

Governors State University

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2024-2025 Catalog

Governors State University

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Governors State University

2024-2025

Undergraduate and Graduate Catalog

Undergraduate and Graduate Catalog

This is the printed or pdf version of the catalog for the 2024-2025 academic year. The catalog is also online at www.govst.edu/catalog.

The Undergraduate and Graduate Catalog is a comprehensive listing of current information regarding:

- Degree Requirements
- Course Offerings
- Undergraduate and Graduate Rules and Regulations

Students should keep the catalog of the year they first enrolled for referral throughout their academic career. 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.

Please refer to the online catalog at www.govst.edu/catalog whenever possible since the printed catalog is set by August 1st of each year.

University Governance

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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 2024-2025 academic year. Students should keep the catalog for referral throughout their academic career. Students who first enroll at Governors State University during the 2024-2025 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 GovState 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 a person's actual or perceived race, color, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, gender expression, pregnancy, marital or civil union status, order of protection status, disability, military status, citizenship status, unfavorable discharge from military service, or any other basis prohibited by law, in any area of university employment or in services to its students.

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 GovState website address is www.govst.edu.

Land Usage Statement

Governors State University in University Park occupies land that was originally the ancestral homelands of various Native Nations, including the Bodwéwadmi (Potawatomi), Kaskaskia, Peoria, Myaamia (Miami), Očhéthi Šakówinj (Sioux), Kiikaapoi (Kickapoo), and many others. As an institution dedicated to education and truth, we acknowledge that European settlers unjustly took control of these lands from their Native inhabitants. The original Native peoples held these lands sacred for thousands of years, and they remain important to Native communities today.

Governors State University resides on land cherished by past, present, and future generations of local Native Peoples. We recognize and respect the many thriving Native communities in the Chicagoland area, which is home to one of the largest urban Native populations representing over 175 Tribal Nations. As part of our commitment to honor the land's heritage, Governors State University pledges to honor, respect, and share this Land Acknowledgement statement at all public events hosted by GovState.

Academic Degree Programs Offered

Bachelor's Degree Programs

- [Accounting, B.S.](#)
- [Anthropology and Sociology, B.A.](#)
- [Art, B.F.A.](#)
- [Biology, B.S.](#)
- [Biology, B.S. with a Concentration in Teacher Education](#)
- [Business Administration, B.A.](#)
- [Business and Applied Science, B.A.](#)
- [Chemistry, B.S.](#)
- [Chemistry, B.S. with a Concentration in Teacher Education](#)
- [Communication Disorders, B.H.S.](#)
- [Communication, B.A.](#)
- [Community Health, B.H.S.](#)
- [Computer Science, B.S.](#)
- [Criminal Justice, B.A.](#)
- [Early Childhood Education, B.A.](#)
- [Economics, B.A.](#)
- [Elementary Education, B.A.](#)
- [English, B.A.](#)
- [English, B.A. with a Concentration in Teacher Education](#)
- [Gender and Sexuality Studies, B.A.](#)
- [Health Administration, B.H.A.](#)
- [Health Informatics, B.S.](#)
- [History, B.A.](#)
- [Information Technology, B.S.](#)
- [Interdisciplinary Studies, B.A.](#)
- [Manufacturing Management, B.A.](#)
- [Mathematics, B.A.](#)
- [Mathematics, B.A. with a Concentration in Teacher Education](#)
- [Media Studies, B.A.](#)
- [Nursing, B.S.N.](#)
- [Political Science, B.A.](#)
- [Psychology, B.A.](#)
- [Social Sciences, B.A. with a Concentration in Teacher Education](#)
- [Social Work, B.S.W.](#)
- [Theatre and Performance Studies, B.A.](#)

Undergraduate Minors

- [3-D Animation and Modeling Minor](#)
- [Accounting Minor](#)
- [Addictions Studies Minor](#)
- [American Studies \(Social Science\) Minor](#)
- [Anthropology Minor](#)
- [Art History Minor](#)
- [Art Minor](#)
- [Biology Minor](#)
- [Business Administration Minor](#)
- [Chemistry Minor](#)
- [Computer Science Minor](#)
- [Creative Writing Minor](#)
- [Criminal Justice Minor](#)
- [Dance Minor](#)
- [Economics Minor](#)

- [English Minor](#)
- [Entrepreneurship Minor](#)
- [Film Minor](#)
- [Finance Minor](#)
- [Financial Planning Minor](#)
- [Forensic Psychology Minor](#)
- [Game Design Minor](#)
- [Gender and Sexuality Studies Minor](#)
- [Global Studies \(Social Science\) Minor](#)
- [History Minor](#)
- [Human Communication Minor](#)
- [Industrial/Organizational Psychology Minor](#)
- [Latin American, Caribbean, and Latina/o Studies Minor](#)
- [Management Information Systems Minor](#)
- [Management Minor](#)
- [Marketing Minor](#)
- [Mathematics Minor](#)
- [Media Studies Minor](#)
- [Philosophy Minor](#)
- [Practical and Professional Ethics Minor](#)
- [Pre-Law Minor](#)
- [Psychology Minor](#)
- [Religious Studies Minor](#)
- [Social Work Minor](#)
- [Sociology Minor](#)
- [Spanish Minor](#)
- [Theatre and Performance Studies Minor](#)

Master's Degree Programs

- [Accounting, M.S.](#)
- [Addictions Studies, M.H.S.](#)
- [Analytical Chemistry, M.S.](#)
- [Art, M.F.A.](#)
- [Biology, M.S.](#)
- [Business Administration, M.B.A.](#)
- [Business Analytics, M.S.](#)
- [Communication Disorders, M.H.S.](#)
- [Communication, Media, and Performance M.A.](#)
- [Computer Science, M.S.](#)
- [Counseling, M.A.](#)
- [Criminal Justice, M.A.](#)
- [Early Childhood Education, M.A.](#)
- [Educational Administration, M.A.](#)
- [English, M.A.](#)
- [Health Administration, M.H.A.](#)
- [Health Informatics, M.S.](#)
- [Human Resource Management, M.S.](#)
- [Independent Film and Digital Imaging, M.F.A.](#)
- [Information Technology, M.S.](#)
- [Mathematics, M.S.](#)
- [Multicategorical Special Education, M.A.](#)
- [Nursing, M.S.N.](#)
- [Occupational Therapy, M.O.T.](#)
- [Political and Social Justice Studies, M.A.](#)
- [Psychology, M.A.](#)
- [Public Administration, M.P.A.](#)

- [Social Work, M.S.W.](#)

Joint Degree Program

- [Criminal Justice, M.A. and Public Administration, M.P.A.](#)

Specialist Degree Program

- [School Psychology Educational Specialist, Ed.S.](#)

Doctoral Degree Programs

- [Counselor Education and Supervision, Ph.D.](#)
- [Interdisciplinary Leadership, Ed.D.](#)
- [Nursing Practice, D.N.P.](#)
- [Occupational Therapy, Dr.O.T.](#)
- [Physical Therapy, D.P.T.](#)

