerequisite: take SOCW-6200.

SOCW - 6400 Social Welfare Policies and Provisions (3)

Provides an overview of the history and context for the development of social welfare policies and services, analyses of contemporary policies and programs, the process of policy formulation, and the role of the social worker in advocating for social justice in the social welfare system. Equivalent to SOCW-615. Prerequisite: take SOCW-6100.

SOCW - 6500 Social Work Research (3)

This course covers the scientific research process and its contributions to the advancement of social work practice knowledge. Both quantitative and qualitative research and the phases of the research process will be included. Equivalent to SOCW-665.

SOCW - 7050 Foundation Topics in Social Work (1-3)

Designed to cover various topics of interest to MSW students and social work practitioners. Topics covered will enhance knowledge and skills in very specific areas of social work practice, or will address issues and dilemmas faced by the social work practitioner in everyday practice. Equivalent to SOCW-750.

SOCW - 7100 Social Work Practice II (3)

Explores and applies the generalist model of practice with groups, organizations, and communities. Equivalent to SOCW-706. Prerequisite: take SOCW-7200.

SOCW - 7200 Social Work Practice I (3)

This first of a two-semester course sequence covers the generalist model of practice, which incorporates eco-systems and strengths perspectives. The model will be applied to practice with individuals, families, and groups. Additionally, the course will cover how to adapt to crisis situations. Equivalent to SOCW-705.

SOCW - 7300 Practice with Groups (3)

Overview of the practice with groups, examining types, formation, purposes, roles, functions communication, goals, guidelines, and evaluation. Practice opportunities for application of theory and skills in class. Equivalent to SOCW-760. Prerequisite: take SOCW-6200 or SOCW-7200.

SOCW - 7500 Field Practicum I (2)

Provides generalist practice experiences in a field placement setting and is comprised of a minimum of 210 clock-hours in a social work agency under the supervision of a professional social worker. Focuses on the integration and application of social

work knowledge, the incorporation of social work values and ethics, and the development of generalist practice skills. Equivalent to SOCW-720. Prerequisites: take SOCW-6100, SOCW-6200, SOCW-7200. Corequisite course: SOCW-7501.

SOCW - 7501 Field Practicum I: Integrative Seminar (2)

Provides a structured learning environment for demonstrating generalist practice skills. The Field Practicum I: Integrative Seminar is the first of a two-part sequence in the foundation field experience and is taken concurrently with Field Practicum I. Equivalent to SOCW-721. Prerequisites: take SOCW-6100, SOCW-6200, SOCW-7200. Corequisite course: SOCW-7500.

SOCW - 7600 Field Practicum II (2)

Focuses on the integration, application, and syntheses of social work knowledge, values, and skills. This is the second course in a two-part sequence, which provides a structured environment for the demonstration of generalist practice skills. Requires 210 clock-hours in a practicum site under the supervision of a professional social worker. Equivalent to SOCW-725. Prerequisites: take SOCW-7500, SOCW-7501. Corequisite course: SOCW-7601.

SOCW - 7601 Field Practicum II: Integrative Seminar (2)

The second in a two-course sequence, which focuses on sharing experiences in the field practicum agency and engaging in exercises. Equivalent to SOCW-726. Prerequisites: take SOCW-7500, SOCW-7501. Corequisite course: SOCW-7600.

SOCW - 7801 Introduction to Mindfulness in the Helping Professions (3)

Investigates how mindfulness can be used in the practice of psychotherapy both as an overall framework and as a guide for specific interventions. Students will learn how to use mindfulness to foster therapeutic connection and how to utilize mindfulness techniques for clients to practice in between sessions. Students will learn to apply mindfulness to issues such as anxiety, depression, and psychophysical disorders. Special attention will be given to the therapist's mindfulness practice and Its effect on the client. Students will be expected to engage in mindfulness meditation in and outside the classroom in becoming a mindfulness oriented therapist. Prerequisite: Must be admitted to the certificate program or permission from the instructor.

SOCW - 7802 Laboratory in Mindfulness I (2)

Focuses on the issue of mindfulness from a beginner's perspective. Provides an intensive immersion experience in the practice of mindfulness meditation.

SOCW - 7803 Advanced Mindfulness in the Helping Professions (3)

Exposes students to current research and application of mindfulness principles. Core mindfulness knowledge and skills will be emphasized, as well as the way these skills can be integrated into the wellness practices of diverse individuals and communities. Students will refine their mediation practice while strengthening their commitment to utilize mindfulness-based approaches in their personal and professional lives. Prerequisites: take SOCW-7801, SOCW-7802.

SOCW - 7804 Laboratory in Mindfulness II (2)

Focuses on the issue of mindfulness from an advanced beginner's perspective. Provides an intensive immersion experience in the practice of mindfulness meditation. Prerequisites: take SOCW-7801, SOCW-7802.

SOCW - 7805 Integrative Seminar I (2)

Assists students to become mindful practitioners who are creative, reflective, aware, and compassionate. Students will refine their meditation practice while strengthening their commitment to utilize mindfulness-based approaches in their personal and professional lives. Prerequisites: take SOCW-7803, SOCW-7804.

SOCW - 7806 Laboratory in Mindfulness III (2)

Focuses on the issue of mindfulness from an intermediate perspective. Provides an intensive immersion experience in the practice of mindfulness meditation. Prerequisites: take SOCW-7803, SOCW-7804.

SOCW - 7807 Integrative Seminar II (2)

Assists students to become mindful practitioners who are creative, reflective, aware, and compassionate. Students will refine their meditation practice while strengthening their commitment to utilize mindfulness-based approaches in their personal and professional lives. Prerequisites: take SOCW-7805, SOCW-7806.

SOCW - 7808 Laboratory in Mindfulness IV (2)

Focuses on the issue of mindfulness from an intermediate perspective. Provides an intensive immersion experience in the practice of mindfulness meditation. Prerequisites: take SOCW-7805, SOCW-7806.

SOCW - 8000 Transition to Advanced Social Work (1)

Synthesizes the foundation curriculum and facilitates continued development and application of critical consciousness in the students' advanced social work concentration. Emphasis is placed on a social justice framework in social work. Equivalent to SOCW-801.

SOCW - 8001 Transition to Advanced Social Work (1)

Synthesizes the foundation curriculum and facilitates continued development and application of critical consciousness in the students' advanced social work concentration. Emphasis is placed on a social justice framework in social work. Equivalent to SOCW-801.

SOCW - 8002 Transition to Advanced Social Work (1)

Synthesizes the foundation curriculum and facilitates continued development and application of critical consciousness in the students' advanced social work concentration. Emphasis is placed on a social justice framework in social work. Equivalent to SOCW-801.

SOCW - 8003 Transition to Advanced Social Work (1)

Synthesizes the foundation curriculum and facilitates continued development and application of critical consciousness in the students' advanced social work concentration. Emphasis is placed on a social justice framework in social work. Equivalent to SOCW-801.

SOCW - 8060 Advanced Topics in Social Work (1-3)

This advanced topics course is designed to cover various topics of interest to MSW students in the advanced curriculum and social work practitioners with the MSW degree. Topics covered will enhance knowledge and skills in very specific areas of social work practice, or will address issues and dilemmas faced by the social work practitioner in everyday practice. Equivalent to SOCW-860. Prerequisites: take SOCW-8100, SOCW-8200.

SOCW - 8100 Contexts and Theories in Practice with Children and Families (3)

This course covers the structures, institutions, and ideas that shape and constrain the conditions of family and child life, and the impact of these contextual factors on particular children and families. Critical evaluation of the assumptions about families and children that underlie beliefs and actions and the assessment of the utility of theories currently at work in the field are emphasized. Equivalent to SOCW-805.

SOCW - 8200 Social Work Practice with Families (3)

Provides advanced knowledge and skills for practice with families from all backgrounds, experiencing a wide range of problems, and analyzes interventions that are typically used. Emphasis is on strengthening ability to collaborate with families who may differ on dimensions of race, class, culture, and sexual orientation. Equivalent to SOCW-810.

SOCW - 8210 Social Work Practice in Schools (3)

Uses the conceptual framework of ecological-systems theory to guide school social work practice. Examines the school as a social organization and the role of the social worker in such a setting. Interventions at multi-system levels for at-risk populations are discussed. Professional standards, ethics, and evaluation methods are delineated. Equivalent to SOCW-825.

SOCW - 8220 Advanced Holistic Practice and Wellness (3)

This course provides an overview of holistic practice and integrative body-mind-spirit approach in social work. New approaches in science, the influence of culture, spirituality and social change movements within the field are explored. This course highlights social work's commitment to view clients from a bio-psycho-social-spiritual and political perspective. Emphasis is placed on the client-practitioner partnership relationship. This course also includes alternative social work/wellness practices that compare and contrast characteristics of different approaches, their principles and mechanisms, client outcomes and research base.

SOCW - 8225 Complimentary Alternative, and Indigenous Healing Practices (3)

This course provides extensive exposure to complementary, alternative, and indigenous healing practices that are found in the United States. Healing practices are tied to one's cultural and belief systems. Knowledge of such practices has a direct application for social workers' cultural competence and skill integration with a wide range of clients. Specific practices include energy-based systems (acupuncture, reiki), spirit-based systems (curanderismo, faith-healing) and body-based systems (homeopathy, massage). Prerequisite: Completion of foundation curriculum or admission to advanced standing.

SOCW - 8300 Social Work Practice with Children and Adolescents (3)

Provides advanced knowledge and skills for practice with children and adolescents, especially those regarded as "troubled" or "troubling." Interventions typically used such as art and play therapy, behavior management, educational groups, conflict management, and consultation will be demonstrated and critically assessed. Equivalent to SOCW-812.

SOCW - 8400 Practice Evaluation (3)

Examines and analyzes the various approaches to the evaluation of social work practice at the micro and macro levels. Provides information about the techniques and procedures involved in the evaluation of this practice emphasizing process and outcome evaluation. Equivalent to SOCW-820.

SOCW - 8500 Policy Practice with Children and Families (3)

Analyzes social welfare policies that impact on children and families focusing on the roles of the policy practitioner as a change agent. Equivalent to SOCW-837. Prerequisite: take SOCW-8003.

SOCW - 8510 Policy for School Social Workers (3)

Provides the knowledge and skill base for understanding, analyzing, and influencing federal, State of Illinois, and local policy related to school social work. Equivalent to SOCW-838.

SOCW - 8515 Holistic Policy Practice (3)

This course analyzes complex policy issues pertaining to public health in general and more specific to holistic health. This course provides understanding of the historical interest and ambivalence surrounding alternative health practices in American society and how this ambivalence continues to be reflected in current policies. Students will critically examine current and proposed policies they will encounter as practitioners. Issues of health care and disparities, as well as students own attitudes and beliefs will be analyzed.

SOCW - 8520 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. Equivalent to SOCW-840.

SOCW - 8600 Field Practicum III (3)

First part of a practicum sequence in the advanced curriculum. Provides direct practice experience in a field placement setting at the advanced curriculum level in the concentration and develops skills as critical practitioners in preparation for their professional roles in various work settings. Equivalent to SOCW-853. Corequisite course: SOCW-8601.

SOCW - 8601 Field Practicum III: (2)

Assists students to become reflective practitioners. Applies social work knowledge and values in the demonstration of practice skills. Reinforces the value of lifelong growth and professional development. Equivalent to SOCW-854. Corequisite course: SOCW-8600.

SOCW - 8700 Field Practicum IV (2-3)

The second in a two-part practicum experience in the advanced curriculum offering a continuation of practice experiences in the concentration. Emphasizes the critical integration of all course work and practice activities to further knowledge and to refine the use of skills and values. Equivalent to SOCW-855. Prerequisites: take SOCW-8600, SOCW-8601. Corequisite course: SOCW-8701.

SOCW - 8701 Field Practicum IV: Integrative Seminar (2)

Emphasizes development of cultural competence an incorporation of critical self-reflection and positive valuing of clients in all aspects of practice. Focuses on the development of professional self and instilling value of continuous, lifelong professional development. Equivalent to SOCW-856. Prerequisites: take SOCW-8600, SOCW-8601. Corequisite course: SOCW-8700.

SOCW - 8702 Field Practicum V (1)

The third of a three-part practicum experience in the advanced curriculum for students enrolled in the school social work concentration. Emphasis is on the role of the social worker during the termination process within a school setting at the end of the academic school year. Prerequisite: take SOCW-8701.

SOCW - 8800 Independent Study (1-8)

Individual reading, research, and/or project in social work under supervision of faculty. Equivalent to SOCW-870.

Sociology

SOC - 1100 Introduction to Sociology (3)

Compares functionalist, conflict, and symbolic interactionist theories to the study of society, including the rules, interactions, cultural patterns, and institutions that organize everyday life. Analyzes structure and function of institutions, root social structural sources of stability and conflict, dynamics of individual and group interactions, social stratification, and interactions among diverse groups of people.

SOC - 2100 Contemporary Social Issues (3)

Analysis of contemporary social issues and investigation of theories on social organization and conflict. Explores the genesis, significance and amelioration of social problems and issues in modern society. Includes a service learning component. Prerequisite: None

SOC - 2200 Racial and Ethnic Groups (3)

Analysis of racial, religious, ethnic and other groups, examining persistence of group identity, inter-group relations, social movements, government policy and related social issues. Includes a service learning component. Prerequisite: Take SOC-1100 or SOC-2100.

SOC - 2800 Sociology of Marriage and Family (3)

Survey of the contemporary family in historical and cross-cultural perspectives. Includes trends in mate selection, marriage, child-rearing, employment, gender roles, and communication within the family.

SOC - 3100 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. Equivalent to SOC-301.

SOC - 3150 Self and Society (3)

Examines individual behavior as it occurs in social relationships by drawing upon sociology and psychology theories and concepts. Explores topics such as social construction of reality, socialization, identity construction and expression, group interactions, symbolic interaction, and impression management. Equivalent to SOC-4100.

SOC - 3200 Social Inequalities (3)

Examines social stratification and inequality using an intersectional approach to understand how ethnicity, sexuality, race, gender, class, dis/ability, and other dimensions of difference affect our life chances. Analyzes interlocking systems of privilege to explain how they maintain and reproduce Inequality. Includes a field component.

SOC - 3300 Principles of Urban Studies (3)

Offered as a correspondence course only. Presents an interdisciplinary study of basic principles and dynamics in the development of our increasingly urban world. Features focus on the worldwide process of urbanization, urban lifestyles, and some of the common elements in the cities in America and other areas of the world. Equivalent to SOC-310.

SOC - 3400 Work and Family Life (3)

Examines historical and contemporary ideologies about the relation between work and family life. Explores effects of constraints of work roles on family life and of family life on work roles. Emphasizes issues associated with labor market segmentation, class variation, distinctions between dual and one-career families, and alternatives to traditional family/work patterns. Equivalent to SOC-585.

SOC - 3500 Population Studies (3)

Provides background in understanding the study of social populations known as demography. Students will study key issues related to overpopulation, fertility policies, mortality rates, theories of food development, and illness patterns.

SOC - 3600 Doing Sociological Research (3)

Practices empirical research methods in sociology through quantitative and qualitative data collection and analysis. Discusses the principal assumptions underlying methodological approaches, and students evaluate appropriate methods based upon research questions. Applies sociological theory and academic research in research design, execution, and data analysis.

SOC - 3700 Sociology of Sports (3)

Examines sports from a sociological perspective through participant observation and ethnography to understand sports as social phenomena. Analyzes the socio-cultural structures, social patterns, and institutionalization of sport. Topics include sports and race, class, and gender; social policies and sport; and athletic institutional systems. Requisite courses: Take SOC-1100 or SOC-2100. (Required, Previous).

SOC - 4000 Topics in Sociology (3)

Conceives the ways in which corporations use public relations, advertising, marketing, and lobbying to influence governments, public policy at the physical and monetary expense of the people. Examines the tobacco, oil, pharmaceutical, agricultural, and other industries through conflict theory lenses to understand the ways in which corporate leaders influence politics and maintain their power. Equivalent to SOC-510.

SOC - 4250 Community Organization (3)

Analyzes notions of power, community structure, community development, and their implications for community organization and renewal. Equivalent to SOC-525.

SOC - 4300 Social Gerontology (3)

Provides students a background in social issues related to aging from an anthropological and sociological perspective. Topics range from sexuality to social policy and from health care to economics.

SOC - 4400 Social Movements (3)

Examines the current debates in social movement theories through analysis of global and Unite States social movements. Considers various levels of movement organizing, including protests and mass demonstrations, community activism, and social movement industries. Instructional Method: May include a fieldwork component, and offered in a lecture/online hybrid format. Prerequisites: SOSC 4500 or Instructor Permission.

SOC - 4500 Sociology of Health and Healing (3)

Examines how social variation by category and group affect health-related beliefs and action, exposures to factors affecting relative health and illness, utilization of various forms of healthcare, contact with providers of contemporary professional medicine, the course of treatment, and differential outcomes. Differing theoretical perspectives are contrasted to seek a "best fit" analysis of public health. Equivalent to SOC-400. Prerequisites: take ANTH-3100, SOC-3100.

SOC - 4551 Sociology of Ethnic Relations (3)

Analyzes ethnicity as a dimension of social stratification and its implications for inter and intra-group conflict. Equivalent to SOC-551.

SOC - 4700 Independent Study (1-4)

Individual reading, research, and/or project in sociology under the supervision of the faculty. Equivalent to SOC-470.

Spanish

SPAN - 3250 Spanish Language and Culture I (3)

Introduces general Spanish language concepts using a communicative approach and develops students' speaking, listening, reading and writing skills so that they will be able to express their own ideas and interact with others significantly and for real-life purposes. Presents grammar and vocabulary as crucial tools for effective communication. And since cultural knowledge is an integral part of both language learning and successful communication, it also introduces students to the everyday lives of Spanish speakers in most countries of the Spanish-speaking world. Equivalent to SPAN-425.

SPAN - 3251 Spanish Language and Culture II (3)

Introduces intermediate Spanish language concepts using a communicative approach to develop students' speaking, listening, reading and writing skills so that they will be able to express their own ideas and interact with others significantly and for real-life purposes. It presents grammar and vocabulary as crucial tools for effective communication. And since cultural knowledge is an integral part of both language learning and successful communication, it also introduces students to everyday lives of Spanish-speakers in terms of their traditions and costumes and their relevance in today's world. Equivalent to SPAN-426. Prerequisite: take SPAN-3250.

SPAN - 4250 Spanish Language and Culture III (3)

Introduces upper intermediate Spanish language concepts using a communicative approach to develop students' speaking, listening, reading and writing skills so that they will be able to express their own ideas and interact with others significantly and for real-life purposes. It presents grammar and vocabulary as crucial tools for effective communication. And since cultural knowledge is an integral part of both language learning and successful communication, it also introduces students to the everyday lives of Spanish-speakers. Equivalent to SPAN-427. Prerequisite: take SPAN-3251.

SPAN - 4251 Spanish Language and Culture IV (3)

Emphasis on semantical and syntactical elements required for understanding short literary selections by contemporary writers from different parts of the Spanish-speaking world. Focuses on reading comprehension strategies, oral and written

communicative competence through in-class discussion, and compositions on customs and traditions of Hispanic culture. Equivalent to SPAN-428. Prerequisite: take SPAN-4250.

Statistics

STAT - 2100 Statistics (3)

An introduction to statistics, mathematical reasoning, and real-life problems. Topics covered include descriptive methods (frequency distributions, graphing, measures of location, and variation), basic probability theory, and inferential methods (including estimation, hypothesis testing, t-test, chi-square test, correlation and regression, analysis of variance). Focus on analyses of data most often collected by individuals in psychology, education, and other social sciences.

STAT - 4219 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. Equivalent to STAT-520, STAT-5520. Prerequisite: take MATH-1423.

STAT - 6110 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. Equivalent to STAT-611.

STAT - 6219 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. Equivalent to STAT-5520, STAT-520. Prerequisite: take MATH-1423.

STAT - 8260 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. Equivalent to STAT-860. Prerequisite: take STAT-4720.

STAT - 8400 Statistical Process Quality Control (3)

Concentrates on process control relying heavily upon control charts as tools to improve quality and productivity. Equivalent to STAT-810.

STAT - 8820 Experimental Design for the Natural Sciences (4)

For graduate students in Environmental Biology or Analytical Chemistry. Covers research designs from simple to factorial. Deals with relationships between statistics and experimental design. Includes practical experience in deriving unique experimental designs for specific research problems. To be taken before thesis/project work. Equivalent to STAT-820. Prerequisite: take STAT-6219.

Theatre and Performance Studies

TAPS - 1100 Theatre Appreciation (3)

Introduces theatre/drama as a performing art form. Includes study and analysis of historical, social, aesthetic, and technical aspects of traditional and contemporary theatrical/dramatic expression.

TAPS - 2000 Topics in TAPS (3)

Explores selected issues in Theatre and Performance Studies, addressing several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated for credit with a different topic.

TAPS - 2100 The Storytelling Tradition (3)

Explores the oral tradition and the human need for story; introduces the discipline of Performance Studies via storytelling across aesthetic, ritual, and everyday contexts. Prerequisites: none.

TAPS - 2200 Voice and Movement for Actors (3)

Introduces the basic principles underlying effective vocal and physical techniques in performance.

TAPS - 2210 Introduction to Acting (3)

Introduces the basic principles, techniques, and concerns of acting for the stage.

TAPS - 2252 Performance of Literature (3)

Engages the study and performance of literature, such as essays, letters, novels, poetry, and short stories, with an emphasis on using voice and movement to interpret the works and communicate that interpretation to an audience. Equivalent to TAPS-3252.

TAPS - 2400 Stagecraft (3)

Introduces safety procedures and basic techniques of scenery and property construction, tool use, scene panting, basic lighting techniques, and backstage organization. Laboratory experience is mandatory.

TAPS - 2500 Intro to Scene Design (3)

Surveys the principles and practices of scene design and its relationship to the theatrical art and production process. Prerequisite: Take TAPS-2400.

TAPS - 2520 Makeup Design (3)

Introduces the application and design of makeup for the stage in both theory and practice. Explores techniques of standard and character makeup.

TAPS - 2700 Performance Text Analysis (3)

An introductory exploration of the relationships between dramatic text and the play in performance. Representative plays are studied in their genre, historical, and social contexts. An emphasis is placed on basic structural terminology and methodology.

TAPS - 3099 Critical Perspectives in Theatre and Performance Studies (3)

Introduces students to critical approaches and theoretical perspectives for understanding and analyzing performance; course culminates in the development of an original research project. Junior Seminar Course.

TAPS - 3210 Advanced Acting (3)

Intensive continuation of the development of acting basics. Prerequisite: take TAPS-2210.

TAPS - 3220 Directing (3)

Introduces the basic principles, techniques, and concerns of directing for the stage. Prerequisite: take TAPS-2210.

TAPS - 3250 Performing Culture and Identity (3)

Engages performance theories and practices to investigate diverse perspectives of culture and identity.

TAPS - 3252 Performance of Literature (3)

Engages literature through analysis and performance.

TAPS - 3410 Scene Design (3)

Surveys the principles and practices of scene design and its relationship to the theatrical art and production process. Prerequisite: TAPS-2400 or Instructor Permission.

TAPS - 3510 Costume Design (3)

Introduces the process of designing costumes for the stage, beginning with an understanding of the fundamentals of design and the language of clothing. Explores a variety of approaches to analysis and interpretation of text and character, conceptualization of design ideas directions for design research and methods for integrating visual expression with character and production themes. Prerequisite: TAPS-3410 or Instructor Permission.

TAPS - 3540 Lighting Design (3)

Introduces the art, craft, and technical requirements of lighting design. Explores the tools of the lighting designer with a focus on light and shadow, mood and composition and attention to the principles and aesthetics of light as it is applied to design. Prerequisite: TAPS-3410 or Instructor Permission.

TAPS - 3600 Classical History of Theatre (3)

Surveys historical development of theatre and drama from its earliest ritual beginnings to the Nineteenth century. Includes: representative periods and styles, genres, key playwrights, aspects of technical production, social role, and critical interpretation of major works.

TAPS - 3650 Contemporary History of Theatre (3)

Surveys historical development of theatre and drama from the Nineteenth century to contemporary dramatic literature. Includes: representative periods and styles, genres, key playwrights, aspects of technical production, social role, and critical interpretation of major works.

TAPS - 3700 Dramaturgy (6)

Provides an overview of the art and craft of dramaturgy in the contemporary theatre and performance. Examines the role the dramaturge plays in developing production concepts and conducting production research. Considers how the dramaturge functions within a theatrical organization to assist in season selection, production choices, and audience education.

TAPS - 3800 Practicum (1)

Offers training in each of the production areas including scenic construction and painting, lighting, properties, costuming, performance, stage management, or house management. Open to TAPS majors and minors only. Can be repeated for credit up to 3 hours.

TAPS - 4000 Advanced Topics in TAPS (3)

Analyzes selected issues in Theatre and Performance Studies, addressing several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated for credit with a different topic. Prerequisite: Take TAPS-2100.

TAPS - 4090 Topics in Theatre and Performance (3)

Explores selected issues in Theatre and Performance studies, addressing several aspects of the topic using a variety of methodologies, theories, and/or perspectives. Note: May be repeated for credit.

TAPS - 4200 Writing as Performance (3)

Examines how the process of writing can be understood through and enhanced by the study of performance.

TAPS - 4250 Performance and Social Change (3)

Examines performance as an inherent social practice, a method for enacting resistance, and a means of social, cultural, political, and personal transformation.

TAPS - 4260 Performance Art (3)

Explores the genre of performance art through its history, criticism, and practice.

TAPS - 4320 Stage Management (3)

Explores the role and function of the stage manager in theatrical production, providing the basic skills to begin work in the field of stage management. Emphasizes organization, documentation, and dissemination of information.

TAPS - 4390 Seminar in Theory and Practice (3)

Provides concentrated study of theory and practice within the field of Theatre and Performance Studies. Topics will vary and course may be repeated with new topic for a maximum of 9 credit hours. Prerequisites: Junior Standing or Instructor Permission.

TAPS - 4590 Seminar in Technical Production (3)

Provides concentrated study of technical production within the field of Theatre and Performance Studies. Topics will vary and course may be repeated with new topic for a maximum of 9 credit hours. Prerequisites: Junior Standing or Instructor Permission.

TAPS - 4700 Independent Study (1-3)

Individual readings, research, and/or project in theatre and performance studies under faculty supervision. May be repeated for credit up to 6 hours.

TAPS - 4750 Chicagoland Theatre (3)

Exposes students to theatre productions throughout the Chicagoland area. Examines the region's shifting cultural, historical, and political theatrical contexts. Require students to pay for productions and travel to various off-campus sites.

TAPS - 4800 Internship (1-3)

Provides supervised, practical experiences in applied settings. May be repeated for credit up to 6 hours.

TAPS - 4890 TAPS Abroad (3)

Engages students in applied, experiential learning by attending performance events abroad. Students will be required to pay for all travel-related costs and secure a passport.

TAPS - 4900 Senior Seminar (3)

Serves as the culminating experience for theatre and performance studies. Focuses on synthesis of previous coursework and application of theory, research, and skills within the production context leading to a public performance. Lab Fee. Requisite courses: Take TAPS-4850. (Required, Previous).

TAPS - 6090 Topics, Theatre and Perform (3)

Explores selected issues in Theatre and Performance studies, addressing several aspects of the topic using a variety of methodologies, theories, and/or perspectives. Note: May be repeated for credit.

TAPS - 6200 Writing as Performance (3)

Examines how the process of writing can be understood through and enhanced by the study of performance.

TAPS - 6250 Performance and Social Change (3)

Examines performance as an inherent social practice, a method for enacting resistance, and a means of social, cultural, political, and personal transformation.

TAPS - 6252 Solo Performance (3)

Explores the genre of solo performance through its history and practice.

TAPS - 6260 Performance Art (3)

Explores the genre of performance art through its history, criticism, and practice.

TAPS - 6590 Seminar in Technical Production (3)

Provides intensive investigation and analysis of specific technical production concerns within the field of Theatre and Performance Studies. Topics will vary and course may be repeated with new topic for a maximum of 6 credit hours. Prerequisite: Instructor Permission Required

TAPS - 6750 Chicagoland Theatre (3)

Exposes students to theatre productions throughout the Chicagoland area. Examines the region's shifting cultural, historical, and political theatrical contexts. Requires students to pay for productions and travel to various off-campus sites.

TAPS - 6790 Seminar in History and Dramaturgy (3)

Provides intensive investigation and analysis of specific historical and dramaturgical concerns within the field of Theatre and Performance Studies. Topics will vary and course may be repeated with new topic for a maximum of 6 credit hours. Prerequisite: Instructor Permission Required.

Appendix

Academic Honesty

Academic honesty pertains to all methods of fulfilling academic requirements at Governors State University.

The following procedures are appropriate ways to use the ideas and work of others when fulfilling academic requirements:

1. When someone else's work or scholarship is used to fulfill academic requirements, the source should be given credit. It should not be stated or implied that this work is a person's own work.
    a. When using material from a publication, (e.g., book, journal, article, film, etc.), that material should be enclosed in quotation marks, or otherwise set off, and the source of the material acknowledged.
    b. When paraphrasing published material, (e.g., using it almost word-for-word), the source should also be acknowledged unless the information is common knowledge in the field.
    c. Unpublished data or ideas of another person should be utilized only with the consent of that person.
    d. Material should be prepared jointly with one or more other individuals only with the permission of the instructor. The contributions of all individuals to this material should be clearly acknowledged when it is submitted.
    e. Having someone else prepare material that is to be submitted should only be done with the instructor's permission to do so.
2. The same piece of work should not be submitted for credit in more than one course without the permission of all instructors involved.
3. Hypothetical data should be submitted only with the permission of the instructor to do so and should be clearly labeled as such.
4. One should refuse to make work available to another person who intends to submit part or all of that work as if he/she had written it.
5. Students may neither give, request, nor utilize assistance during an examination without the instructor's permission. These ethical guidelines are in no way intended to discourage people from studying together or from engaging in group projects.

Access to Student Educational Records: Policy and Procedures

I. **Forms and Federal Regulations ("Buckley") 34 CFR Part 99**
    A. Purpose
       The Family Educational Rights and Privacy Act of 1974, more commonly known as the "Buckley Amendment," guarantees certain rights for students and eligible parents regarding access to, confidentiality of, and correction of the student's education records. The purpose of this policy is to implement those statutory rights at Governors State University.
    B. Definitions
       For the purposes of this policy, Governors State University operationally defines the following:
        1. A student is any person who is, or was, in attendance at Governors State University.
        2. An education record is any record (written, printed, taped, filmed, etc.) maintained by Governors State University or by an agent or employee of the University, that is directly related to a student, with the following exceptions:
            a. A record kept by a University employee if it is kept in the sole possession of the maker of the record and is not accessible or revealed to other persons except for a temporary substitute for the maker of the record.
            b. Records created and maintained by Public Safety strictly for law enforcement purposes.

      c.   An employment record of an individual, whose employment is not contingent on the fact that the individual is a student, provided the record is used only in relation to the individual's employment.

      d.   Records made or maintained by a physician, psychiatrist, psychologist, or other recognized health professional/paraprofessional, if the records are used only for the treatment of a student and are made available only to those persons providing the treatment.

      e.   Alumni records which contain information about a student after the student is no longer in attendance at the University and which do not relate to the person as a student.