Graduate Certificates

- [Addictions Screening, Assessment, and Referral Certificate](#)
- [Biology Education Certificate](#)
- [Business Analytics 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 Post-Masters Certificate](#)
- [General Management Graduate Certificate](#)
- [Mathematics, Secondary Education Certificate](#)
- [Mindfulness in the Helping Professions Certificate](#)
- [Post Master's Certificate in School Counseling](#)
- [Post Master's Clinical Mental Health Counselor Certification](#)
- [Post Master's Marriage and Family Counselor Certification](#)
- [Post-Baccalaureate Certificate in Bilingual/English as a Second Language Education](#)
- [Post-Baccalaureate Certificate in Computer Programming](#)
- [Post-Baccalaureate Certificate in Online Teaching](#)
- [Post-Bachelor's Certificate in Corporate Communication](#)
- [Post-Bachelor's Certificate in Early Childhood Education SPED Approval](#)
- [Post-Master's Certificate in Superintendent Endorsement Only](#)
- [Post-Master's Certificate in Teacher Leadership](#)
- [Post-MSW Certificate in School Social Work](#)
- [Restorative Justice Graduate Certificate](#)
- [Social Sciences Education Certificate](#)

Academic Calendar

2024-2025 Academic Calendar

	Fall 2024 Semester	Interession (Dec 2024 - Jan 2025)	Spring 2025 Semester	Summer 2025 Session
Registration	M 3/18/24 - M 9/09/24*	M 10/28/24-M 12/09/24*	M 10/28/24 - M 2/03/25*	M 3/17/25 - M 5/19/25*
Term Begins	M 8/26/24	M 12/09/24	T 1/21/25	M 5/19/25
Last Day to Drop a Class	<i>Published in the Class Schedule in the Student Portal (mygsu.govst.edu)</i>			
Graduation Applications Due	F 9/20/24		F 2/7/25 for both Spring and Summer term graduations	
Term Ends	SU 12/08/24	M 1/20/25	M 5/12/25	SU 8/17/25
Final Grades Deadline	<i>Seven days after course section ends</i> Full-semester classes - 12/15/24	<i>Seven days after course section ends</i>	<i>Seven days after course section ends</i> Full-semester classes - 5/19/25	<i>Seven days after course section ends</i> Full-summer session classes - 8/24/25
Campus Closings	Labor Day M 9/2/24		Martin Luther King Observance M 1/20/25 President's Day M 2/17/25	Memorial Day M 5/26/25 Juneteenth TH 6/19/25 Independence Day F 7/4/25
Thanksgiving Break	GovState open but no classes W - 11/27/24 GSU closed TH 11/28/24 - SU 12/1/24			
GovState Closed	T 12/24/23 - W 1/1/25			
Spring Break - No Classes, Campus Open			M 3/17/25 - SU 3/23/25	
Commencement	<i>TBA 05/17/2025 (for fall 2024 graduates, and spring and summer 2025 candidates for graduation)</i>			

Special Notes	<p>* Check online class schedule for registration and other deadline dates for late-start classes and other special offerings.</p> <ul style="list-style-type: none"> • Posting of grades in student MyGSU portal accounts will be done each Monday for grades submitted by faculty during the prior week. • During times noted GovState closed - Prairie Place Residence will remain open for those students who have contracted to remain living on campus over the specific break/closure.
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Details on Academic Calendar available in campus website

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, the College of Education and Human Development, and the College of Health and Human Services.

Mission

GovState 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. 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

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411;
Phone: 312.263.0456; 800.621.7440
FAX: 312.263.7462;
E-mail: hlc@hlcommission.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 semesters and a 12-week Summer session. The Fall 2024 semester begins August 26, 2024 and ends December 8, 2024. The Spring 2025 semester begins January 21, 2025 and ends May 12, 2025. The Spring semester 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 2025 session begins May 19, 2025 and ends August 17, 2025.

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 throughout the year.
- Alumni and their families are invited to attend social, cultural, and recreational activities, such as Homecoming gatherings, Family Fun Fair, discounted tickets to sporting events, performances, and more..
- The Alumni Association hosts GovState's annual Distinguished Alumni Reception to honor the achievements of notable alumni recognized by their peers and faculty.
- The Alumni Association's various Affinity Groups and clubs sponsor engagements designed to encourage alumni to connect with and mentor students & new alumni, as well as foster relationships with fellow alumni.
- An alumni e-newsletter is published monthly including video interviews spotlighting a different outstanding alumnus each edition.
- Print communications on special events and alumni accomplishments are published throughout the year.
- Alumni are invited to volunteer, advocate for the University & Association, and donate to causes on and off campus. Connect with us at alumnirelations2@govst.edu or 708.534.7892 to find out how you can help.
- Upcoming alumni events, groups & club activities, as well as university news-related updates are announced in the monthly e-newsletter, printed communications, social media platforms, and on the alumni website at www.govst.edu/alumni

Alumni Association Membership

All GovState alumni receive one year of free membership upon graduation from the university. You will need to complete the secure membership request form at this link or contact the Alumni Relations Office to request your free membership card: alumnirelations2@govst.edu or 708.534.7892.

Benefits include:

- Monthly Alumni Newsletter. Email AlumniRelations2@govst.edu to sign up.
- Membership in alumni clubs.
- Free on-campus workshops. Workshops are announced periodically via email blast or social media.
- Access to University Library (computer use requires guest log-in from the Reference Desk)
- Access to Career Services.
- Invitations to alumni events, 15% off Center for Performing Arts events.
- Use of the on-campus Computer Cube (requires guest log-in from Library Reference Desk).

Additional discounts and benefits are included with Premium and Life Memberships. Details available at <https://www.govst.edu/alumni-membership/>.

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 GovState Admissions website at <http://www.govst.edu/Admissions/>. Details on how to apply online and locate other information needed for admission to the university may be obtained by visiting the admission's website address at <http://www.govst.edu/Admissions>.

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

Admission Policy for Veterans

Veterans 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 must be submitted to the Admission Office. Complete admission and enrollment details for Veterans are found on the Veterans Admission page of the University website.

Admission Classifications, Deadlines, and Requirements

Complete admission details are found in the Admission Office web pages. The Undergraduate Admissions Policy 34 and the Graduate Admissions Policy 33, guide admission processes and classifications.

Degree-Seeking

Undergraduate First Year Students*

This classification is for students who are currently attending high school or have graduated from high school but never attended college or have earned 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 2.00 GPA on a 4.0 scale
2. 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
3. demonstrate through a holistic review process the ability to successfully advance toward degree completion. The holistic review process may take into account a wide range of factors, including: a. GPA, GPA in college prep courses, the strength of curriculum, standardized test scores (ACT/SAT), b. Personal letter of application, writing sample, student's demonstrated interest, letters of recommendation (counselor, teacher, community leader, etc.), class rank, subject test scores (AP/IB), extracurricular activities (clubs, student government, athletics, employment, etc.) c. Non-cognitive and personal attributes including intellectual/creative accomplishments, linguistic background, intellectual curiosity, leadership ability,

maturity, demonstrated commitment to the community, cultural vitality, and behaviors and attitudes that demonstrate self-awareness, social engagement, and professionalism.

4. submit final high school transcripts after graduating or first year applicants will be unable to begin courses.

Note: GovState is a Test Optional institution. Student are encouraged but not required to submit official SAT or ACT score reports (if younger than 21 years old).

***All first year students are admitted for the fall and spring semesters only.**

*** Admitted First Year Students will need to submit final official transcript with graduation date posted if not received at the time of admissions.**

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

To apply: Submit an application, the application fee, official high school transcript(s), official test scores, and official college/university transcripts (if applicable), which demonstrate meeting criteria 1-4 above directly to the Office of Admission.