    3.   A parent includes a natural parent of a student, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

    4.   An eligible parent is either (1) a parent of a student who has given written consent for the parent to review the student's education records or (2) a parent who has claimed the student as a dependent as defined in Section 152 of the Internal Revenue Code of 1954 in the most recently ended tax year.

C.   Annual Notification

GSU students will be notified of their Family Educational Rights and Privacy Act rights annually through the following publications:

    1.   Student Handbook and GSU Catalog.

D.   Procedure to Inspect Education Records

    1.   Students may inspect and review their education records upon request to the appropriate record custodians who are listed in Section H. A student should submit to the appropriate record custodian a written request that specifies the record(s) the student wishes to inspect.

    2.   An eligible parent of a student may inspect the student's education records if (1) written consent is provided to the appropriate record custodian by the student; or (2) a copy of the 1040 series income tax form filed with the IRS for the most recently ended tax year is submitted by the parent to the appropriate record custodian showing that the student is claimed as defined in section 152 of the Internal Revenue Code of 1954.

    3.   The record custodian will make the needed access arrangements as promptly as possible and notify the student or eligible parent of the time and location where the records may be inspected. Access must be provided within 45 days or less from receipt of the request.

    4.   When a record contains information about more than one student, the student or eligible parent may inspect and review only the records that relate to the student.

    5.   The review must be done in the presence of a University representative. Original records may not be removed from any office where they are maintained.

E.   Right of the University to Refuse Access

Governors State University reserves the right to refuse to permit a student (or eligible parent except with respect to the parent's financial records) to inspect the following records:

    1.   The financial statement of the student's parents.

    2.   Letters and statements of recommendation for which the student has waived the right of access, or which were placed in the student's file before January 1, 1975.

    3.   Those records which are excluded from the Family Educational Rights and Privacy Act of 1974 definition of education records if such records do not fall within the definition of "public records."

F.   Refusal to Provide Copies

Governors State University reserves the right to deny transcripts or copies of records not otherwise required to be made available by the Family Educational Rights and Privacy Act of 1974 in any of the following situations:

- The student or eligible parent lives within commuting distance (presumed to be 50 miles) of the University.
- The student has an unpaid financial obligation to the University or an administrative hold on the academic record.
- There is an unresolved disciplinary action against the student.
- There is an unresolved academic action against the student.

G. Fees for Copies of Records

Students may have copies made of their education record upon payment of an appropriate charge established by the university.

H. Types, Locations, and Custodians of Education Records

The following is a list of the types of education records that GSU maintains, their locations, and their custodians.

Types	Location	Custodian
Academic Records	Office of the Registrar	Registrar
College of Business & Public Administration	Dean	
College of Arts & Sciences	Dean	
College of Education	Dean	
College of Health/Human Services	Dean	
Admission Records	Admission Office	Director of Admission
Career Related Records	Office of Career Services	Director of Career Services
Counseling/Testing/Tutoring Records	Academic Resource Center	Assistant Vice President of Student Support Services
Disabled Student Services	Academic Resource Center	Assistant Vice President of Student Support Services
Disciplinary Records	Office of the Dean	Dean of Students
	Business Office	Director of Business Operations
	Financial Aid Office	Director of Financial Aid
International Student Records	Office of International Services	Coordinator of International Services
Professional Credential	Office of Career Services	Director of Career Services
Records for Employment		
Miscellaneous Education Records (e.g., meetings with faculty)	The appropriate university employee official will locate and collect such records for inspection.	

II. **Disclosure of Education Records**

Governors State University will disclose information from a student's education records only with the written consent of the student, except:

A. To university officials who have a legitimate educational interest in the records.

1. A University official is defined as follows:

a. A person employed by the University in an administrative, supervisory, academic, research, or support staff position.

b. A person employed by or under contract to the University to perform a special administrative or professional task, such as an attorney or auditor.

2. A University official has a legitimate educational interest in a record(s) if the University official is:

        a.   Performing a task that is specified in the official's position description or by a contract agreement; and

        b.   Performing a task related to a student's education; or

        c.   Performing a task related to the processing of a disciplinary charge involving the student; or

        d.   Providing a service or benefit relating to the student or the student's family (e.g., healthcare, counseling, job placement, financial aid).

    B.   To officials of another school, upon request, in which a student seeks or intends to enroll.

    C.   To certain officials of the United States Department of Education, and state and local educational authorities, in connection with certain state or federally supported education programs.

    D.   In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the financial aid, or to enforce the terms and conditions of the aid.

    E.   To organizations conducting certain studies for or on behalf of the university.

    F.   To accrediting organizations to carry out their functions.

    G.   To parents of a student who claim the student as a dependent for income tax purposes as defined in Section 152 of the Internal Revenue Code of 1954.

    H.   To comply with a judicial order or a lawfully issued subpoena.

    I.   To appropriate parties in a health or safety emergency.

    J.   Directory information so designated by the university.

    K.   The results of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime.

III. **Record of Requests for Disclosure**

Governors State University will maintain a record of all requests for and/or disclosure of information from a student's education records, other than requests by or disclosures to the student, a University official as defined in Section I.1, a party with written consent of the student, or a party seeking only directory information. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by an eligible parent or by the student.

IV. **University Directory Information**

    A.   Directory information means information contained in the education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Governors State University defines the following as directory information: name, address, telephone number, date of birth, college and major field of study/concentration/minor, classification (graduate or undergraduate), previous institutions attended, participation in officially recognized activities, dates of attendance, degrees conferred with dates, current term hours enrolled and full-time/ part-time status, awards, honors, and achievements (including distinguished academic performance) with dates and picture.

    B.   Under the Federal Educational Rights and Privacy Act, a student has the right to request that the disclosure of directory information be withheld and omitted from the University Directory as long as the student is enrolled or maintains continuing student status at the university. If a student wishes to have any or all directory information withheld, the student must submit a written request to the Registrar's Office. Directory information may be released without permission for students who are no longer enrolled, have graduated, or have lost continuing student status at GSU, unless otherwise requested. Students are advised of the disclosure of directory information in the Student Handbook and GSU Catalog.

V. **Correction of Education Records**

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. The following are procedures for the correction of records:

    A.   A student must ask the appropriate records custodian, listed in Section H, to amend a specific record. In so doing, the student should identify the part of the record the student wants changed and specify why the student believes it to be inaccurate, misleading, or in violation of the student's privacy or other rights.

    B.   The custodian may comply with the request or may decide not to comply. If the custodian decides not to comply, the custodian will notify the student of the decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.

C. Upon request, the custodian will arrange for a hearing and will notify the student reasonably in advance of the date, location, and time of the hearing.

D. The hearing will be conducted by a hearing officer who is a disinterested party appointed by the Provost. The hearing officer may be an official of the University. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.

E. The hearing officer will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

F. If the hearing officer decides that the contested information is not inaccurate, misleading, or in violation of the student's right of privacy, the hearing officer will notify the student that the student has a right to place in the record, a statement commenting on the contested information and/or a statement setting forth reasons for disagreeing with the decision.

G. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If GSU discloses the contested portion of the record, it will also disclose the statement.

H. If the hearing officer decides that the information is inaccurate, misleading, or in violation of the student's right to privacy, the appropriate record custodian will amend the record and notify the student, in writing, that the record has been amended.

I. Students have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Washington, D.C., 20201, concerning alleged failures of GSU to comply with the Act.

Forms

Request to Prevent Disclosure of Directory Information Consent to Disclose Nondirectory Education Records Student Request to Inspect and Review Education Records

Request by Parent or Guardian to Review Education Records

Request to Review Education Records by GSU

Personnel or an Outside Agency

Contact the Registrar's Office to request the forms.

Policy on Graduate Readmissions and Special Admissions

I. **Purpose**
This policy provides for the possible petition for readmission by graduate students, who left the university on academic probation or who were suspended from the university. The policy also provides for instances of special admission requested by applicants who do not meet the published criteria for admission.

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

A. **Readmissions involving students who left while on academic probation or who were suspended from Governors State University:**

1. Students who have lost continuing status while on academic probation at GSU or who have been academically suspended must apply and, concurrently, petition for readmission. Students suspended from the university will not be allowed to petition for readmission during the next term of enrollment.

2. Current GSU non-degree seeking students not in good academic standing and applying for admission to a degree seeking program must petition for admission to the Committee on Readmissions and Special Admissions.

3. Students readmitted to the University who were on academic probation at GSU in their last semester as a continuing student return under the same status unless they have invoked their right

of academic amnesty as defined in Policy 13. In some cases, the committee may recommend, subject to the approval of the dean, readmission on Academic Probation Extended status.

4. Students readmitted to the University who have been academically suspended will be placed on Academic Probation Extended status for their first semester unless they have invoked their right of academic amnesty, as defined in Policy 13.

   a. Students on Academic Probation Extended who subsequently achieve the minimum cumulative grade point average required for their level (cumulative G.P.A. of 3.0) shall be placed in academic good standing.

   b. Students on Academic Probation Extended shall remain in this status during each subsequent semester of enrollment as long as they meet or exceed the minimum requirements for their level(semester G.P.A. of 3.0) for academic good standing each semester that they are on Academic Probation Extended status, as defined in Policy 14.

   c. Students on Academic Probation Extended who do not meet the minimum requirements for their level for academic good standing each semester in which they are enrolled shall be academically suspended.

   d. Students on Academic Probation Extended receiving a grade(s) of Incomplete will not be permitted to register for subsequent semesters until the Incomplete(s) has been removed.

5. Students suspended/dismissed twice at the post-baccalaureate level for academic reasons from one or more universities will not be considered for readmission to the University at any later date.

6. International students admitted to the U.S. on an F-1 student visa, are responsible to comply with federal immigration regulations related to readmission after suspension and readmission. Students must contact the Office of International Services for additional information.

B. **Special Admissions Cases**

1. Applicants who do not meet the minimum admission criteria may petition for admission to a degree program in the following circumstances:

   a. Applicants not in academic good standing at the last institution attended. [Applicants who were suspended (dismissed) from their last institution on academic grounds may petition for admission for a semester that begins no earlier than one term after their suspension (dismissal).]

   b. Applicants are seeking admission based on credit/degree(s) earned from a nonregionally accredited-institution(s).

   c. Applicants who cannot present either the minimum TOEFL scores or ELS level as defined by Policy 9.

2. Applicants who meet minimum University criteria for admission, but who do not meet more selective criteria established by the desired major, should petition directly to the appropriate division/department chair or director who will make a recommendation to the dean of the appropriate college/school.

3. Applicants not in good conduct standing at the last institution attended must petition for admission to the Committee on Readmissions and Special Admissions, which will make recommendations to Associate Vice President for Student Affairs & Dean of Students who will make a decision after consultation with the program faculty.

III. **The University Committee on Readmissions and Special Admissions Committee Membership**

A. This committee shall be composed of one faculty member from each of the five colleges, appointed by the appropriate dean; the Director of Admissions and Student Recruitment or designee; the Registrar or designee; one representative from the Office of Student Development, appointed by the Director of Student Development; and one student selected by the Associate Vice President for Student Affairs & Dean of Students.

B. The Director of Admissions and Student Recruitment or designee and the Registrar or designee shall be permanent members of this committee. The Director of Admissions and Student Recruitment or designee shall be the permanent chairperson of this committee. Other members shall serve one year terms, effective with the beginning of the academic year.

Policy on Undergraduate Readmissions and Special Admissions

I. **Purpose**

This policy provides for the possible petition for readmission by undergraduate students, who left on academic probation or who were suspended from the university. The policy also provides for cases of special admission requested by applicants who do not meet the published criteria for admission.

II. **Readmission and Special Admissions**

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

A. **Readmissions involving students on academic probation or suspended from Governors State University:**

1. Students who have lost continuing status while on academic probation at GSU or who have been academically suspended must apply for admission and, concurrently petition for readmission. Suspended students may petition for readmission to the university. Readmission under these circumstances shall not be effective until the student has been suspended for at least one semester.

2. Current GSU non-degree seeking students not in good academic standing and applying for admission to a degree seeking program must petition for admission to the Committee on Readmissions and Special Admissions.

3. Students readmitted to the University who were on academic probation at GSU in their last semester as a continuing student return under the same status unless they have invoked their right of academic amnesty as defined in Policy 13. In some cases, the committee may recommend, subject to the approval of the dean, readmission on Academic Probation Extended status.

4. Students readmitted to the University who have been academically suspended will be placed on Academic Probation Extended status for their first semester after readmission unless they have invoked their right of academic amnesty, as defined in Policy 13.

   a. Undergraduate students on Academic Probation Extended who subsequently achieve a cumulative G.P.A. of 2.0 shall be placed in academic good standing.

   b. Undergraduate students on Academic Probation Extended shall remain in this status during each subsequent semester of enrollment as long as they meet or exceed a semester G.P.A. of 2.0 for each semester that they are on Academic Probation Extended status, as defined in Policy 14.

   c. Undergraduate students on Academic Probation Extended who do not obtain a semester G.P.A. of 2.0 shall be academically suspended.

   d. Students on Academic Probation Extended receiving a grade(s) of Incomplete will not be permitted to register for subsequent semesters until the Incomplete(s) has been removed.

5. Student Readmission Following a Second Suspension:

   a. Students twice suspended for academic reasons from the university will not be considered for readmission to the university at any later date unless they meet all of the criteria below:

      i. Has a written plan indicating what changes he/she has made or what circumstances have changed that will allow him/her to succeed if readmitted. This plan should include a support system either inside or outside of the university.

      ii. Has a recommendation from the program faculty and/or division/department chair, and

      iii. Is approved by the dean of the college or unit, and

      iv. Is approved by the Provost/Vice President of Academic Affairs.

   b. If readmitted, the students will be admitted on Academic Probation Extended and shall remain in this status during each subsequent semester of enrollment as long as he/she meets or exceeds on a semester basis the minimum requirements for their level (semester G.P.A. of 2.0) for academic good standing.

6. International students admitted to the U.S. on an F-1student visa, are responsible to comply with federal immigration regulations related to readmission after suspension and readmission. Students must contact the Office of International Services for additional information.

B. **Special Admissions Cases**

1. Applicants who do not meet the minimum admission criteria may petition for admission to a degree program in the following circumstances:

   a. Applicants not in academic good standing at the last institution attended. [Applicants who were suspended (dismissed) from their last institution on academic grounds may petition for admission for a semester that begins at least one term after their suspension (dismissal).]

   b. Undergraduate applicants, with at least 60 semester hours of earned college credit, who have less than a 2.0 grade point average on a 4.0 scale.

   c. Undergraduate applicants who have earned at least 54, but fewer than 60 semester hours of college credit.

   d. Applicants are seeking admission based on credit/degree(s) earned from a nonregionally accredited-institution(s).

   e. Applicants who cannot present either the minimum TOEFL scores or ELS level as defined by Policy 9.

2. Applicants who meet minimum University criteria for admission, but who do not meet more selective criteria established by the desired major, should petition directly to the appropriate division/department chair or director who will make a recommendation to the dean of the appropriate college/school.

3. Applicants to the Interdisciplinary Studies program are exempt from the criteria addressed under Section II.B.1.c. above and are not subject to this policy as it relates to those criteria.

4. Applicants not in good conduct standing at the last institution attended must petition for admission to the Committee on Readmissions and Special Admissions, which will make recommendations to the Associate Vice President for Student Affairs & Dean of Students who will make a decision after consultation with the program faculty.

III. **The University Committee on Readmissions and Special Admissions Committee Membership**

A. This committee shall be composed of one faculty member from each of the five colleges, appointed by the appropriate dean; the Director of Admissions and Student Recruitment or designee; the Registrar or designee; one representative from the Office of Student Development, appointed by the Director of Student Development; and one student selected by the Associate Vice President for Student Affairs & Dean of Students

B. The Director of Admissions and Student Recruitment or designee and the Registrar or designee shall be permanent members of this committee. The Director of Admissions and Student Recruitment or designee shall be the permanent chairperson of this committee. Other members shall serve one year terms, effective with the beginning of the academic year

Residency Status

(GSU Board of Trustees Regulations, Section IV. Subsection C.)