Deadlines: Fall admission applicants 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 first year class is filled. Spring admission is on a rolling basis.

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). Transfer students who have earned less than 24 semester hours of college credit will be admitted as first year students.

Requirements-Applicants must:

1. have earned (or will have earned by the term they wish to enroll) at least 24 semester hours (or 36 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 24 semester hours (or 36 quarter hours) of the total collegiate hours; or
2. 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
3. have applied for a dual admission program at both Governors State University and an institution with which GovState 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 colleges/universities 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. Complete details for transfer student admission are provided in the Transfer Student webpages for the Admissions Office.

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
Biology Teacher Education and Post Bachelor Certificate Program	Arts and Sciences
Business and Applied Science	Business and Public Administration
Chemistry Teacher Education and Post Bachelor Certificate Program	Arts and Sciences
Communication Disorders	Health and Human Services
Early Childhood Education	Education and Human Development
Elementary Education	Education and Human Development
English Teacher Education and Post Bachelor Certificate Program	Arts and Sciences
Health Administration	Health and Human Services
Health Informatics	Health and Human Services
Interdisciplinary Studies - Accelerated Degree Completion	Arts and Sciences
Mathematics Teacher Education and Post Bachelor Certificate Program	Arts and Sciences
Nursing	Health and Human Services
Social Work	Health and Human Services
Social Sciences Teacher Education and Post Bachelor Certificate Program	Arts and Sciences

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 all colleges/universities attended, 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: Analytical Chemistry, Communication, Media, and Performance;

Communication Disorders; Counseling; Health Administration; Nursing; Occupational Therapy; Political and Justice Studies; Psychology; School Psychology; and Social Work. Refer to the specific major sections in this catalog for criteria and deadlines. Details on application to master level programs are found in the Graduate Admissions webpages of the Admissions Office.

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
Addictions Studies	Health and Human Services
Analytical Chemistry	Arts and Sciences
Art	Arts and Sciences
Biology	Arts and Science
Business Administration	Business
Business Analytics	Business
Communication Disorders	Health and Human Services
Communication, Media, and Performance	Arts and Sciences
Computer Science	Arts and Sciences
Counseling	Education and Human Development
Criminal Justice	Arts and Sciences
Early Childhood Education	Education and Human Development
Educational Administration	Education and Human Development
English	Arts and Sciences
Health Administration	Health and Human Services
Health Informatics	Health and Human Services
Human Resource Management	Business
Independent Film and Digital Imaging	Arts and Sciences
Information Technology	Arts and Sciences
Mathematics	Arts and Sciences
Multicategorical Special Education	Education and Human Development

Nursing	Health and Human Services
Occupational Therapy	Health and Human Services
Political and Social Justice Studies	Arts and Sciences
Psychology	Education
Public Administration	Arts and Sciences
School Psychology	Education and Human Development
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 all colleges/universities attended to the Office of Admission and Student Recruitment.

Deadlines: Please refer to the specific major sections in this catalog for criteria and deadlines. Details on application to doctoral level programs are found in the Graduate Admissions webpages of the Admissions Office.

Non-Degree Seeking

Undergraduate Undecided Students

Transfer students who have not completed a bachelor's degree from any college or university, have earned 24-59 semester hours (or 36-88.5 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 Undergraduate Academic Advising 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 must submit a change of status to a degree program with the academic advisor. The academic advisor will discuss the student progress/degree audit;
- who choose not to seek a degree at GovState 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 and no longer eligible for financial aid.

Requirements-Applicants must:

1. have earned (or will have earned by the term in which they wish to enroll) at least 24 semester hours (or 36 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 24 semester hours (or 36 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 all colleges/universities attended, which demonstrate meeting criteria 1 and 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

Transfer students who have not completed a bachelor's degree from any college or university, have earned 60 semester hours (or 90 quarter hours) or more 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 Undergraduate Academic Advising 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 must complete the change of status form through the academic advisor and the student progress/degree audit will be discussed;
- who choose not to seek a degree at GovState 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), an Associate of Science and Arts (ASA), Associate of Fine Arts (AFA), 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 60 semester hours (or 90 quarter hours) of credit from a regionally accredited institution of higher education with at least a "C" average (2.0 on a scale of 4.0) in any 60 semester hours (or 90 quarter hours) of the total collegiate hours; 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 all colleges/universities attended, 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 GovState, 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 earned a high school diploma or GED equivalent.
2. have been in good standing at the last institution attended.

Students admitted as Undergraduate Non-Degree Seeking Students must re-apply to Governors State University if they wish to change their status to Degree Seeking.

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

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

Requirements-Applicants must:

1. have earned a bachelor's or graduate degree from a regionally accredited institution.
2. have been in good standing at their last institution attended.

Students admitted as Graduate Non-Degree Seeking Students must re-apply to Governors State University if they wish to change their status to Degree Seeking.

Certificate Students

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

1. provide evidence of 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.

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.

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.

Governors State University is authorized under federal law to sponsor nonimmigrant alien students studying on an F-1 visa or J-1 visa.

Applicants on F-1 or J-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 GovState.

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, submit official IELTS report with the minimum acceptable score of 6.0 academic version, or submit official PTE report with one of the minimum acceptable scores on the Pearson Test of English Academic (PTE) listed below, 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 GovState, 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's 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

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

Undergraduate Level Applicants	Total Score: 47
Listening	48
Speaking	40
Reading	51
Writing	43

Master Level Applicants	Total Score: 53
Listening	53
Speaking	53
Reading	53
Writing	53

Doctoral Level Applicants	Total Score: 62
Listening	56
Speaking	70
Reading	54
Writing	64

How to Apply for Admission

The completed application for admission should be completed online at <https://apply.govst.edu/apply/>.

An application for admission as a degree-seeking student. The application may be submitted online at <https://apply.govst.edu/apply/>.

1. 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.
2. Official TOEFL, IELTS, OR PTE score report or evidence of completion of ELS level 112.
3. Evidence that adequate funds are available to meet all financial needs for the duration of studies at Governors State University.

NOTE: Applicants have the option to 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 International Services at 708.235.7611.

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 with the visa application process.

Additional information is available on the Office of International Services (OIS) website at www.govst.edu/ois.

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 GovState, 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 2023 admission, he/she may update his/her admission one time, to a future term as far in the future as Fall 2024. 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.

Students who are admitted for a term/semester but do not defer or enroll by the 4th week of classes will be marked as No Show and made inactive. A new application will be required for admission to future terms/semesters.

Readmission

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

1. has completed a degree at GovState and wishes to reenter into another major, into undeclared/non-degree-seeking status, or into a certificate program;
2. has been admitted as a 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 level.

Any student whose enrollment is interrupted for two or more years (6 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 and the Doctorate of Occupational 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. or Dr.O.T. programs, respectively.

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 (see Academic Policy 19U - Policy on Undergraduate Readmissions and Special Admissions OR Policy 19 - Policy on Graduate Readmissions and Special Admissions in the [Policies page](#) of the university website).

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 17 area community colleges, students may be eligible to participate in the Dual Degree Program (DDP). Partnering 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 Waubensee Community College. Dual Degree Program students complete their Associate degree at a partner community college, and then make a seamless transition to Governors State University to complete the upper-division courses for their Bachelor's degree. The benefits of the Dual Degree Program include working closely with academic advisors from both institutions, participating in student life at GovState prior to transferring, and competitive scholarship opportunities just for DDP students. Students who are interested in participating in the Dual Degree Program are encouraged to join as early as possible while pursuing the Associate degree at their community college. For more information, visit <https://www.govst.edu/ddp>, or contact the Director of Dual Degree Program at 708.534.4494.