1. **Definitions**

For purposes of this regulation, the following definitions pertain:

   a. An "adult student" is a student who is eighteen or more years of age.

   b. A "minor student" is a student who is less than eighteen years of age.

   c. An "emancipated minor student" is a completely self-supporting student who is less than eighteen years of age. Marriage or active military service shall be regarded as effecting the emancipation of minors, whether male or female, for the purposes of this regulation.

   d. "Residence" means legal domicile. Voter registration, filing of tax returns, proper license and registration for driving or ownership of a vehicle, and other such 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.

2. **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.

   a. If a non-resident is classified by error as a resident, a change in tuition charges shall be applicable beginning with the term following reclassification. If the 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.

   b. If a resident is classified by error as a non-resident, a change in tuition charges shall be applicable during the term in which the reclassification occurs, provided that the student has filed a written request for review in accordance with this regulation.

3. **Residency Requirements**

   a. **Adult Students**

   To be considered a resident, an adult student must have been a bona fide resident of Illinois for a period of at least six 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.

   b. **Minor Students**

   The residence of a minor student shall be considered to be the same as and change with the following:

      i. That of the minor's parents if they are living together, or the living parent if one is deceased; or

      ii. 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

      iii. 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

      iv. That of the legally appointed guardian of the person; or

      v. That of a "natural" guardian such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult with whom the minor has resided and by whom the minor has been supported for a period of at least six consecutive months immediately preceding the minor's registration at the university for any term if the minor's parents are deceased or have abandoned the minor and if no legal guardian of the minor has been appointed and qualified.

   c. **Emancipated Minors**

   If emancipated minors actually reside in Illinois, such minors shall be considered residents even though their parents or guardians may not reside in Illinois. Emancipated minors who are completely self-supporting shall be considered residents if they have maintained a dwelling place within Illinois uninterruptedly for a period of at least six consecutive months immediately preceding the 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.

   d. **Minor Children of Parents Transferred outside the United States**

   The minor children of persons who have resided in Illinois for at leave twelve consecutive months immediately prior to a transfer by their employers to some location outside of the United States shall be

considered residents. This rule shall apply, however, only when the minor children of such parents enroll in the university within five years of the time their parents are transferred by their employer to a location outside the United States.

    e. **Married Students**

    A non-resident student, whether minor or adult, who is married to a person who meets and complies with all of the applicable requirements of these regulations to establish residence status, shall be classified as a resident.

    f. **Armed Forces Personnel**

    Non-residents of Illinois who are on active duty with one of the services of the Armed Forces of the United States who are stationed in Illinois and who submit evidence of such service and station, as well as the spouses and 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 within the continental United Stated.

    g. **Staff Members of the University, Allied Agencies, and Faculty of State-Supported Institutions in Illinois**

    Staff members of the university and of allied agencies, and faculties of state-supported institutions of higher education in Illinois, holding appointment of at least one-quarter time, and their spouses and dependent children, shall be treated as residents.

    h. **Teachers in Public and Private Illinois Schools**

    Teachers in the public and private elementary and secondary schools of Illinois shall, if subject to payment of tuition, be assessed at the resident rate during any term in which they hold an appointment of at least one-quarter time, including the summer session immediately following the term in which the appointment was effective.

4. **Residency Status Appeal Procedure**

   Students who take exception to their residency status classification shall pay the tuition assessed but may file a claim in writing to the university office responsible for reconsideration of residency status. The written claim must be filed within thirty (30) calendar days from the date of the tuition bill or the student loses all rights to a change of residency status for the term in question. If the student is dissatisfied with the ruling in response to the written claim made within said period, the student may file a written appeal within ten (10) calendar days of receipt of the decision to the responsible university office. Such written appeals shall be forwarded to the appropriate university vice president, who shall consider all evidence submitted in connection with the case and render a decision which shall be final.

5. **Special Situations**

   Upon recommendation of the President, the Board may, in special situations, grant residency status to categories of persons otherwise classified as non-residents under this regulation.

Technology Outcomes for Students

Computer and information technologies are integral features of our culture. These technologies are extremely useful in enhancing, supporting, and delivering instruction, and for students in researching, preparing and submitting assignments. These technologies are essential for students.

1. In order to support its instructional goals and to assure that its graduates are adequately prepared for the workplace, each academic program will incorporate technological competencies into its curricula and assess expected outcomes. At minimum, the outcomes will include:

   - Ability to use appropriate software for the development of papers, reports, and other assignments.
   - Ability to conduct searches on the Internet and to use library databases to access relevant literature.
   - Ability to send and receive electronic mail with attachments

2. A student's achievement of the required competencies defined in 1 above will be verified on the student's application for graduation by the advisor.

Faculty, Administration, and Professional Staff

Darrin Aase

Assistant Professor, Addiction Studies/Behavioral Health, CHHS
B.A., University of Minnesota, 2003
M.A., DePaul University, 2007
Ph.D., DePaul University, 2010

Sara J. Acton

Director of Field Experiences, COE
B.A., Dowling College, 1968
M.A., Adelphi University, 1969

Joseph B. Addison

Professor Emeritus, CAS
B.S., University of New Brunswick, 1972
Ph.D., University of New Brunswick, 1976

Marcus Ahmed

Professor Emeritus, COE
B.A., St. John's University, 1970
M.Ed., Loyola University of Chicago, 1976
Ph.D., Loyola University of Chicago, 1992

Victor Akatsa

University Lecturer, Mathematics, CAS
BS, Haverford College, 1982
Ph.D., University of Kentucky, 1991

Diane Alexander

University Professor, Educational Administration, COE
B.S., Southern Illinois University, 1972
M.Ed., South Dakota State University, 1982
Ed.D., University of South Dakota, 1991

Jeffrey Alfano

University Lecturer, MIS, COB
B.S., Illinois State University, 1992
M.S., Governors State University, 2005
M.B.A., Saint Xavier University, 2009

Benjamin Almassi

Assistant Professor, Humanities and Social Science, CAS
B.A., Purdue University, 2002
B.S., Purdue University, 2002
M.A. University of Washington, 2004
Ph.D., University of Washington, 2009

Emmanuel Alozie

Professor, Media Communication, CAS
B.A., Rust College, 1986
M.S., Arkansas State University, 1987
Ph.D., University of Southern Mississippi, 1999

Stacy Amedeo

Academic Advisor, COB
B.S., Illinois State University, 2007
M.S., Illinois State University, 2010

Julie L. Anderson

External Program Manager, CHHS
A.A., Kankakee Community College, 1993
B.A., Eastern Illinois University, 1995
M.A., Lewis University, 2008

Anthony Andrews

Associate Professor, Economics, COB
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, COE
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

Jennifer Armstrong

Associate Professor, Communication Disorders, CHHS
B.A., Hampton University, 1992
M.A., Hampton University, 1997
Ph.D., University of Illinois at Urbana-Champaign, 2006

Amanda Athon

Assistant Professor, English, CAS
B.A., Loyola University, Chicago, 2004
M.A., DePaul University, Chicago, 2007
Ph.D., Bowling Green State University, 2014

Molli E. Bachenberg

University Lecturer, Psychology, COE
B.A., University of Iowa, 2008
M.A., Governors State University, 2012
Ed.D., Governors State University, 2015

Amy Bala

University Lecturer, Physical Therapy, CHHS
B.S., University of Illinois, Urbana-Champaign, 1999
M.S., Midwestern University, Downers Grove, 2003

Richard Baisa

University Lecturer, Chemistry, CAS
B.S., Governors State University, 1995
M.S., Governors State University, 2001
Ed.D, Northern Illinois University, 2009

Catherine Balthazar

Chair, Department of Communication Disorders, CHHS
Professor, Communication Disorders, CHHS
B.A., University of Iowa, 1987
M.A., Indiana University, 1990 Ph.D., Indiana University, 1995

Amy Barsha

Executive Director, Continuing Education, XL
B.A., Binghamton University, New York, 1986
M.S.T., LeMoyne College, Syracuse, New York, 2011

Sidney Barsuk

University Lecturer, Management, COB
B.S., Rochester Institute of Technology, 1969
M.B.A., Rochester Institute of Technology, 1971

Anthony Bates

Athletic Director/ Athletic Coach, SA
B.S., Trinity Christian College, 1988
M.E., North Central University, 2013

Geoffrey Bates

Director and Curator, Nathan Manilow Sculpture Park
B.F.A., University of Georgia, 1974
M.F.A., Ohio University, Athens, 1977

Alicia Battle

Assistant Professor, Addiction Studies, CHHS
B.A., Austin Peay State University, 1994
M.S., Austin Peay State University, 1996

Rachel O. Berg

Professor Emeritus, COE
B.A., The University of Chicago, 1962
M.A., The University of Chicago, 1963
Ph.D., The University of Chicago, 1972

Thomas J. Bierdz

University Lecturer, Special Education, COE
B.S., St. Xavier University, 1992
M.H.S., Governors State University, 1998
M.A., Governors State University, 2007

Maya K. Blackwell

Academic Advisor, COE
B.A., Governors State University, 2000
M.Ed., National-Louis University, 2006

Wyvon Blackwell

University Lecturer, Nursing, CHHS
B.A., Chicago State University, 1997
M.S.N., Governors State University, 2009

Mark Blagen

Assistant Professor, Addictions Studies & Behavior Health, CHHS
B.S., State University of New York, 1988
M.S., Old Dominion University, 1990
Ph.D. Old Dominion University 2002

Gregory Blevins

Professor Emeritus, CHHS
B.S., Western Michigan University, 1970
M.A., Western Michigan University, 1974
Ph.D., Western Michigan University, 1979

Paul Blobaum

Professor, Library Sciences, UL
B.A., Wartburg College, 1981
M.A., Wartburg Theological Seminary, 1987
M.S., University of Illinois at Urbana-Champaign, 1990

Michael Blomarz

University Lecturer, Mathematics, CAS
B.M., DePaul University, 1982
M.A., Governors State University, 1992

Crystal Blount

University Lecturer, Psychology, COE
B.S., Tuskegee University, 1989
M.A., Garrett Theological Seminary, 2000
M.A., University of Notre Dame, 2007
Ph.D., University of Notre Dame, 2009

Jennifer Boender

University Lecturer, Psychology and Counseling, COE
B.A. Calvin College, 2005
M.A. Governors State University, 2009

Kim Boland-Prom

Associate Professor, Social Work, CHHS
B.A., University of Utah, 1984
M.A., Lewis and Clark, 1993
M.S.W., Portland State University, 1998
Ph.D., Portland State University, 2004

William Boline

Professor Emeritus, CHHS
B.S., Kentucky State University, 1964
M.S.W., University of Illinois at Urbana-Champaign, 1967

Jessica R. Bonner

Associate Professor, Communication Disorders, CHHS
B.S., Xavier University, 1982
M.S., Howard University, 1984
Ph.D., University of Massachusetts at Amherst, 1992

Deborah Bordelon

Provost and Vice President of Academic Affairs
Professor of Special Education
B.A., University of New Orleans, 1986
M.Ed., University of New Orleans, 1990
Ph.D., University of New Orleans, 1996

Sayoni Bose

Instructor, Humanities and Social Sciences, CAS
B.S., Calcutta University, India, 1996
M.A., Calcutta University, India, 1998
M.A., Governors State University, 2010

Arthur Bourgeois

Professor Emeritus, CAS
B.S., Wayne State University, 1971
M.A., Wayne State University, 1972
Ph.D., Indiana University, 1979

Craig Bowen

    Head Coach, Men and Women's Golf, SA
    B.S., Southern University and A&M College, Baton Rouge, LA, 1988

Catherine Brady

    Interim Chair, Department of Occupational Therapy, CHHS
    Associate Professor, Occupational Therapy, CHHS
    B.S., Mount Mary College, 1967
    M.S., National-Louis University, 1993
    Ed.D., National-Louis University, 2006

Eileen Brann

    Assistant Professor, Communication Disorders, CHHS
    B.S., Illinois State University, 1975
    M.S, Illinois State University, 1976
    M.S, University of Illinois at Chicago, 2011
    Ph.D. University of Illinois at Chicago, 2013

Lucianne Brown

    University Lecturer, Instructional Technology, COE
    B.A., St. Xavier University, 1965
    M.S., Chicago State University, 1984
    M.A., Governors State University, 1995
    Ph.D., Capella University, 2008

Pamela Brown

    University Lecturer, Social Work, CHHS
    B.A., Michigan State University, 1991
    M.Ed., Howard University, 1996
    M.S.W., University of Illinois, Chicago, 2002

Yevette Brown

    Associate Professor, Media Studies, CAS
    B.A., University of Illinois at Chicago, 1975
    M.A., Northwestern University, 1976

Mary Bruce

    Professor, Public Administration, CAS
    B.A., Southern University, 1984

M.P.A., Oakland University, 1992
Ph.D., Wayne State University, 2003

LaToshia Burrell

Associate Athletic Director, Interim Head Women's Basketball Coach, SA
B.A., Wartburg College, 2007
M.A., University of Northern Iowa, 2009
Certification of Massage Therapy, Moraine Valley CC, 2013

Linda S. Buyer

Professor, Psychology, COE
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

Dean, College of Health and Human Services
Professor, Occupational Therapy
B.S., Colorado State University, 1974
M.S., George Williams College, 1980
Ed.D., Northern Illinois University, 2005

Donna Calvin

Assistant Professor, Nursing, CHHS
B.S.N., Chicago State University, 1980
M.S., St. Xavier University, 1997
Ph.D. University of Illinois at Chicago, 2009

Leanne Cambric

Assistant Professor, Art and Ceramics, CAS
B.F.A., Ceramics, University of Minnesota - Twin Cities, 1997
M.F.A., Ceramics, Louisiana State University, 2002

Darcie Campos

Director, Career Services, SA
B.A., Eastern Illinois University, 1998
M.S., Eastern Illinois University, 2003

Jon D. Carlson

Professor, Counseling, COE
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

Associate Professor, Occupational Therapy, CHHS
B.S., Mount Mary College, 1976
M.S., University of Illinois Chicago, 1988
DrOT, Governors State University, 2012

Mary E. Carrington

Professor, Biology, CAS
B.S., Virginia Polytechnic Institute and State University, 1985
M.S., Auburn University, 1987
Ph.D., University of Florida, 1996

Russell Carter

Professor Emeritus, CHHS
B.S., University of Wisconsin, 1969
M.P.H., University of North Carolina, 1974
Ed.D., Northern Illinois University, 1989

Edwin Cehelnik

Professor Emeritus, CAS
B.S., Villanova University, 1968
Ph.D., Pennsylvania State University, 1971

Semih Cekin

Assistant Professor, COB
M.A., Texas Tech University, 2011
Ph.D., Texas Tech University, 2014

Sasha Cervantes

Assistant Professor Psychology, COE
B.A., University of California,
M.A., New York University,
M.A., University of Chicago, 2010
Ph.D., University of Chicago, 2013

Chun-Wei Chang

Assistant Professor, Marketing, COB
B.A., National Cheng-Chi University, 2000
M.B.A., National Taiwan University, 2002
M.S., University of Michigan Ann Arbor, 2005
A.B.D., University of Washington, 2012

Lisa Chang

Professor, Mathematics Education, COE
B.S., Taiwan Normal University, 1967
M.Ed., State University of New York, Buffalo, 1971
Ph.D., Cornell University at Ithaca, 1979

Javier Chavira

Professor, Art, CAS
B.A., Governors State University, 1997
M.A., Governors State University, 1999
M.F.A., Northern Illinois University, 2002

Nelson Chen

University Lecturer, Computer Science, CAS

Xiaoyong Chen

Professor, Biology, CAS
B.Sc., Central-South Forestry University, China, 1982
M.Sc., Central-South Forestry University, China, 1985
Ph.D., Northern Territory University, Australia, 2002