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), a minimum acceptable score on the Pearson Test of English Academic (PTE), 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 GovState Policy 9. For the PTE minimum acceptable scores, see the [PTE table](#) or refer to GovState 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 and the Office of International Services.

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 GovState on an F-1 or J-1 student visa.

The completed application for admission should be completed online at <https://apply.govst.edu/apply/>, with the following documents and academic credentials:

1. 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.
2. Official TOEFL, IELTS, or PTE score report or evidence of completion of ELS level 112.

For the TOEFL minimum acceptable scores, see the [TOEFL table](#). For the PTE minimum acceptable scores, see the [PTE table](#) or refer to GovState Policy 9. The IELTS minimum acceptable score is 6.0.

NOTE: Applicants have the option to 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 International Services at 708.235.7611.

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 GovState 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 GovState AP chart. Scores of four (4) or five (5) will be considered for course or elective credit as listed on the official GovState 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 GovState, 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 GovState and you took an AP exam in high school, check the AP chart to see if GovState will grant credit for your score. If you want this credit attached to your GovState transcript, contact the College Board. No credit can be posted until a student has enrolled at GovState and official AP scores have been received from the College Board.

Governors State University Advanced Placement Credit Table			
TEST	SCORE REQUIRED	COURSE AWARDED	GOVSTATE CREDIT HOURS
ART			
Art History	5, 4, 3	<u>ART - 1111 Survey of Art History II (3)</u>	3
Studio Art 2D Design	5, 4, 3	<u>ART - 1210 Two-Dimensional Design (3)</u>	3
Studio Art 3D Design	5, 4, 3	<u>ART - 1211 Three-Dimensional Design (3)</u>	3
Studio Art Drawing	5, 4, 3	General Elective (specific course equivalency pending student portfolio review by GovState faculty)	3
BIOLOGY and CHEMISTRY			

Biology	5, 4	<u>BIOL - 1500 General Biology I (3) + BIOL - 1501 General Biology I Laboratory (1)</u>	3+1
Biology	3	<u>BIOL - 2102 Biological Science Foundations I (3) + BIOL - 2107 Biological Science Foundations Laboratory (1)</u>	3+1
Chemistry	5, 4	<u>CHEM - 1141 General Chemistry I (3) + CHEM - 1142 General Chemistry I Lab (1)</u>	3+1
Chemistry	3	<u>CHEM - 1111 Chemical Science Foundations I (3) + CHEM - 1112 Chemical Science Foundations Laboratory (1)</u>	3+1
Environmental Science	5, 4, 3	<u>BIOL - 1200 Environmental Biology (3) + BIOL - 1201 Environmental Biology Lab (1)</u>	3+1
COMPUTER SCIENCE			
Computer Science A	5, 4, 3	<u>CPSC - 2100 Introduction to Computing (3)</u>	3
ECONOMICS			
Microeconomics	5, 4	<u>ECON - 2301 Principles of Microeconomics (3)</u>	3
Microeconomics	3	General Elective	3
Macroeconomics	5, 4	<u>ECON - 2302 Principles of Macroeconomics (3)</u>	3

Macroeconomics	3	General Elective	3
ENGLISH			
English Language and Composition	5, 4,	<u>ENGL - 1000 Writing Studies I (3)</u>	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	<u>HIST - 2710 World History Since 1500 (3)</u>	3
U.S. History	5, 4, 3	<u>HIST - 1110 History of the United States to 1865 (3)</u>	3
World History	5, 4, 3	<u>HIST - 2700 World History to 1500 (3)</u>	3
MATHEMATICS			
Calculus AB	5, 4	<u>MATH - 2290 Calculus I (4)</u>	4
Calculus AB	3	<u>MATH - 2281 Applied Calculus (4)</u>	4
Calculus BC	5, 4	<u>MATH - 2290 Calculus I (4)</u> <u>MATH - 2292 Calculus II (4)</u>	8
Calculus BC	3	<u>MATH - 2290 Calculus I (4)</u>	4
Statistics	5, 4, 3	<u>MATH - 2100 Elementary Statistics (3)</u>	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	Fine Arts or General Elective	3
PHYSICS			
Physics B	5, 4, 3	<u>PHYS - 1111 Physical Science Foundations (3)</u> <u>PHYS - 1112 Physical Science Foundations Laboratory (1)</u>	3 + 1
Physics C Mechanics	5, 4, 3	<u>PHYS - 2141 Intermediate Physics I (3)</u> <u>PHYS - 2142 Intermediate Physics Lab I (1)</u> OR <u>PHYS - 2171 University Physics I (3)</u> <u>PHYS - 2172 University Physics I Lab (1)</u>	3 + 1
Physics C Electricity and Magnetism	5, 4, 3	<u>PHYS - 2143 Intermediate Physics II (3)</u>	3 + 1

		<u>PHYS - 2144</u> <u>Intermediate Physics</u> <u>Lab II (1)</u> OR <u>PHYS - 2181 University</u> <u>Physics II (3)</u> <u>PHYS - 2182 University</u> <u>Physics II Lab (1)</u>	
POLITICAL SCIENCE			
Comparative Government and Politics	5, 4, 3	<u>POLS - 2950</u> <u>Transformation of</u> <u>Global System (3)</u>	3
U.S. Government and Politics	5, 4, 3	<u>POLS - 2100 American</u> <u>National Government</u> <u>(3)</u>	3
PSYCHOLOGY			
Psychology	5, 4, 3	<u>PSYC - 1101 Principles</u> <u>of Psychology (3)</u>	3

International Baccalaureate Program Exams

You can receive college credit for earning acceptable scores on International Baccalaureate (IB) exams. The table below identifies the GovState course equivalencies to IB exam scores. Please see the Admission Counselors or your Academic Advisor if you have questions regarding the identified equivalencies.

Group I: Language and Literature	IB Score	IB Score	GovState Course Number(s)	Course Title(s)	crs.
Language A: Literature	HL 4-7	SL 4-7	H3-900 (IAI GECC)	Writing Intensive Humanities Course	3
Language A: Language and Literature	HL 4-7	SL 4-7	H3-900 (IAI GECC)	Writing Intensive Humanities Course	3
Literature and Performance		SL 4-7	TAPS-2252	Performance of Literature	3

Group II: Language Acquisition	IB Score	IB Score	GovState Course Number(s)	Course Title(s)	rs.
Language ab Initio: Japanese		SL 4	JAPN 3350	Japanese Language and Culture I	3
		SL 5- 7	JAPN 3350 & JAPN 3351	Japanese Language and Culture I & II	6
Language B: Japanese		SL 4	JAPN 3350	Japanese Language and Culture I	3
	HL 4	SL 5	JAPN 3350 & JAPN 3351	Japanese Language and Culture I & II	6
	HL 5- 7	SL 6- 7	JAPN 3350 & JAPN 3351 & JAPN 4350	Japanese Language and Culture I, II and III	9
Language ab Initio: Spanish		SL 4	SPAN-1100	Spanish Language and Culture I	3
		SL 5- 7	SPAN-1100 & SPAN-1200	Spanish Language and Culture I & II	6
Language B: Spanish		SL 4	SPAN-1100	Spanish Language and Culture I	3
	HL 4	SL 5	SPAN-1100 & SPAN-1200	Spanish Language and Culture I & II	6
	HL 5	SL 6- 7	SPAN-1100 & SPAN-1200 & SPAN-2100	Spanish Language and Culture I, II and III	9
	HL 6- 7		SPAN-1100 & SPAN-1200 & SPAN-2100 & SPAN-2200	Spanish Language and Culture I, II, III and IV	12