Terri Christiansen

Assistant Professor, Psychology, COE
B.A., Governors State University, 1989
M.A., Governors State University, 2011
Ph.D., University of Iowa, 1996

Dalsang Chung

Associate Professor, Management Information Systems, COB
B.A., Chung-Ang University, 1982
M.B.A., Minnesota State University, 1986
D.B.A., Mississippi State University, 1998

Alli Cipra

Instructor, Psychology, COE
B.A., Purdue University, 2006
M.S., Indiana University, 2008

Robert Clay

Director of Intercultural Student Affairs, SA
B.A., Olivet College, Michigan, 2000
M.S., Western Illinois University, Macomb, 2003

Vickii Coffey

Instructor, Social Work, CHHS
B.A., University of Illinois at Chicago, 1981
M.S.A., University of Chicago, 1997

James "Chip" Coldren

Professor, Criminal Justice, CAS
B.A., Rutgers University, 1976
M.A., The University of Chicago, 1983
Ph.D., The University of Chicago, 1992

Joyce Coleman

Associate Vice President for Human Resources and Diversity
B.S., Rutgers University, New Jersey, 1973
M.S., Miami University, Oxford, OH, 1975

Shirley K. Comer

Senior University Lecturer, CHHS
B.S.N., Purdue University Calumet, 1984
J.D. Valparaiso University of Law, 1988
M.S.N. Purdue University Calumet, 2000
D.N.P., Governors State University, 2010

DeLawnia Comer-Hagans

Assistant Professor, Health Administration, CHHS
B.A., Texas Tech University, 1992
M.B.A., University of Texas at San Antonio, 1998
M.S. University of North Texas, 2003

M.S. University of Texas at Dallas, 2007
Ph.D., University of Texas at Dallas 2012

James Cook

Assistant Mens Basketball Coach, SA

Daniel Cortese

Associate Professor, Social Sciences, CAS
B.A., Sociology, SUNY Stony Brook, 1997
M.A., Sociology, University of Texas at Austin, 1999
Ph.D., Sociology, University of Texas at Austin, 2004

Matthew Covic

University Lecturer, Psychology, COE
A.A., Moraine Valley Community College, 2005
B.A., Governors State University, 2007
M.A., Governors State University, 2009

William Craig

University Lecturer, Philosophy, CAS
B.A., Bowling State University, 1966
M.A., Northern University, 1970
Ph.D., Canbourne University, 2004

Larry Cross

Associate Professor, Education, COE
B.A., Stillman College, 1966
M.Ed., University of Illinois, 1970
Ph.D., University of Illinois, 1984

Lori Crowder

University Lecturer, Social Work, CHHS
B.S.W., University of Texas, Arlington, 1995
M.S.W., Columbia University, New York, 1997
ABD - Ph.D., University of Illinois, Chicago, 2015

Donald Culverson

Associate Professor, Political and Justice Studies, CAS
B.A., California State Polytechnic University, 1975
Ph.D., University of California, Santa Barbara, 1987

James Cunneen

University Lecturer, Educational Administration, COE
B.A., Northeastern Illinois University, 1972
M.A., Northern Illinois University, 1976
Ed.D., Northern Illinois University, 1983

Judy Cunningham

University Lecturer, Elementary and Middle School Education, COE
B.A., Northeastern Illinois University, 1984
M.A., St. Xavier University, 2000

David Curtis

Professor Emeritus, COB
B.A., University of California, 1963
M.A., University of Denver, 1965
Ph.D., Portland State University, 1972

Ellen Foster Curtis

Dean, College of Business
Professor of Management
A.B., Indiana University, 1975
M.B.A., Kelley School of Business, Indiana University, 1977
D.B.A., Kelley School of Business, Indiana University, 1979

Yakeea Daniels

Assistant Vice-President for Enrollment Services and Admissions, SA
B.A., University of Illinois at Urbana-Champaign, 2004
M.A., Governors State University, 2011

Lynette Danley

Assistant Professor, Higher Education Administration, COE
B.A., Western Illinois University, 1993
M.A., Drake University, Des Moines, IA, 1997
Ph.D., Iowa State University, 2003

Karen D'Arcy

Professor, Analytical Chemistry, CAS
B.A., University of Northern Colorado, 1979
Ph.D., Portland State University, 1984

Jagdish Davé

Professor Emeritus, COE
B.A., Bombay University, India, 1946
B.Ed., Gujarat University, India, 1954
M.Ed., Gujarat University, India, 1956
M.A., The University of Chicago, 1960
Ph.D., The University of Chicago, 1964
Psy.D., Illinois School of Professional Psychology, 1992

Duane Davis

Assistant Professor, English and Secondary Education, CAS
B.A., University of Illinois at Urbana-Champaign, 1996
M.A.T., Columbia College, 1998
M.A., Loyola University, 2000

William Davis

Vice President for Development & CEO GSU Foundation
B.A. Mount Union College, 1992
M.S. DePaul University, 2007

Joseph Day

Program Coordinator, Community Health, CHHS
Assistant Professor
B.A., Chicago State University, 1986
M.A., Governors State University, 2002
Ph.D., University of Illinois at Chicago, 2011

Shannon Dermer

Chair, Division of Psychology and Counseling, COE
Professor, Counseling, COE
B.S., Illinois State University, 1992
M.S., Illinois State University, 1998
Ph.D., Kansas State University, 1998

David Diers

Professor, Physical Therapy, CHHS
B.S., Marquette University, 1989
M.H.S., University of Indianapolis, 1996
Ed.D., Loyola University, Chicago, 2004

Shea Dunham

Associate Professor, Counseling, COE
A.A.A., Central Piedmont Community College, 1999
B.S., Delaware State University, 2001
M.S.W., Washington University in St. Louis, 2003
MS.Ed., University of Akron, 2007
Ph.D., University of Akron 2008

Dartina Dunlap

Career Counselor, Office of Career Services, SA
B.A., Governors State University, 2008
M.A., Governors State University, 2012

Keisha Dyson

Director of Marketing and Communications

Christienne Dyslin

Associate Professor, Psychology, COE
B.A., Northern Illinois University, 1983
M.A., Northern Illinois University, 1993
Ph.D., Northern Illinois University, 1997

Anthony Edison

University Lecturer, Liberal Arts, CAS
B.A., Western Illinois University, 1987
M.A., Governors State University, 1994
Ed.D., Loyola University, 2005

John Edwards

University Lecturer, Geography, CAS
B.A., Chicago State University, 1984
M.A., Chicago State University, 1990

Gebeyehu Ejigu

Senior Advisor to the President and Visiting Professor
B.B.A., Haile Selassie I University, Addis Ababa, Ethiopia, 1970
M.B.A., Syracuse University, 1971
Ph.D., University Of Wisconsin, Madison, 1980

Melanie Ellexson

Associate Professor, Occupational Therapy, CHHS
B.S., University of Illinois at the Medical Center, 1970
M.B.A., Keller Graduate School of Management, 1990
DHSc., University of Indianapolis, 2007

Melinda Elliott

Assessment Software Specialist, CAS & COE
B.A., Middle Tennessee State University, 1984
M.S., Governors State University, 2009

Cyrus Ellis

Associate Professor, Counseling, COE
B.A., Rider College, 1992
M.A., Rider University, 1995
Ph.D., University of Virginia, 2000

Natalia Ermasova

Assistant Professor, Public Administration, CAS
M.S., Saratov State University, Saratov, Russia, 1992
Ph.D., Saratov State Technical University, Saratov, Russia, 2005
Ph.D., Indiana University, 2012

Elizabeth Essex

Associate Professor, Social Work, CHHS
B.A., Bryn Mawr College, 1970
M.S., Bryn Mawr College, 1973
Ph.D., University of Wisconsin, Madison, 1998

Sondra G. Estep

Associate Professor, Educational Administration, COE
B.S., Indiana University, 1968
M.S., Indiana University, 1973
Ph.D., Purdue University, 1997

Carolyn Estes-Rodgers

    University Lecturer, Community Health, CHHS
    B.S., University of Illinois at Urbana-Champaign, 2002
    M.H.S., Governors State University, 2005
    M.P.H., Walden University, 2008
    Ph.D., Walden University 2012

Andrea Evans

    Dean, College of Education
    B.S., University of Illinois at Chicago, 1989
    M.Ed., DePaul University, 1994
    Ph.D., University of Illinois at Chicago, 2004

Rupert Evans

    Chair, Department of Health Administration, CHHS
    Associate Professor, Health Administration, CHHS
    B.A., California University, 1981
    M.P.A., Golden State University, 1985
    D.H.A., Central Michigan University, 2006

Stuart I. Fagan

    President Emeritus
    B.A., Boston University, 1963
    M.A., University of California, Berkeley, 1964
    Ph.D., University of California, Berkeley, 1974

Lydia Falconnier

    Associate Professor, Social Work, CHHS
    B.A., Social Science - Wheaton College, 1984
    M.S.W., University of Illinois at Chicago, 1988
    Ph.D., University of Chicago, 2003

Terrance Felker

    Academic Advisor, COE
    A.A.S., Robert Morris College, 1995
    B.A., Governors State University, 2004
    M.A., Governors State University, 2008

James Ferguson

University Lecturer, Management Information Systems, COB
B.A., Governors State University, 1996
M.B.A., Governors State University, 1998

Carlos Ferran

Associate Professor, Accounting & Management Information Systems, COB
B.S., Universidad Metropolitana, Caracas, Venezuela, 1990
M.F., Universidad Central de Venezuela, Caracas, Venezuela, 1991
D.B.A., Boston University, 2000

Daniel Ferry

Coordinator, Tutoring and Academic Assistance, SA
B.S., Northern Illinois University, 2000
M.A., Ball State University, 2006

Karen Fields

University Lecturer, Nursing, CHHS

Jennifer Marie Finn

Assistant Director, Admissions and Student Recruitment, SA
B.A., Illinois Wesleyan University, 2001
M.A., Northern Illinois University, 2008

Mary Ann Fischer

University Lecturer, Bilingual/Bicultural Education, COE
B.A., Elmhurst College, 1972
M.A., Northeastern Illinois University, 1995
M.A., Governors State University, 2003

Dorothea Fitzgerald

Director, Cohort, COE
B.A., Clark College, 1968
M.A., DePaul University, 1973
Ed.D., Loyola University, 1985

Richard Fox

University Lecturer, Physics and Astronomy, CAS
B.S., Loyola University, Chicago, 1988
M.S., DePaul University, Chicago, 1993

Susan Gaffney

Associate Professor, Public Administration, CAS
B.A., Northern Illinois University, 1988
M.P.A., Governors State University, 1992
Ph.D., University of Illinois at Chicago, 1997

Dianna Galante

Professor, Mathematics and Secondary Education, CAS
B.S., University of Illinois at Chicago, 1976
M.Ed., National-Louis University, 1992
M.S., University of Illinois, Chicago, 1998
Ph.D., Illinois State University, 2002

Sandra E. Gandy

Associate Professor, Reading, COE
B.A., Evangel University, 1965
M. El. Ed., University of Hawaii, 1968
M.A., Lewis University, 1997
Ph.D., University of Illinois at Chicago, 2007

Xinghua Gao

Assistant Professor, Finance, COB
B.A., Fudan University, 1985
M.B.A., Wayne State University, 2004
M.S.A., Wayne State University, 2007
Ph.D., Wayne State University, 2012

Donna Gellatly

Professor Emeritus, CHHS
B.S., DePaul University, 1969
M.B.A., DePaul University, 1972

Linda Geller

Associate Professor, Library Science, UL
B.A., Northern Illinois University, 1986
M.A., Northern Illinois University, 1990
M.S.Ed., Northern Illinois University, 2002

Ann Glascoff

Professor Emeritus, UL
B.A., University of Wisconsin, 1965
M.A.L.S., University of Wisconsin, 1966

Levi Glass

University Lecturer, Social Work, CHHS
M.S.W., University of Illinois at Chicago, 1978

Lorri Glass

Associate Professor, Social Work, CHHS
B.A., Valparaiso University, 1978
M.S.W., University of Illinois at Chicago, 1980
Ph.D., University of Illinois at Chicago, 2007

Alexandra Glumac

University Lecturer, Communication, CAS
B.S., Illinois State University, 1985
M.S., Illinois State University, 1998

Diane Gohde

University Lecturer, Biology, CAS
B.S., Governors State University, 2001
M.S., Governors State University, 2006
Ph.D., City University of New York, 2008

James E. Golding

Lecturer, Addiction Studies, CHHS
B.A., Arizona State University, 2002
B.S., Arizona State University, 2002
M.H.S., Governors State University, 2004

David Golland

Assistant Professor, History, CAS
B.A., City University of New York, 2000
M.A., University of Virginia, 2002
Ph.D., City University of New York, 2008

Jayne (Henson) Goode

Assistant Professor, Communications, CAS
B.A., Ball State University, 2002
M.A., Ball State University, 2004
Ph.D., University of Missouri - Columbia, 2010

Michael Gordon

University Lecturer, Instructional Technology, COE
B.A., University of Southern California, 1967
M.Ed., University of Illinois at Urbana-Champaign, 1993

Barbara Gormley

Associate Professor, Psychology, COE
B.A., University of Michigan, 1984
M.A., Central Michigan University, 1996
Ph.D., Michigan State University, 2002

David Green

Chair, Division of Accounting, Finance, MIS, and Economics
Associate Professor, Management Information Systems, COB
B.B.A., Morehead State University, 2001
M.B.A., Morehead State University, 2002
Ph.D., Southern Illinois University at Carbondale, 2005

Bonnie Gregg

Academic Advisor, Psychology and Counseling, COE
A.A.S., Kankakee Community College, 1990
B.A., Governors State University, 1999
M.A., Governors State University, 2004

Erin Grey-Avis

Assistant Professor, Biology, CAS
B.A., University of Delaware, 2003
M.S., University of Chicago, 2006
Ph.D., The University of Chicago, 2009

Jennifer Groebner

Senior University Lecturer, Health Administration, CHHS
B.S.N., Millikin University, IL 1990
M.H.A., Governors State University, 1999
Ed.D., Northern Illinois University, DeKalb, 2012

Harriet Gross

Professor Emeritus, CAS
B.A., Northwestern University, 1958
M.A., Northwestern University, 1960
Ph.D., The University of Chicago, 1974

Giesela Grumback

Assistant Professor, Social Work, CHHS
B.A., Trinity Christian College, 1984
M.S.W., Loyola University, Chicago, 1986

Timothy Gsell

Professor, Biology, CAS
B.S., University of Dayton, 1988
Ph.D., University of Dayton, 1994

Pamela Guimond

Associate Professor, Biology and Secondary Education, CAS
B.S., Governors State University, 1987
M.S., Governors State University, 1993
Ed.D., Northern Illinois University, 2004

Katherine Haan

Coordinator, International Services, EMM
B.A., Purdue University, 2009

Cheryl Hague

University Lecturer, English and Secondary Education, CAS
B.A., Governors State University, 1995
M.A., Governors State University, 1999

Reino W. Hakala

Professor Emeritus, CAS
A.B. Columbia University, 1946
M.A., Columbia University, 1947
Ph.D., Syracuse University, 1965

Judy Hannigan

Senior University Lecturer, Special Education, COE
B.S.Ed., Chicago State University, 1971
M.S.Ed., University of Illinois, 1977

Elizabeth Hansen-Shaw

Professor Emeritus, UL
B.A., Western Illinois University, 1971
M.A., University of South Florida, 1979
M.P.A., Governors State University, 1991

Michael Hart

University Lecturer, Art, CAS
B.F.A., Illinois State University, 2001
M.F.A., Alfred University, 2004

Lisa (Hendrickson) Helm

Coordinator of Academic Advising and Student Support Services, CAS
B.S., Northern Illinois University, 1989
M.S., Kansas State University, 2012

Luke Helm

Coordinator of Assessment, Internships and Outreach, CAS
B.A., Governors State University, 1998
M.P.A., Governors State University, 2005

Katherine Helm-Lewis

Licensed Clinical Psychologist, Clinical Training Supervisor, SA
M.A., Southern Illinois University, 1998
Ph.D., Southern Illinois University, 2001

Walter Henne, Jr.