Group III: Individuals and Societies	IB Score	IB Score	Course Number(s)	Course Title(s)	rs.
Business Management		SL 4- 5	General Elective	Essential Business Skills	3
	HL 4- 7	SL 6- 7	MGMT 2100	Principles of Business Management	3

Economics		SL 4-5	ECON 2301	Principles of Microeconomics	3
	HL 4-7	SL 6-7	ECON 2301 & ECON 2302	Principles of Microeconomics and Macroeconomics	6
Geography	HL 4-7	SL 4-7	General Elective	General Elective	3
Global Politics	HL 4-7	SL 4-7	GBLS 1100	Introduction to Global Studies	3
History		SL 4-7	HIST 2710	World History Since 1500	3
	HL 4-7		HIST 2710 & General Elective	World History Since 1500 and 3 hours of General Elective	6
Information Technology in a Global Society (ITGS)	HL 4-7	SL 4-7	General Elective	General Elective	3
Philosophy	HL 4	SL 4-6	Humanities Course	Humanities Course	3
	HL 5-7	SL 7	PHIL 1100	Introduction to Philosophy	3
Psychology	HL 4	SL 4-6	General Elective	General Elective	3
	HL 5-7	SL 7	PSYC 1101	Principles of Psychology	3
Social and Cultural Anthropology		SL 4	ANTH 1100	Cultural Anthropology	3
	HL 4-7	SL 5-7	ANTH 1100 & General Elective	Cultural Anthropology and General Elective	6
World Religions	n.a	SL 4-7	PHIL 2111 or RELS 2111	Philosophy of World Religions	3

Group IV: Experimental Sciences	IB Score	IB Score	Course Number(s)	Course Title(s)	rs.
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Biology	HL 4	SL 4-7	BIOL 2102 and BIOL 2107	Biological Science Foundations and Lab	4
	HL 5-7		BIOL 1500/BIOL 1501 and BIOL 1510/BIOL 1511	General Biology I with Lab and General Biology II with Lab	8
Computer Science		SL 4-5	CPSC 2100	Introduction to Computing	4
	HL 4-5	SL 6-7	CPSC 2100 & General Elective	Introduction to Computing and General Elective	8
	HL 6-7		CPSC 2100 & General Elective	Introduction to Computing and General Elective	8
Chemistry	HL 4	SL 4-7	CHEM 1111/CHEM 1112	Chemical Science Foundations I and Lab	4
	HL 5-7		CHEM 1141/CHEM 1142 & CHEM 1143/CHEM 1144	General Chemistry I with Lab and General Chemistry II with Lab	8
Design Technology	HL 4-7	SL 4-7	General Elective	General Elective	3
Physics	HL 4	SL 4-7	PHYS 2141/PHYS 2142	Intermediate Physics with Lab	4
	HL 5-7		PHYS 2171/PHYS 2172 and PHYS 2181/PHYS 2182	University Physics I with Lab and University Physics II with Lab	8
Sports, Exercise & Health Science	n.a	SL 4-7	HLSC 2100	Contemporary Issues in Health	3

Group V: Mathematics	IB Score	IB Score	Course Number(s)	Course Title(s)	rs.
Mathematical Studies (SL)	n.a	SL 4	General Elective	General Elective	3
	n.a	SL 5-7	MATH 1423	College Algebra	3

Mathematics (SL)	n.a	SL 4-5	MATH 2221	Precalculus	4
	n.a	SL 6-7	MATH 2281 or MATH 2290	Applied Calculus or Calculus I	4
Mathematics (HL)	HL 4-7	n.a	MATH 2281 or MATH 2290	Applied Calculus or Calculus I	4
Further Mathematics (HL)	HL4-7	n.a	MATH 2290 & MATH 2292 & MATH 2449	Calculus I, Calculus II and Linear Algebra	11

Group VI: The Arts	IB Score	IB Score	Course Number(s)	Course Title(s)	Hrs.
Dance	HL 4-7	SL 4-7	General Elective	General Elective	3
Music	HL 4-7	SL 4-7	MUS 2101	Understanding Elements of Music	3
Film	HL 4-7	SL 4-7	General Elective	General Elective	3
Theatre	HL 4-7	SL 4-7	TAPS 1100	Theatre Appreciation	3
Visual Arts	HL 4-7	SL 4-7	ART 1100	Art Appreciation	3

Credit For Prior Learning

Military and Life Experience

Your military service or life experiences have given you in-demand competencies, like leadership, team motivation and management, cultural capability, language and communication, and more. At GovState, we give credit by evaluation (Joint Service Transcripts/Community College Air Force), standardized testing (CLEP/ DSST) and portfolio assessment, to make the most of your achievements and help you save time and money. Military training and experience is assessed according to the American Council on Education (ACE) standards for recommended college credit. We offer CLEP and DSST Testing in our on-site Testing Center.

Take the self-assessment to assess eligibility for CPL credit at: <https://www.govst.edu/cpl-assessment/>.

Policy 36 identifies the process by which students may obtain college credit(s) for prior experiential learning.

College Level Examination Program (CLEP and DSST)

Governors State University may award credit on the basis of scores earned on the College Level Examination Program (CLEP) and DSST Exams. Students are advised to consult their college and/or advisor for assistance in determining GovState course credit and required scores before taking any CLEP examination. Not all exams will be applicable to all programs and minimum scores are required to receive credit. If you have previously completed a CLEP or DSST exam, you will be required to have the official score report sent directly to GovState. The GovState school code for CLEP testing is 1263. The GovState school code for DSST Exams is 8536.

CLEP tests and DSST exams are regularly administered on campus as well by the Testing Center. For further information on CLEP and DSST examinations and exam scheduling, call the GovState Testing Center at (708) 235-7555 or email at testingcenter@govst.edu. You can also view test information at www.govst.edu/testing-center/.

Seal of Biliteracy

Governors State University will award credit to students earning the State Seal of Biliteracy beginning in Fall 2017. Students who present appropriate documentation of the Seal to their advisor within three years of high school graduation will be awarded six hours of foreign language credit. Students are responsible for initiating a review of the Seal.

Placement Policy for Mathematics and Writing

Writing Placement

All undergraduate students meeting GovState's admission criteria who still need to take ENGL 1000, Writing Studies 1 will be placed into ENGL 1000.

In some cases, students entering GovState will have earned college credit for ENGL 1000. GovState's catalog offers additional information about college credit via Advanced Placement and International Baccalaureate programs. Students should also speak with their advisors to determine the status of transferred credits.

Statistics Placement

All undergraduate students entering GovState that need to take Math 2100: Elementary Statistics will be required to take the ALEKS Placement, Preparation, and Learning assessment. Students that need extra support to be successful in the course will be enrolled in the companion course Math 2101: Elementary Statistics Laboratory when they register for Math 2100. The statistics laboratory is designed to give students the opportunity to apply the statistics techniques discussed in Math 2100 to real-world application problems, to further develop foundational mathematical skills, and to promote growth mindset and self-efficacy as a mathematics student. Math 2101 is college-level course that count as general elective credit towards graduation requirement.