Associate Professor, Chemistry, CAS
B.S., Governors State University, 1996
M.S., Governors State University, 1999
Ph.D., Purdue University, 2007

Shavron Henry

Academic Advisor, CHHS
B.A., Southern Illinois University at Edwardsville, 2003

Raquel Herrera-Byrne

> University Lecturer, Bilingual/Bicultural Education, COE
> B.A., Loyola University, 1997
> M.A., Governors State University, 2002

Kathleen Hickey

> Assessment Coordinator, COE
> B.A. St. Xavier University, 1971
> M.A. St. Xavier University, 1990
> Ph.D., Illinois State University, 2010

Nell Hill

> University Lecturer, Continuing Education, SXL
> B.A., Brigham Young University, 1994
> M.E., Ferris State University, 2004

Reinhold Hill

> Dean, College of Arts and Sciences
> B.A., Brigham Young University, 1994
> M.A., University of Louisiana, 1996
> Ph.D., University of Missouri, 2001

Katy Hisrich

> Assistant Professor, Early Childhood Education, COE
> B.S., Vanderbilt University, 2001
> M.E., The University of North Carolina at Charlotte, 2006
> Ph.D., Arizona State University, 2010

LaTonya Holmes

> Freshman Advising Coordinator, SA
> B.A., Governors State University, 1999
> M.A., Governors State University, 2006

Glenna Howell

> Associate Professor, Reading and Language Arts, COE
> B.A., University of Missouri, Kansas City, 1970
> M.A., University of Missouri, Kansas City, 1973
> Ph.D., University of Missouri, Kansas City, 1978

James Howley

Director of Interdisciplinary Studies and Student Academic Affairs, CAS
B.A., DePaul University, 1988
M.A., Ohio State University, 1991
Ph.D., University of Illinois at Urbana-Champaign, 1998

Chris Huang

Registrar
B.A., Calvin College, 1998
M.A., Purdue University at Calumet, 2005

Jane Rhoades Hudak

Professor, Art and Arts Education, CAS
B.F.A., Capital University, 1976
Ph.D., The Ohio State University, 1987

Sharon Hudson

University Lecturer, Communications, CAS
B.A., Governors State University, 1993
M.A., Governors State University, 1995
Ed.D., Northern Illinois University, 2002

Lidia Huerta

Senior University Lecturer, Communication Disorders, CHHS
B.S.W., Loyola University of Chicago, 1990
B.H.S., Governors State University, 1997
M.H.S., Governors State University, 2000

Jestina Hughes-Burke

Academic Advisor, CAS
B.A., Governors State University, 1997
M.A., Governors State University, 1998

Cynthia Hutson

Academic Advisor, COE
B.A., Southern Illinois University, 1982

Nicholas Hyer

Academic Advisor - Cohort, EMM
B.S., University of Wisconsin, 2009
M.S., University of Wisconsin, 2012

Steve Hyzny

University Lecturer, Computer Science, CAS
B.S., Saint Mary's University, 1983
M.S., Capella University, 2006

Olumide Ijose

Associate Professor, Organizational Behavior and Human Resources, COB
B.S., University of Ibadan, Nigeria, 1982
M.A., Fisher School of Business, The Ohio State University, 1987
Ph.D., The Ohio State University, 1989

Akkanad M. Isaac

Professor Emeritus, COB
B.S., Kerala University, 1954
M.S., Lehigh University, 1967
Ph.D., Lehigh University, 1969

Caron Jacobson

University Lecturer, Criminal Justice, CAS
B.S., Wayne State University, 1991
M.P.A., Wayne State University, 1994

Deborah James

Assistant Professor, Media Communication, CAS
B.A. University of Guelph, 1999
M.A., New School for Social Research, 2003
Ph.D. Wayne State University, 2011

Raven James

Associate Professor, Addiction Studies, CHHS
B.S., Binghamton University, 1995
M.Ed., Widener University, 2005
Ed.D., Widener University, 2007

Dianne Jamison

Assistant Professor, Nursing, CHHS
B.S.N., University of Illinois, 1977
M.S.N., University of Illinois, 1982
Ph.D., Northwestern University, 1995

Gretchen Jankowski

University Lecturer, Art, CAS
B.F.A., Columbia College Chicago, 2006
M.F.A., California State University, 2010

Kim Jaroszewski

University Lecturer, Psychology, COE
B.S., Loyola University Chicago, 1992
M.A., University of Illinois at Chicago, 1997

Susan Ji

Associate Professor, Finance, COB
B.A., Tianjin University, 1995
M.S., Tianjin University, 1997
Ph.D., Florida State University, 1998
Ph.D., Arizona State University, 2003

Yonghong Jia

Assistant Professor, Accounting, COB
B.S., Harbin Institute of Technology, 1990
M.S., Huazhong Technology University, 1993
M.S., Wayne State University, 2006
Ph.D., Wayne State University, 2011

Rosemary Johnsen

Professor, English, CAS
B.A., Michigan State University, 1987
M.A., Michigan State University, 1990
Ph.D., Michigan State University, 1997

Carla M. Johnson

Academic Advisor, COE
A.A.S., Prairie State College, 1998
B.A., Governors State University, 2001
M.A., Governors State University, 2009

Elizabeth Johnson

Associate Professor, History, CAS
B.S., Jackson State University, 1988
B.A., Metropolitan State University, 1994
M.S., Minnesota State University-Mankato, 1999
Ph.D., Bowling Green State University, 2004

Vincent R. Jones

Associate Professor, Criminal Justice, CAS
B.A., Illinois State University, 1979
J.D., John Marshall Law School, 1988

Elizabeth Joseph

Director, Auxiliary Services and Housing
B.A., Tusculum College, Greeneville, TN, 1976
M.S., Southern Illinois University, Carbondale, 1978

Agne Juskaite

Academic Advisor, Dual Degree Program, EMM
B.A., Saint Xavier University, Chicago, 2009
M.A., Robert Morris University, Chicago, 2012

Nancy Kaczmarczyk

External Programs Manager, CAS
B.S., DePaul University, 1983
M.B.A., DePaul University, 1989

Jeffrey Kaiser

Professor Emeritus, COE
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

Senior University Lecturer, Occupational Therapy, CHHS
B.S. Benedictine University, 1985
M.S. Rush University, 1987

Falon Kartch

Assistant Professor, Communication Studies, CAS
B.A., Northern Illinois University, 2007
M.A., Northern Illinois University, 2007
Ph.D., University of Wisconsin, Milwaukee, 2013

Marsha Katz

Professor Emeritus, COB
B.A., State University of New York at Stony Brook, 1969
M.A., Michigan State University, 1971
Ph.D., Michigan State University, 1978

Robert Kaufmann

University Lecturer, Mathematics, CAS
B.A., Concordia Teachers College, 1971
M.S., Southern Illinois University, 1975
M.A., Governors State University, 2003

William Kelley

University Lecturer, Social Science, CAS
B.A., Rice University, 1976
M.A, University of Chicago, 1982
Ph.D., University of Chicago, 1996

Maureen Kelly

Director, Governmental and Community Relations,
President's Office
B.A., Northern Illinois University, 1981

Alexis Kennedy

General Counsel
B.A., University of Illinois, 1968
J.D., The University of Chicago, 1976

Stephen Kent

University Lecturer, Chemistry, CAS
B.A. Arts, Governors State University, 1982
M.S., Governors State University, 1987
M.B.A., Governors State University, 1993

Tricia Kerns

University Lecturer, Management, COB
B.A., Governors State University, 2003
M.B.A., Governors State University, 2006
Ed.D., Olivet Nazarene University, 2011

Paul R. Keys

Professor Emeritus, CHHS
B.S., St. Louis University, 1961
M.S.W., St. Louis University, 1971
Ph.D., University of Wisconsin, Milwaukee,1983

Kyrie-Eleison Kirkland

Academic Advisor, Dual Degree Program, Admissions
M.E., Grand Valley State University, 2012

Karen Kissel

Assistant Vice President, Business Operations
B.A., Saint Mary's College, 1991
M.B.A., University Of Notre Dame, 2004

Diane Kjos

Professor Emeritus, COE
B.S., Syracuse University, 1973
M.A., Governors State University, 1974
Ph.D., Loyola University, 2000

Phyllis Klingensmith

Professor, Physiology, CAS
B.S., Pennsylvania State University, 1979
M.S., Ohio State University, 1981
Ph.D., Purdue University, 1984

Jeannine Klomes

Associate Professor, Early Childhood Education, COE
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

Patricia Knowles

University Lecturer, Nursing, CHHS
B.A., Aurora University, IL, 1991
M.S., North Park University, 1998
Post-MA Certificate in Nurse Practitioner, North Park University, 1991
Post-MA Certificate in Family Nurse Practitioner, North Park University, 2010

Ana Kong

Professor Emeritus, CAS
B.S., Far Eastern University, Manila, 1962
M.S., University of Illinois, 1969
Ph.D., University of Illinois, 1973

Nicole Koonce

Assistant Professor, Communication Disorders, CHHS
B.S., University of Central Oklahoma, 1998
M.A., Oklahoma State University, 2000
Ph.D., University of Illinois at Chicago, 2012

Frances Kostarelos

Professor, 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

Arness Krause

University Lecturer, Communication, CAS
B.A., Governors State University, 2002
M.A., Governors State University, 2004

Marco Krcatovich

Director, Institutional Research and Effectiveness
B.S., University of Michigan, 2005
M.S.E., University of Pennsylvania, 2007

Kevin Kredens

Head Cross Country Coach, SA
B.A., University of Northern Colorado, 1990
M.S., University of Northern Colorado, 1991

William Kresse

Assistant Professor, Accounting, COB
B.B.A., University of Notre Dame, 1980
J.D., University of Illinois, 1985
M.S., University of Illinois, 1996

Ranmohotti Kulugammana

Assistant Professor, Chemistry, CAS
B.S., University of Kelaniya, Sri Lanka, 2001
Ph.D., Clemson University, 2008

Shailendra Kumar

Professor, Organic Chemistry, CAS
B.S., University of Delhi, 1971
M.S., University of Delhi, 1973
Ph.D., University of Missouri, 1981

Anthony Labriola

Professor, Media Studies, CAS
B.A., University of Illinois, 1972
M.F.A., Ohio University, 1978

Nikki LaGrone

Specialist, Online Instruction, COTL

Eileen Lally

Academic Advisor, COE
B.S., Chicago State College, 1970
M.A., Columbia College, 1994

Mary Lanigan

Associate Professor, Communications and Training, CAS
B.A., University of Illinois at Urbana-Champaign, 1986
M.S., Illinois State University, 1988
M.S., Indiana University, 1994
M.S., Indiana University, 1995
Ph.D., Indiana University, 1997

Michael Larson

University Lecturer, Economics, COB
B.S., DePaul University, 1998
M.B.A., Governors State University, 2007

Angela Latham

Professor, Communication Studies, CAS
B.A., Olivet Nazarene University, 1983
M.S., University of North Texas, 1986
Ph.D., University of Illinois at Urbana-Champaign, 1997

Annie Lawrence-Brown

Professor Emeritus, CHHS
Certificate Public Health Nursing, Loyola University Chicago, 1952
B.S.N.Ed., DePaul University, 1953
M.S.N.Ed., DePaul University, 1957
Ed.D., Illinois State University, 1987

Jonathan Lee

Director, International Student Services, EMM
B.A., Purdue University, 2004
M.S.A., Purdue University, 2010

Sang Hoon Lee

Associate Professor, Media Communications, CAS
B.A., Sogang University, Seoul, Korea, 1997
M.F.A., School of the Art Institute of Chicago, 2002

Robert E. Leftwich

Professor Emeritus, CHHS
B.S.N., Baylor University, 1963
M.S., Northern Illinois University, 1970
Ph.D., Clayton University, 1977

Paula Levickas

Academic Advisor, CAS
B.A., St. Xavier University, 1994
M.A., Governors State University, 2004

Larry Levinson

Professor, Political Science, CAS
B.A., Washington University, St. Louis, 1974
M.A., University of Wisconsin, Madison, 1975
Ph.D., The University of Chicago, 1987

Martha Mathews Libster

Professor, Nursing, CHHS
B.S, New York University, 1981
B.S.N, Mount St. Mary's, 1987
M.S.N, University of Colorado, 1999
Ph.D., Oxford Brookes University, 2004

Yalu Lin

University Lecturer, Computer Science, CAS

Jagan Lingamneni

Professor Emeritus, 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

Sonya Lorelle

Assistant Professor, Counseling, COE
BS, Missouri State University, 1999
MS, Missouri State University, 2002
Ph.D., Old Dominion University, 2010

Ning Lu

Professor, Health Administration, CHHS
B.S.N. Medical College of Beijing Military Academy, China 1986
M.P.H., University of Pittsburgh, 1994
Ph.D., University of South Carolina, 1998

Jay Lubinsky

Professor Emeritus, CHHS
B.A., Brooklyn College, 1967
M.S., Brooklyn College, 1972
Ph.D., Case Western Reserve University, 1977

Changyue Luo

Assistant Professor, Operations Management, COB
B.S., University of Science and Technology, Beijing, 1994
MS, University of Science and Technology of China, 1997
Ph.D., University of Minnesota, 2005

Tonishea Mack

Assistant Women's Basketball Coach, SA

Nancy J. MacMullen

Chair, Department of Nursing, CHHS
Associate Professor, Nursing, CHHS
B.S.N., Loyola University of Chicago, 1965
M.S.N., Loyola University of Chicago, 1979
Ph.D., Loyola University of Chicago, 1991

Elaine P. Maimon

President
B.A., University of Pennsylvania, 1966
M.A., University of Pennsylvania, 1967
Ph.D., University of Pennsylvania, 1970

Shannon Maldonado

Program Coordinator, Interdisciplinary Studies, CAS

Barbara A. Mandel

University Lecturer, FSTC, COE
B.S., Concordia University, 1968
M.A., Valparaiso University, 1968

Richard Manprisio

University Lecturer, Computer Science, CAS
B.S., DeVry University, 2006
M.S., Keller Grad Schl. of Mgmt., DeVry University, 2008

Andrae Marak

Chair, Division of Humanities and Social Science, CAS
Associate Professor, History and Political Science, CAS

B.A., Marquette University, 1993
M.A., Syracuse University, 1995
Ph.D., University of New Mexico, 2000

Khalil Marrar

Assistant Professor, Political Science, CAS
B.S. Illinois State University, 1999
M.S. Illinois State University, 2001
Ph.D., Loyola University, 2007

David Matteson

Professor Emeritus, COE
B.A., Alfred University, 1960
B.D., Colgate Rochester Divinity School, 1964
Ph.D., Boston University, 1968

Larry Maucieri

Associate Professor, Counseling, COE
B.A., University of Illinois at Urbana-Champaign, 1991
M.A., New York University, 1998
Ph.D., Fordham University, 2003

Sandra A. Mayfield

Professor Emeritus, CHHS
B.S., Colorado State University, 1971
M.A., Case Western Reserve University, 1972
Ph.D., University of Wisconsin, Madison, 1980

Megan McCaffrey

Assistant Professor, Reading, COE
B.S., Kutztown University, Kutztown, PA, 1990
M.S., Central Connecticut State University, 2000
M.S., University of Illinois at Urbana, Champaign, 2010
Ph.D., The University of Arizona, 2014

Linda L. McCann

Academic Advisor - Senior Status, CHHS
A.A., Moraine Valley Community College, 1995
B.A., Governors State University, 1997
M.A., Governors State University, 1999

M.A., Governors State University, 2002
M.P.A., Governors State University, 2006

Kelly McCarthy

Assistant Vice President, Student Support Services, SA
B.A., University of Illinois at Chicago, 1980
M.A., DePaul University, 1990

Alicia Rodman McCray

Director, Metropolitan Institute for Leadership in Education, COE
B.A., University of Illinois at Chicago, 1973

Brian J. McKenna

Associate Professor, Accounting, COB
B.S., Northern Illinois University, 1974
J.D., John Marshall Law School, 1977
L.L.M., DePaul University, 1983
M.B.A., University of Chicago, 1988

Michele McMaster

University Lecturer, Communication, CAS
B.A., Knox College, 1971
M.A., Governors State University, 1975
M.A., Governors State University, 1989
Ph.D., The Union Institute & University, 1999

Paula McMullen

Academic Advisor - Senior Status, COE
B.A., Saint Xavier University, Chicago, 1994
M.A., Governors State University, 2004

David Meadows

Executive Vice President, Executive Administration

Cheryl Mejta

Chair, Department of Addiction Studies and Behavioral Health, CHHS
Professor, Addictions Studies & Behavioral Health, CHHS
B.S., Bradley University, 1973

M.A., Bradley University, 1974
Ph.D., Illinois Institute of Technology, 1981

Evelina Mengova

Associate Professor, Economics, COB
M.A., Sofia University, 1997
M.A., Central European University, 1999
Ph.D., Georgetown University, 2005

Rebecca Michel

Assistant Professor, School Counseling, COE
B.S., Bradley University, 2005
B.S., Bradley University, 2006
M.A. Bradley University, 2007
Ph.D., Old Dominion University, 2012

Dwayne Mitchell

University Lecturer, Health Administration, CHHS
B.S., Illinois State University, 1982
M.H.A., Governors State University, 1984

Praggyan 'Pam' Mohanty

Assistant Professor, Marketing, COB
B.A., Ravenshaw College, Utkal University, India, 1997
M.B.A., Institute for Technology & Management,
Mumbai, India, 1999
Ph.D., University of Missouri, 2011

Sonya Monroe

Professor Emeritus, CHHS
B.A., University of Illinois, 1959
M.S.W., University of Illinois, 1961
Ed.D., Western Michigan University, 1981

Lori Montalbano

Chair, Division of Communication, Visual and Performing Arts
Associate Professor, Communication Studies, CAS
B.A. Indiana University Northwest, 1986
M.A. Purdue University Calumet, 1990
Ph.D. Southern Illinois University at Carbondale, 1995

Jennifer Morehead Farmer

Director, Office of Sponsored Programs and Research
B.S., Indiana University, 2000
M.A., University of Phoenix, 2003
M.B.A., University of Notre Dame, 2009

Joyce C. Morishita

Professor Emeritus, CAS
B.A., Northwestern University, 1965
M.A., Northwestern University, 1966
Ph.D., Northwestern University, 1979

Kerri Morris

Associate Professor, English, CAS
B.A., Wayland University, 1983
MA, Texas Christian University, 1987
PhD, Texas Christian University, 1989

Carol Morrison

Director, Family Development Center, COE
B.S., Purdue University, 1993
M.S., Pacific Oaks College, 2001

Lydia Morrow Ruetten

Dean, University Library
Professor, Library Science, UL
B.S., University of Wisconsin, Parkside, 1985
M.L.I.S., University of Wisconsin, Milwaukee, 1988
M.B.A., Governors State University, 1993

Melvyn M. Muchnik

Professor Emeritus, CAS
B.S., University of Maryland, 1960
M.A., University of Maryland, 1966
Ph.D., University of Denver, 1973

Rashidah J. Muhammad

Professor, English and Secondary Education, CAS
B.A., Michigan State University, 1989

M.A., Michigan State University, 1991
Ph.D., Michigan State University, 1995

James A. Munz

University Lecturer, Health Administration, CHHS
B.S., Governors State University, 1979
M.H.A., Governors State University, 1996

Daniel Nearing

Professor, Media Communications, CAS
B.A., University of Calgary, 1984
M.A., University of Toronto, 1989
M.F.A., University of Toronto, 1992

Michel Nguessan

Associate Professor, Library Science, UL
B.A., Université Nationale de Côte-d'Ivoire, 1989
M.A., Université Nationale de Côte-d'Ivoire, 1990
Ph.D., University of Illinois at Urbana- Champaign, 1995
M.Eng., Université du Québec, Montreal, 2000
M.S.I., University of Michigan, Ann Arbor, 2004
Ph.D., Computer Science, University de Sherbrooke, QC Canada, 2012

Ravi Nigam

Associate Professor, Communication Disorders, CHHS
B.S., University of Mysore, India, 1983
M.S., University of Mysore, India, 1988
Ph.D., Purdue University, 1999

Charles Nolley

Director, Digital Learning and Media Design, CAS
B.A., University of Montana, 1975
M.A., University of Montana, 1980

Margaret Nugent

Writing Center Coordinator, SA
B.S., Illinois State University, 1989
M.A., Bradley University, 1991
D.A., Illinois State University, 1997

David A. O'Donnell

Senior University Lecturer, Addiction Studies, CHHS
A.A., College of Marin, 1976
B.A., Governors State University, 1984
M.H.S., Governors State University, 1990

Roberta O'Shea

Professor, Physical Therapy, CHHS
B.S., St. Louis University, 1986
M.S., DePaul University, 1990
Ph.D., University of Illinois at Chicago, 1996
DPT, Governors State University, 2014

Ashley Ottmann

Head Coach, Volleyball, SA

Nabil Ouassini

Assistant Professor, Criminal Justice, CAS
B.A., University of Nevada, 2002
M.A., University of Nevada, 2006

Geraldine Outlaw

Chair, Department of Social Work, CHHS
Professor, Social Work, CHHS
B.A., University of Illinois at Chicago, 1970
M.S.W., University of Illinois at Chicago, 1982
Ed.D., Northern Illinois University, 2001

Peter Palanca

Senior University Lecturer, Addiction Studies, CHHS
B.A., St. Mary's University, 1973
M.A., St. Mary's University, 1977

Milan Panic

University Lecturer, English, CAS
B.A., University of Zagreb, 1978
B.A., University of Zagreb, 1979
B.A., University of Zagreb, 1979
M.A., Northeastern Illinois University, 1983

Beth Parin

Associate Professor, Digital Imaging and Photography, CAS
B.F.A., St. Mary's College, 2000
M.F.A., Cranbrook Academy of Art, 2002

Soon-Ok Park

Professor, Computer Science, CAS
B.S., Sogang University, Korea, 1979
M.S., Marquette University, 1983
Ph.D., Illinois Institute of Technology, 1994

Mazna Patka

Assistant Professor, Psychology, COE
B.A., DePaul University, 2005
M.A., DePaul University, 2007
Ph.D., Portland State University, 2014

June O. Patton

Professor Emeritus, CAS
B.A., Roosevelt University, 1967
M.A., Roosevelt University, 1968
M.S.T., The University of Chicago, 1971

Nancy Paus

University Lecturer, Mathematics and Secondary Education, CAS
B.S., Western Illinois University, 1974
M.E., Indiana Wesleyan University, 1995

Timothy Pedigo

University Lecturer, Psychology, COE
B.A., Trinity College, 1981
Ph.D., Illinois Institute of Technology, 1987

John Perry

Director, Financial Aid, SA
B.A., Olivet Nazarene University - 2002
M.A., Olivet Nazarene University - 2004
Ed.D., Olivet Nazarene University - 2014

Vickie Person

Assistant Professor, Education, COE
B.S., Ohio University, 1985
M.A., Olivet Nazarene University, 2007
Ed.D., Olivet Nazarene University, 2010

Karen Peterson

Professor Emeritus, COE
Director, Alternative Certification Partnership, COE
B.A., Elmhurst College, 1971
M.A., Governors State University, 1975
Ph.D., Vanderbilt University, 1995

Emily Petkus

Clinical Mental Health Counselor, Academic Resource Center, SA

Virginio Piucci

Professor Emeritus, COB
B.E., State University of New York (New Paltz), 1949
M.A., Columbia University, 1951
Ed.D., University of Florida, 1955

Judy L. Platt

Director of Clinical Education, Communication Disorders, CHHS
B.S., Southern Illinois University at Carbondale, 1975
M.H.S., Governors State University, 1980

Evie Wexler Plofsky

University Lecturer, Early Childhood Education, COE
B.S., Southern Illinois University, 1981
M.A., Southern Illinois University, 1988

Sylvia Ponce De Leon

Associate Director of Financial Aid, SA
B.S. University of Illinois at Urbana - Champaign, 2001

John Powers

Academic Advisor, CHHS
B.A., Defiance College, 1971
M.Div., United Theological Seminary, 1977

Suzanne Prescott

Professor Emeritus, COE
B.A., Lake Forest College, 1963
M.A., University of Chicago, 1965
Ph.D., University of Chicago, 1974

Robert Press

Professor Emeritus, COE
B.A., Antioch College, 1960
M.A., New York University, 1962

Kim Prokes

University Lecturer, Communication Disorders, CHHS
B.S., Western Illinois University, 1973
M.A., Western Illinois University, 1974

Linda Proudfit

Professor Emeritus, COE
B.A., University of Northern Iowa, 1970
M.A., University of Northern Iowa, 1971
Ph.D., Indiana University, 1980

Michael Purdy

Professor Emeritus, CAS
B.S., State University of New York at Albany, 1967
M.S., Kansas State University, 1969
Ph.D., Ohio University, 1973

Jelena Radovic-Fanta

Assistant Professor, Anthropology and Sociology, CAS
M.A., 2006
Ph.D., 2012

Ujvala Rajadhyaksha

Assistant Professor, Management Studies, COB
Ph.D., Indian Institute of Management, Ahmedabad, India 1996

Zo Ramamonjiarevlo

Instructor, Health Administration, CHHS
B.A., Antananarivo, Madagascar, 1988
M.B.A., University of Alabama, 2006
Ph.D., University of Alabama at Birmingham, 2012

Hugh Rank

Professor Emeritus, CAS
B.A., University of Notre Dame, 1954
M.A., University of Notre Dame, 1955
Ph.D., University of Notre Dame, 1969

Juan Reed

University Lecturer, Social Work, CHHS
B.A., Holy Redeemer College, 1973
M.S.W., Loyola University, 1981
D.Min., Catholic Theological Union, 2004

Vinicio Reyes

Professor Emeritus, COE
L.I.C., Catholic University of Ecuador, 1960
M.Ed., Loyola University, Chicago, 1968
Ph.D., Loyola University, Chicago, 1975

David Rhea

Associate Professor, Communication, CAS
B.A., Pepperdine University, 2000
M.A., University of Arizona, 2003
Ph.D., University of Missouri - Columbia, 2007

Kevin Riley

University Lecturer, Chemistry, CAS
B.S., Governors State University, 1989
M.S., Governors State University, 1994

Yvette Roberts

Visiting Professor, Nursing, CHHS
B.S., Rush University, Chicago, 1982
M.H.A., Governors State University, 1987
M.S.N., Governors State University, 2010
M.S., University of Illinois at Chicago, 2005
D.N.P, Governors State University, 2013

Patricia Robey

Associate Professor, Counseling, COE
A.A.S., Prairie State College, 1992
B.A., Governors State University, 1994
M.A., Governors State University, 1997
M.A., Governors State University, 2003
Ed.D., Northern Illinois University, 2009

Kelly Robinson

Academic Advisor, Nursing, CHHS

Rick Romeli

Assistant Men's Basketball Coach, SA

Cynthia Romnowski

Assistant Professor, Technical Services Librarian, Library
B.A., Grand Valley State University, 1998
M.A., Dominican University, 2002
M.A., Elmhurst College, 2014

Roshaunda Ross

Director, Dual Degree Program, SA
B.A., Indiana University, 2003
M.A., Indiana University, 2005

Caren C. Rossow

University Lecturer, Health Administration, CHHS
A.D.N., Southwestern Michigan College, 1978
B.S. Andrews University, 1980
M.S.A. University of Notre Dame, 1998
C.I.H., Central Michigan University, 2011
D.H.A. Central Michigan University, 2012

Winfried Rudloff

Professor Emeritus, CAS
Diploma, University of Hamburg, Germany, 1952
Diploma, University of Heidelberg, Germany, 1959
Ph.D., Illinois Institute of Technology, 1965

Elizabeth Ruiz

Associate Professor, Psychology, COE
B.S., University of Notre Dame, 1982
Ph.D., Northwestern University Medical School, 1995

Steven Russell

Professor, Multi-Categorical Special Education, COE
B.S., Bowling Green State University, 1971
M.Ed., University of Toledo, 1977
Ph.D., University of Michigan, Ann Arbor, 1981

Aheda Saber

University Lecturer, Computer Science, CAS
B.S., University of Jordan, Amman, Jordan, 1973
M.S., American University of Beirut, 1975
Ph.D., Indiana University, 1984

Joao Salm

Assistant Professor, Humanities and Social Science, CAS
B.L., University of Santa Catarina, 1999
M.A., University of Santa Catarina, 2002
Ph.D., Arizona State University, 2009

Linda Samson

Professor, Nursing and Health Administration, CHHS
B.S.N., Emory University, 1972
M.S .N., Emory University, 1973
Ph.D., University of Pennsylvania, 1989

Adelle Sanders

Associate Professor, Social Work, CHHS
B.S., University of California, Davis, 1977

M.S.W., California State University, Sacramento, 1980
D.P.A., University of Southern California, 2003

Sheree Y. Sanderson

Assistant Dean of Students, SA
B.A., Governors State University, 1999
M.A., Governors State University, 2000

Patrick Santoro

Assistant Professor, Communications, CAS
B.A., University of South Florida, 2001
M.A., University of South Florida, 2005
Ph.D., Southern Illinois University, 2010

Gökçe Sargut

Assistant Professor, Management, COB
B.A., Bilkent University, 1992
M.B.A., University of Illinois at Urbana-Champaign, 1994
Ph.D., Columbia University, 2005

Nancy Schlaes

Professor Emeritus, UL
M.S., Governors State University, 1993
M.A., Rosary College, 1987
B.S., University of Illinois, 1977

Randi Schneider

Associate Vice President for Enrollment Management, SA
A.A., Oakton Community College, 1981
B.S., Illinois State University, 1983
M.S., Illinois State University, 1987
Ed.D., University of Illinois, 1999

Amy Schoenberg

Study Abroad Coordinator, International Services, EMM
B.A., The American University, Rome, Italy, 2004
M.A., Roma Tre University, Rome, Italy, 2008

Caren Schranz

Academic Fieldwork Coordinator, CHHS
Assistant Professor, Occupational Therapy, CHHS
M.S. Rush University, Chicago, 1986
Dr.O.T., Governors State University, 2011

Paul Schranz

Professor Emeritus, CAS
B.F.A., Ohio University, 1970
M.A., Governors State University, 1973
M.F.A., Northern Illinois University, 1978

Rebecca Schreurs

Student Advisor, Continuing Education, XL

Dale Schuit

Professor, Physical Therapy, CHHS
B.S., St. Louis University, 1976
M.S., The Ohio State University, 1981
Ph.D., University of Illinois, 1988

Tamekia M. Scott

Coordinator of Community Standards, SA
B.S., Southern Illinois University, Carbondale, 2004
M.S.Ed., Southern Illinois University, Carbondale, 2006

Michelle Sebasco

Academic Advisor, Humanities and Social Sciences, CAS
B.A., Eastern Illinois University, 2001

Colleen M. Sexton

Associate Provost and Associate Vice President of Academic Affairs
Professor of Science Education
B.S., Quincy University, 1976
M.A., Governors State University, 1980
Ph.D., Ohio University, Athens, 1991

Farouk Shaaban

Professor, Business Administration, COB
B.C., Alexandria University, 1960

M.S., Southern Illinois University, 1966
Ph.D., University of Illinois, 1972

Aslam Shahid

University Lecturer, Computer Science, CAS
B.S., University of Illinois Chicago, 1998
M.S. Governors State University, 2002