Students may choose to take Math 2100 without the companion laboratory if they demonstrate mathematical proficiency by attaining an ALEKS placement score of 26 or higher. Students having earned credit for a college-level mathematics or IAI Mathematics course prior to registering for Math 2100 are exempt from the ALEKS assessment requirement.

ALEKS Placement Assessment

The ALEKS Placement Assessment covers material from pre-algebra, geometry, algebra I & II, and trigonometry. Since the level of difficulty of each question is determined based on the student's answers to previous questions, some students never advance beyond the Algebra II test questions. The assessment will take approximately 60-90 minutes to complete. After the assessment, an individualized, targeted Preparation and Learning Module is available for you to review and practice the material, as well as to improve placement and eventual course outcomes. You will work your academic advisor to determine the appropriate time to complete your math placement based on your class schedule.

The cost of the ALEKS Placement assessment and Preparation and Learning module is included in your GovState student fees. After your first proctored placement attempt, you may log into the account you created to practice the ALEKS exam (up to three times) from any computer with internet access. However, the only scores from assessments proctored on-campus at Governors State University will be considered for placement decisions. Contact the Testing Center to schedule your proctored ALEKS Placement Assessment. You may attempt the ALEKS Placement Assessment a total of five times. However, to make each attempt worthwhile, you must spend time working in your ALEKS Preparation and Learning Module in between placement assessments to improve your skills. You must wait at least 48 hours between attempts.

The minimum scores are as follows:

College Algebra MATH 1423 - any ALEKS score

Mathematical Foundations MATH 2137 - any ALEKS score

Mathematics for Teachers I - MATH 2131 - any ALEKS score

Applied Calculus - MATH 2281 - 46 or higher (or MATH 1423)

Calculus I - MATH 2290 - 46 or higher (or MATH 1423)

Elementary Statistics- MATH 2100 - 26 or higher; and 25 and lower require co-requisite of MATH 2101 required

Finite Mathematics - MATH 2109 - any ALEKS score

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 or designee 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 six consecutive terms (6 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. 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.

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 participating as a receiving and sending 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 GovState 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, GovState 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.

The IAI approved General Education courses are included in the General Education Courses section of this catalog. Additionally, IAI also includes major course recommendations. Courses approved in the majors at GovState are included in the table below. GovState participates in the IAI Major panels that match our programs. This includes Art, Accounting (under Business), Biological Science, Business, Chemistry, Computer Science, Criminal Justice, Early

Childhood Education, English, History, Mathematics, Media and Communication Arts, Political Science, Psychology, Sociology and Theatre Arts.

GovState Course No.	Title	IAI Code	IAI Title	Credits
ART 1300	Introduction to Drawing	ART904	Drawing I	3
ART 1210	Two-Dimensional Design	ART907	Two-dimensional Design	3
ART 1211	Three-Dimensional Design	ART908	Three-dimensional Design	3
BIOL 1500	General Biology I	BIO910	Introductory Sequence for Biological Sciences Majors	3
BIOL 1510	General Biology II	BIO910	Introductory Sequence for Biological Sciences Majors	3
MIS-2101	Basics of Information Technology	BUS902	Computer Applications for Business	3
ACCT 2110	Financial Accounting	BUS903	Financial Accounting	3
ACCT 2111	Managerial Accounting	BUS904	Managerial Accounting	3
CHEM 1141 + 1142	General Chemistry I	CHM911	General Chemistry I	4
CHEM 1143 + 1144	General Chemistry II	CHM912	General Chemistry II	4
CJUS 2100	Introduction to Criminal Justice	CRJ901	Introduction to Criminal Justice	3
CJUS 2200	Introduction to Corrections	CRJ911	Introduction to Corrections	3
CJUS 2300	Introduction to Juvenile Justice	CRJ914	Juvenile Justice	3
CPSC 3142	Computer Programming: C++	CS911	Computer Science I	3
COMM 2112	Media and Society	MC911	Introduction to Mass Communication	3
EDEC 4550	Family Community and Culture	ECE 915	Child, Family, and Community	3
MATH 2449	Linear Algebra	MTH911	Intro to Linear Algebra	3

PSYC 2345	Social Psychology	PSY908	Social Psychology	3
TAPS 2400	Introduction to Stagecraft	TA911	Stagecraft	3
TAPS 2210	Introduction to Acting	TA914	Acting I	3
TAPS 2700	Text Analysis	TA917	Play Analysis for Production	3

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

Articulation Agreements

To ensure a seamless transition for transfer 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 <https://www.govst.edu/transferguides/>.

College Credit via AP and IB

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 GovState 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 GovState AP chart. Scores of four (4) or five (5) will be considered for course or elective credit as listed on the official GovState 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 GovState, 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 GovState and you took an AP exam in high school, check the AP chart to see if GovState will grant credit for your score. If you want this credit attached to your GovState transcript, contact the College Board. No credit can be posted until a student has enrolled at GovState and official AP scores have been received from the College Board.

Governors State University Advanced Placement Credit Table			
TEST	SCORE REQUIRED	COURSE AWARDED	GovState CREDIT HOURS
ART			
Art History	5, 4, 3	ART - 1111 Survey of Art History II (3)	3
Studio Art 2D Design	5, 4, 3	ART - 1210 Two-Dimensional Design (3)	3
Studio Art 3D Design	5, 4, 3	ART - 1211 Three-Dimensional Design (3)	3
Studio Art Drawing	5, 4, 3	General Elective (specific course equivalency pending student portfolio review by GovState faculty)	3
BIOLOGY and CHEMISTRY			
Biology	5, 4	BIOL - 1500 General Biology I (3) BIOL - 1501 General Biology I Laboratory (1)	3+1
Biology	3	BIOL - 2102 Biological Science Foundations I (3) BIOL - 2107 Biological Science Foundations Laboratory (1)	3+1

Chemistry	5, 4	CHEM - 1141 General Chemistry I (3) CHEM - 1142 General Chemistry I Lab (1)	3+1
Chemistry	3	CHEM - 1111 Chemical Science Foundations I (3) CHEM - 1112 Chemical Science Foundations Laboratory (1)	3+1
Environmental Science	5, 4, 3	BIOL - 1200 Environmental Biology (3) BIOL - 1201 Environmental Biology Lab (1)	3+1
COMPUTER SCIENCE			
Computer Science A	5, 4, 3	CPSC - 2100 Introduction to Computing (3)	3
ECONOMICS			
Microeconomics	5, 4	ECON - 2301 Principles of Microeconomics (3)	3
Microeconomics	3	General Elective	3
Macroeconomics	5, 4	ECON - 2302 Principles of Macroeconomics (3)	3
Macroeconomics	3	General Elective	3
ENGLISH			
English Language and Composition	5, 4,	ENGL - 1000 Writing Studies I (3)	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)	3
U.S. History	5, 4, 3	HIST - 1110 History of the United States to 1865 (3)	3
World History	5, 4, 3	HIST - 2700 World History to 1500 (3)	3
MATHEMATICS			
Calculus AB	5, 4	MATH - 2290 Calculus I (4)	4
Calculus AB	3	MATH - 2281 Applied Calculus (4)	3
Calculus BC	5, 4	MATH - 2290 Calculus I (4) MATH - 2292 Calculus II (4)	8
Calculus BC	3	MATH - 2290 Calculus I (4)	4
Statistics	5, 4, 3	MATH - 2100 Elementary Statistics (3)	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 (3) PHYS - 1112 Physical Science Foundations Laboratory (1)	3 + 1
Physics C Mechanics	5, 4, 3	PHYS - 2141 Intermediate Physics I (3) PHYS - 2142 Intermediate Physics Lab I (1) OR PHYS - 2171 University Physics I (3) PHYS - 2172 University Physics I Lab (1)	3 + 1
Physics C Electricity and Magnetism	5, 4, 3	PHYS - 2143 Intermediate Physics II (3) PHYS - 2144 Intermediate Physics Lab II (1) OR PHYS - 2181 University Physics II (3)	3 + 1