Xiaobo She

Assistant Professor, Elementary Education, COE
B.A., Sichuan University, Chengdu China, 2002
M.A., Texas Tech University, 2006
Ph.D., Texas Tech University, 2011

Aida Shekib

Professor, Business Administration, COB
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

Yun-Yau (Steve) Shih

Chair, Division of Computing, Mathematics, and Technology CAS
Professor, Computer Science, CAS
B.S., Tunghai University, Taiwan, 1983
M.S., State University of New York, Binghamton, 1987
Ph.D., State University of New York, Binghamton, 1994

Joong-won Shin

Assistant Professor, Chemistry, CAS
B.S., Boston College, 2001
Ph.D., Yale University, 2004

Nancy Shlaes

Professor Emeritus, UL
B.S., University of Illinois, 1977
M.L.S., Rosary College, 1987
M. S., Governors State University, 1993

Ellen Silver-Horrell

University Lecturer, Education, COE
B.A., Governors State University, 1976
M.E., Saint Xavier University, 1997
Ed.D., Argosy University, 2014

John Simon

Associate Professor, Management, COB
B. Tech. Indian Institute of Technology, Madras, India, 1982
M.S., Northwestern University, 1983
Ph.D., Northwestern University, 1989

Robert Sinclair

Assistant Professor, Entrepreneurship, COB
B.A., Central Michigan University, 2003
M.B.A., Central Michigan University, 2004
Ph.D., University of Louisville, 2011

Christina Sintic

University Lecturer, Criminal Justice, CAS
B.S., Florida State University, 1998
M.A., Sam Houston State University, 2001

Joyce Sligar

Senior University Lecturer, Physical Therapy, CHHS
B.S., University of Missouri, 1967
M.B.A., Governors State University, 1989
M.A., Governors State University, 2002

Gerald Slowik

University Lecturer, Art, CAS
B.A., Olivet Nazarene University, 1995
M.F.A., Governors State University, 2008

Bradley Smith

Assistant Professor, Humanities and Social Science, CAS
M.A., Illinois State University, 2003
Ph.D., Illinois State University, 2010

Kevin Smith

Coordinator of Veterans and Military Personnel, SA
B.A., Governors State University, 2013

Tracy Kim Snow

University Lecturer, Counseling, COE
B.A., University of St. Francis, 1994
M.A., Governors State University, 2000

Divya Sood

Associate Professor, Occupational Therapy, CHHS
B.O.T., College of Allied Health Sciences, Manipal, India 2002
O.T.D., Washington University, School of Medicine, St. Louis, 2007

Joshua Sopiarz

Assistant Professor, Library Science, UL
B.A., Eastern Illinois University, 2002
M.A., Eastern Illinois University, 2004
M.S., University of Illinois at Urbana-Champaign, 2009

Catherine Sori

Professor, Counseling, COE
B.A., Purdue University, Calumet, 1992
M.S., Purdue University, Calumet, 1995
Ph.D., Purdue University, West Lafayette, 2000

Teri Sosa

Director of the Faculty Scholarship and Teaching Center
Associate Professor of Instructional Technology
B.A., Shimer College, 1972
M.B.A., Loyola University, 1981
Ed.D., Northern Illinois University, 2004

Jessica Specht

Career Counselor, SA
B.A., Purdue University, 2005
M.A., Governors State University, 2010

Shirley Spencer

Assistant Professor, Nursing, CHHS
B.S., St. Xavier University, 1988
M.S., St. Xavier University, 1991
Ph.D., University of Illinois, 2007

Lara Christina Stache

Assistant Professor, Communication Studies, CAS
B.S., Northeastern Illinois University, 2004
M.A., Northeastern Illinois University, 2009
Ph.D., University of Wisconsin, Milwaukee, 2013

Cynthia Staples

Recruitment Coordinator, Career Services
B.A., University of St. Francis, 1987
M.A., Governors State University, 2006

Michael Stelnicki

Professor Emeritus, CAS
B.A., DePaul University, 1961
M.A., Northwestern University, 1968
Ed.D., Northern Illinois University, 1980

Jeff Stevenson

Coordinator of the Art Gallery, CAS
B.S., Ohio State University, 1984
M.F.A., Ohio University, 1990

Pamela Stipanich

Academic Advisor, CHHS
B.S., Black Hills State University, 1989
M.A., Central Michigan University, 1996

Patricia Swaufield

University Lecturer, COE
B.A., University of Illinois, 1971
M.A., Lewis University, 1980

Robin L. Sweeney

Director, Student Disability Services and Career Advisor, SA
B.S., Illinois State University, 1984
M.A., Olivet Nazarene University, 1997

George Sweiss

University Lecturer, Computer Science, CAS
B.S.EE., University of Kent, England, 1972
M.S.EE., University of Surrey, England, 1977

Andrius Tamulis

Associate Professor, Mathematics, CAS
B.S., University of Illinois at Urbana-Champaign, 1983
M.S., Northwestern University, 1989
Ph.D., Indiana University, 1999

(Clare) Xueqing Tang

Professor, Computer Science, CAS
B.S., University of Science and Technology, China, 1984
M.S., University of Science and Technology, China, 1986
Ph.D., Rutgers, the State University of New Jersey, 1992

Jennifer Taylor

Academic Advisor, COB
B.A., Governors State University 2003
M.A., Governors State University 2004

Renee Theiss

Assistant Professor, Physical Therapy and Occupational Therapy, CHHS
B.S., Ithaca College, NY 1996
Ph.D., Northwestern University, 2005

Matthew Thiele

Visiting Assistant Professor, English, CAS
B.A., College of William and Mary, 2001
M.A., University of Virginia, 2005
Ph.D., Auburn University, 2011

Georgianna M. Thomas

University Lecturer, Nursing, CHHS
B.S.N., DePaul University, 1975
M.S.N., Northern Illinois University, 1979
Ed.D., Northern Illinois University, 1986

Angela Thompson

Assistant Professor, Mathematics and Secondary Education, CAS
B.A., University of Colorado, Boulder, 1993
M.Ed., University of Houston, 2001
Ph.D. Candidate, University of California, Santa Cruz, 2012

Claire L. Thompson

University Lecturer, Communication Disorders, CHHS
B.S., Elmhurst College, 1974
M.H.S., Governors State University, 1978
M.A., Governors State University, 2000

Robin Thompson

University Lecturer, English, CAS
B.A., Governors State University, 1996
M.A., Governors State University, 2000

Feng Tian

Associate Professor, Operations Management, COB
B.E., Xi'an Jiaotong University, 1992
M.E., Xi'an Jiaotong University, 1995
M.S., University of Cincinnati, 2000
Ph.D., Boston University, 2008

Michael Trendell

University Lecturer, Accounting, COB
B.A., Lewis University, 1990
M.B.A., Loyola University, 1993
Certified Internal Auditor, 1996
Certified Public Accountant, 1997

Cheryl Turrise

Academic Advisor, Dual Degree Program, Admissions
B.A., Loyola University - Chicago, 1993

Albert Tuskenis

Associate Professor, Psychology, COE
B.A., University of Illinois at Chicago, 1984
M.A., University of Illinois at Chicago, 1988
Ph.D., University of Illinois at Chicago, 1996

J. Christopher Tweddle

Assistant Professor, Mathematics, CAS
B.A., Ohio Wesleyan University, 1994
M.A., Bowling Green State University, 1997
Ph.D., University of Florida, 2006

Catherine Tymkow

Associate Professor, Nursing, CHHS
A.B., Clarke College, 1971
B.S., St. Xavier University, 1987
M.S., St. Xavier University, 1990
N.D., Rush University College of Nursing, 2001
Ed.D., Governors State University, 2015

Michael Underhill

University Lecturer, Psychology and Counseling, COE
B.A., Psychology, Governors State University, 2001
M.A., Psychology, Governors State University, 2006

Vicky Valancius-Mangel

Visiting Professor, Biology, CAS
B.S., University of Illinois, Urbana-Champaign, 1985
Ph.D., University of Wisconsin, Madison, 1990

Aurélio Manuel Valente

Dean of Students/Associate Vice President for Academic Affairs, SA
B.S., University of Massachusetts, Dartmouth, 1993
M.B.A., University of Massachusetts, Dartmouth, 1999
M.Ed., Suffolk University, 2000
Ed.D., Florida State University, 2012

Chelsea Vanderpoole

Instructor, Management, COB
B.A., Southern Illinois University - 2006
M.A., Southern Illinois University - 2010
Ph.D., Cornell University Graduate School - Ithaca, NY, 2014

Ann Vendrely

Associate Provost and Associate Vice President of Academic Affairs
Professor of Physical Therapy
B.A., Goshen College, 1985
M.S., University of Indianapolis, 1987
Ed.D., Loyola University, 2002
D.P.T., Regis University, 2008

Dwight Vick

Assistant Professor, Public Administration, CAS
B.A., Delta State University, 1987
M.P.A., University of Memphis, 1992
Ph.D., Arizona State University, 1997
Post-Ph.D., University of New Mexico, 2000

Brian Vivona

Assistant Professor, Criminal Justice, CAS
B.A., University of Wisconsin, 1986
M.S., Northern Illinois University, 2000
Ed.D, Northern Illinois University, 2012

Serena Wadhwa

Assistant Professor, Addiction Studies and Behavioral Health, CHHS
B.A., University of Illinois at Springfield, 1996
M.A., University of Illinois at Springfield, 1999
Ph.D., Illinois School of Professional Psychology at Argosy University, 2007

Sulbha Wagh

Visiting Professor, Librarian, UL
B.S., Karnataka University, 1970
M.L.S., University of Alabama, 1989

Stephen Wagner

Associate Professor, Management, COB
B.A., Bowling Green State University, 1991

M.A., Northern Illinois University, 1995
Ph.D., Northern Illinois University, 2000

Tiesha Walker

Coordinator of Peer Mentoring, Dual Degree Program, EMM
B.A., University of Northern Iowa, 2007
M.A., University of Northern Iowa, 2009

Byron Waller

Associate Professor, Counseling, COE
B.S., Grace College, 1984
M.S.Ed., Chicago State University, 1992
Ph.D., Loyola University, 2002

Ellen Walsh

Assistant Professor, Humanities and Social Science, CAS
B.A., Mount Holyoke College, 1996
M.A., University of Pittsburgh, 2000
Ph.D., University of Pittsburgh, 2008

Quenette Walton

Visiting Professor, Social Work, CHHS

Ting Jie Wang

Associate Professor, Accounting, COB
B.S., Rutgers University, Newark, 1991
M.B.A., Rutgers University, Newark, 1993
Ph.D., Rutgers University, Newark, 1999

Elizabeth Wanka

Assistant Professor, Occupational Therapy, CHHS
Governors State University - B.A. (Board of Governors) 4/25/05
Governors State University - M.O.T. (OT) 12/17/07

Nicole Warmington-Granston

Assistant Professor, Political Science and Global Studies, CAS
B.S., The University of the West Indies, 2002
Ph.D., Florida International University, 2014

Robin D. Washington

Associate Professor, Physical Therapy, CHHS
B.S., University of Vermont, 1991
M.Ed., University of Central Oklahoma, 1996
Ph.D., Southern Illinois University Carbondale, 2005

Jane Wells

Professor Emeritus, CAS
B.A., Marycrest College, 1966
M.S., University of Iowa, 1967
Ph.D., University of Iowa, 1970

Phyllis West

University Lecturer, Social Work, CHHS
B.A., Paine College, 1988
M.S.W., Tulane University, 2003
M.P.H., Tulane University, 2004
Ph.D., The University of Chicago, 2008

Christopher T. White

Associate Professor, English, CAS
B.A., Miami University, 1997
M.A., Pennsylvania State University, 2002
Ph.D., Pennsylvania State University, 2008

Laura White

University Lecturer, English, CAS
B.A., Miami University, 1997
M.F.A., Pennsylvania State University, 2006

William Wilkinson

Professor Emeritus, COB
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

Karen Williams

Manager of Enrollment and External Programs, COB
B.S. Illinois Institute of Technology, 2002
M.S. Illinois Institute of Technology, 2005

Michael R. Williams

Assistant Professor, Finance, COB
B.S., University of Southern Indiana, 2005
M.B.A., University of Southern Indiana, 2008
M.A., University of Cincinnati, 2008
Ph.D., University of Texas at San Antonio, 2012

Bruce Wilson

Associate Professor, Criminal Justice, CAS
B.S., Western Illinois University, 1988
M.A., Western Illinois University, 1991
Ph.D., Sam Houston State University, 1998

Barbara Winicki

Associate Professor, Reading, COE
B.S., Northern Illinois University, 1977
M.A., St. Xavier College, 1989
Ph.D., The University of Chicago, 1999

Tammara Winn

University Lecturer, Interdisciplinary Studies, CAS
B.A., Purdue University, Calumet, 1998
M.A., Governors State University, 2004
M.H.S., Governors State University, 2006

Katherine Wix

Instructor, COE
M.S., Northern Illinois University, 2005

Rebecca K. Wojcik

Chair, Department of Physical Therapy, CHHS
Associate Professor, Physical Therapy, CHHS
B.A., College of St. Scholastica, 1979
M.H.P.E., University of Illinois, Chicago, 1984
Ed.D., Northern Illinois University, 2007

Kong-Cheng Wong

    Professor, 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

Peggy G. Woodard

    Professor Emeritus, COE
    B.A., Southern Illinois University, 1973
    M.S.E., Northern Illinois University, 1979
    Ph.D., Loyola University of Chicago, 1993

Addison Woodward

    Professor Emeritus, COE
    B.S., C. W. Post College, 1964
    M.A., Connecticut College, 1966
    Ph.D., University of Toronto, 1968

Darlene Wright

    Associate Professor, Psychology, COE
    B.A., DePaul University, 1983
    Ph.D., Illinois Institute of Technology, 1993

Robin Wyatt

    University Lecturer, Instructional Technology, COE
    B.A., Governors State University, 2001
    M.A., Governors State University, 2004

William S. Yacullo

    Professor Emeritus, CHHS
    B.S., Elmhurst College, 1974
    M.A., Northwestern University, 1976
    Ph.D., University of Iowa, 1982

John Yunger

    Professor, Biology, CAS
    B.S., Western Michigan University, 1987

M.S., Western Michigan University, 1990
Ph.D., Northern Illinois University, 1996

Leon Zalewski

Professor Emeritus, COE
B.S., California State College of Pennsylvania, 1965
M.Ed., Indiana University of Pennsylvania, 1969
Ph.D., University of Iowa, 1974

Veronica Zalewski

University Lecturer, Education, COE
B.A., Carnegie Mellon University, 1964
M.Ed., Ohio University, 1968

Renee Zdych

Director for Academic and Student Services, COE
B.A., Millikin University, 1999
M.A., Keller Graduate School of Management, 2004

Maristela Zell

Professor, Social Work, CHHS
B.A., University of Sao Paulo, Brazil, 1986
M.S.W., Loyola University Chicago, 1994
Ph.D., University of Illinois at Chicago, 2002

Jun Zhan

Assistant Professor, Accounting, COB
B.A., Huazhong University of Science & Technology, China, 2000
M.A., Wuhan University, China, 2003
Ph.D. Concordia University, Canada, 2013

Jing Zhang

Assistant Professor, Mathematics, CAS
M.A., Washington University in St. Louis, 2000
Ph.D., Washington University in St. Louis, 2004

Jun Zhao

Chair, Division of Management, Marketing and Entrepreneurship, COB
Professor, Management, COB

B.E., Shanghai Jiaotong University, China, 1990
M.B.A., Southern Illinois University, 1994
D.B.A., Southern Illinois University, 1998

Jason Zingsheim

Associate Professor, Communication, CAS
B.A., Seattle Pacific University, 2000
M.A, Arizona State University, 2004
Ph.D., Arizona State University, 2008