		PHYS - 2182 University Physics II Lab (1)	
POLITICAL SCIENCE			
Comparative Government and Politics	5, 4, 3	POLS - 2950 Transformation of Global System (3)	3
U.S. Government and Politics	5, 4, 3	POLS - 2100 American National Government (3)	3
PSYCHOLOGY			
Psychology	5, 4, 3	PSYC - 1101 Principles of Psychology (3)	3

International Baccalaureate Program Exams

You can receive college credit for earning acceptable scores on International Baccalaureate (IB) exams. The table below identifies the GovState course equivalencies to IB exam scores. Please see the Admission Counselors or your Academic Advisor if you have questions regarding the identified equivalencies.

International Baccalaureate to Governors State University Equivalencies					
Group I: Language and Literature	IB Score	IB Score	Course Number(s)	Course Title(s)	Hrs.
Language A: Literature	HL 4-7	SL 4-7	H3-900 (IAI GECC)	Writing Intensive Humanities Course	3
Language A: Language and Literature	HL 4-7	SL 4-7	H3-900 (IAI GECC)	Writing Intensive Humanities Course	3
Literature and Performance		SL 4-7	TAPS - 2252 Performance of Literature (3)	Performance of Literature	3

Group II: Language Acquisition	IB Score	IB Score	Course Number(s)	Course Title(s)	Hrs.

Language ab Initio: Japanese		SL 4	JAPN - 3350 Japanese Language and Culture I (3)	Japanese Language and Culture I	3
		SL 5-7	JAPN - 3350 Japanese Language and Culture I (3) JAPN - 3351 Japanese Language and Culture II (3)	Japanese Language and Culture I & II	6
Language B: Japanese		SL 4	JAPN - 3350 Japanese Language and Culture I (3)	Japanese Language and Culture I	3
	HL 4	SL 5	JAPN - 3350 Japanese Language and Culture I (3) JAPN - 3351 Japanese Language and Culture II (3)	Japanese Language and Culture I & II	6
	HL 5-7	SL 6-7	JAPN - 3350 Japanese Language and Culture I (3) JAPN - 3351 Japanese Language and Culture II (3) JAPN - 4350 Japanese Language and Culture III (3)	Japanese Language and Culture I, II and III	9
Language ab Initio: Spanish		SL 4	SPAN - 1100 Spanish Language and Culture I (3)	Spanish Language and Culture I	3
		SL 5-7	SPAN - 1100 Spanish Language and Culture I (3) &	Spanish Language and Culture I & II	6

			SPAN - 1200 Spanish Language and Culture II (3)		
Language B: Spanish		SL 4	SPAN - 1100 Spanish Language and Culture I (3)	Spanish Language and Culture I	3
	HL 4	SL 5	SPAN - 1100 Spanish Language and Culture I (3) & SPAN - 1200 Spanish Language and Culture II (3)	Spanish Language and Culture I & II	6
	HL 5	SL 6-7	SPAN - 1100 Spanish Language and Culture I (3) & SPAN - 1200 Spanish Language and Culture II (3) & SPAN - 2100 Spanish Language and Culture III (3)	Spanish Language and Culture I, II and III	9
	HL 6-7		SPAN - 1100 Spanish Language and Culture I (3) & SPAN - 1200 Spanish Language and Culture II (3) & SPAN - 2100 Spanish Language and Culture III (3) &	Spanish Language and Culture I, II, III and IV	12

			SPAN - 2200 Spanish Language and Culture IV (3)	
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Group III: Individuals and Societies	IB Score	IB Score	Course Number(s)	Course Title(s)	Hrs.
Business Management		SL 4- 5	MGMT - 1100 Essential Business Skills (3)	Essential Business Skills	3
	HL 4-7	SL 6- 7	MGMT - 2100 Principles of Business Management (3)	Principles of Business Management	3
Economics		SL 4- 5	ECON - 2301 Principles of Microeconomics (3)	Principles of Microeconomics	3
	HL 4-7	SL 6- 7	ECON - 2301 Principles of Microeconomics (3) ECON - 2302 Principles of Macroeconomics (3)	Principles of Microeconomics and Macroeconomics	6
Geography	HL 4-7	SL 4- 7	General Elective	General Elective	3
Global Politics	HL 4-7	SL 4- 7	GBLS - 1100 Introduction to Global Studies (3)	Introduction to Global Studies	3
History		SL 4- 7	HIST - 2710 World History Since 1500 (3)	World History Since 1500	3
	HL 4-7		HIST - 2710 World History Since 1500 (3) & General Elective	World History Since 1500 and 3 hours of General Elective	6
Information Technology in a Global Society (ITGS)	HL 4-7	SL 4- 7	General Elective	General Elective	3

Philosophy	HL 4	SL 4-6	Humanities Course	Humanities Course	3
	HL 5-7	SL 7	PHIL - 1100 Introduction to Philosophy (3)	Introduction to Philosophy	3
Psychology	HL 4	SL 4-6	General Elective	General Elective	3
	HL 5-7	SL 7	PSYC - 1101 Principles of Psychology (3)	Principles of Psychology	3
Social and Cultural Anthropology		SL 4	ANTH - 1100 Cultural Anthropology (3)	Cultural Anthropology	3
	HL 4-7	SL 5-7	ANTH - 1100 Cultural Anthropology (3) & General Elective	Cultural Anthropology and General Elective	6
World Religions	n.a	SL 4-7	PHIL - 2111 Philosophy of World Religions (3) OR RELS - 2111 Philosophy of World Religion (3)	Philosophy of World Religions	3

Group IV: Experimental Sciences	IB Score	IB Score	Course Number(s)	Course Title(s)	Hrs.
Biology	HL 4	SL 4-7	BIOL - 2102 Biological Science Foundations I (3) and BIOL - 2107 Biological Science Foundations Laboratory (1)	Biological Science Foundations and Lab	4

	HL 5-7		BIOL - 1500 General Biology I (3) / BIOL - 1501 General Biology I Laboratory (1) & BIOL - 1510 General Biology II (3) / BIOL - 1511 General Biology II Laboratory (1)	General Biology I with Lab and General Biology II with Lab	8
Computer Science		SL 4-5	CPSC - 2100 Introduction to Computing (3)	Introduction to Computing	4
	HL 4-5	SL 6-7	CPSC - 2100 Introduction to Computing (3) & General Elective	Introduction to Computing and General Elective	8
	HL 6-7		CPSC - 2100 Introduction to Computing (3) & General Elective	Introduction to Computing and General Elective	8
Chemistry	HL 4	SL 4-7	CHEM - 1111 Chemical Science Foundations I (3) / CHEM - 1112 Chemical Science Foundations Laboratory (1)	Chemical Science Foundations I and Lab	4
	HL 5-7		CHEM - 1141 General Chemistry I (3) / CHEM - 1142 General Chemistry I Lab (1) & CHEM - 1143 General Chemistry II (3) / CHEM - 1144 General Chemistry II Lab (1)	General Chemistry I with Lab and General Chemistry II with Lab	8

Design Technology	HL 4-7	SL 4-7	General Elective	General Elective	3
Physics	HL 4	SL 4-7	PHYS - 2141 Intermediate Physics I (3) / PHYS - 2142 Intermediate Physics Lab I (1)	Intermediate Physics with Lab	4
	HL 5-7		PHYS - 2171 University Physics I (3) / PHYS - 2172 University Physics I Lab (1) & PHYS - 2181 University Physics II (3) / PHYS - 2182 University Physics II Lab (1)	University Physics I with Lab and University Physics II with Lab	8
Sports, Exercise & Health Science	n.a	SL 4-7	HLSC - 2100 Contemporary Issues in Health (3)	Contemporary Issues in Health	3

Group V: Mathematics	IB Score	IB Score	Course Number(s)	Course Title(s)	Hrs.
Mathematical Studies (SL)	n.a	SL 4	General Elective	General Elective	3
	n.a	SL 5-7	MATH - 1423 College Algebra (3)	College Algebra	3
Mathematics (SL)	n.a	SL 4-5	MATH - 2221 Precalculus (4)	Precalculus	4
	n.a	SL 6-7	MATH - 2290 Calculus I (4) OR MATH - 2281 Applied Calculus (4)	Calculus I or Applied Calculus	3-4

Mathematics (HL)	HL 4-7	n.a	MATH - 2290 Calculus I (4) OR MATH - 2281 Applied Calculus (4)	Calculus I or Applied Calculus	3-4
Further Mathematics (HL)	HL4-7	n.a	MATH - 2290 Calculus I (4) & MATH - 2292 Calculus II (4) & MATH - 2449 Linear Algebra (3)	Calculus I, Calculus II and Linear Algebra	11

Group VI: The Arts	IB Score	IB Score	Course Number(s)	Course Title(s)	Hrs.
Dance	HL 4-7	SL 4-7	General Elective	General Elective	3
Music	HL 4-7	SL 4-7	MUS - 2101 Understanding Elements of Music (3)	Understanding Elements of Music	3
Film	HL 4-7	SL 4-7	General Elective	General Elective	3
Theatre	HL 4-7	SL 4-7	TAPS - 1100 Theatre Appreciation (3)	Theatre Appreciation	3
Visual Arts	HL 4-7	SL 4-7	ART - 1100 Art Appreciation (3)	Art Appreciation	3

Tuition and Fee Payment Policies

Payment of Tuition and Fees

Payment due dates are term specific. Tuition and applicable fees must be paid no later than the date specified for each term. A \$100 late fee will be assessed to all accounts not paid in full by the due date. Information regarding these due dates is available on the GovState website and is also communicated to students via the students' GovState e-mail.

Electronic payment plan options for each term are available on the GovState website or the myGSU portal. There is a \$40 non-refundable fee for setting-up a payment plan. Refer to the "Payment Plan" section of the catalog for more information.

Students who fail to pay by the published due dates will be placed on a University Hold list and are at risk of being dropped for nonpayment. This includes those students who receive financial aid, tuition waivers, and work/organization sponsored tuition assistance.

If you do not plan to attend GovState, it is your responsibility to drop your classes by the 100% refund deadline. Students who fail to drop their classes by the 100% refund deadline will be responsible to pay for the related tuition and fee charges.

Payment Options

Governors State University offers various types of payment methods, as follows:

- Online - via myGSU portal using credit card, debit card, or electronic check (checking or savings account).
- By phone - using credit card or debit card by phoning the Cashier's Office at 708.534.4055.
- In person - at the Cashier's office using cash, money order, check, credit or debit cards.
- By mail - using money order or check by mailing payment to:
Governors State University
Cashier's Office
1 University Parkway
University Park, IL 60484-0975

Payments made via credit card and debit card will be assessed a non-refundable service charge of 2.95% (minimum \$3) for domestic issued cards and 4.25% (minimum \$3) for international issued cards. This service charge will be automatically added to your card payment. This service charge offsets the credit card transaction fees charged by the credit card companies. GovState does not control these credit card transaction fees and does not receive the proceeds from this service charge.

The University Cashier's Office is open Monday through Friday, from 8:30 a.m. to 5 p.m.

The University accepts Visa, MasterCard and Discover. A \$25 service fee will be assessed for any check returned by the bank. Information on payment options is available on the GovState website and is also communicated to students via the students' GovState e-mail.

Payment Plan

The University offers several payment plan options for each term through the TouchNet system (online). A \$40 non-refundable payment plan set-up charge will need to be paid at the time of enrollment in the plan.

TouchNet payment plans include a feature that will automatically deduct the monthly payments from the student's or parent's bank account, debit or credit card. When a checking or savings account is selected as the desired payment method, it is important to note that it will take up to 14 days once you enter your banking information (bank routing number and account number) to complete the verification process. As part of enrolling in the plan, payments are scheduled and processed on the due dates without additional action needed on the part of the student or parent. If a payment declines or does not go through due to insufficient funds, the student's account will be assessed a \$25 late fee for each late installment. Failure to have met prior payment plan obligations may prohibit you from entering into a payment plan with the University for future semesters.

As indicated under "Payment Options" section above, payments made via credit card and debit card will be assessed a non-refundable service charge of 2.95% (minimum \$3) for domestic issued cards and 4.25% (minimum \$3) for international issued cards.

Information on payment plan is available on the GovState website and is also communicated to students via the students' GovState e-mail.

On-Campus Tuition Schedule

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 2024-2025 Academic Year, per-credit-hour tuition rates for **undergraduate students** who are Illinois residents are as follows:

Academic Year of First Registration at GovState	Tuition per Credit Hour
2024-2025 First Enrolled Block Tuition Fall 2024 12+ Hours	\$4,920
2024-2025	\$343
2023-2024	\$328
2022-2023	\$313
2021-2022	\$313
2020-2021	\$313
2019-2020	\$313

Undergraduate Tuition for 2024-2025 Academic Year

Undergraduate	U.S. Resident	Non-U.S. Resident
Tuition 1-11 credit hours	\$343 per credit hour	\$686 per credit hour
Tuition 12+ credit hours	\$4,920 flat rate	\$9,840 flat rate

Master's Degree Tuition for 2024-2025 Academic Year (per credit hour)

Master Level Graduate	U.S. Resident	Non-U.S. Resident
Occupational Therapy	\$520	\$1,040
College of Business	\$436	\$872
Computer Science and Information Technology	\$436	\$872
All Other Master's programs	\$383	\$766

Specialist Degree Tuition for 2024-2025 Academic Year (per credit hour)

Specialist Degree	U.S. Resident	Non-U.S. Resident
School Psychology	\$452	\$904

Doctoral Degree Tuition for 2024-2025 Academic Year (per credit-hour)

Doctoral	U.S. Resident	Non-U.S. Resident
Nursing Practice	\$827	\$1,654
Counselor Education and Supervision	\$507	\$1,014
Occupational Therapy	\$827	\$1,654
Physical Therapy	\$643	\$1,286
Interdisciplinary Leadership	\$507	\$1,014

United States Residents

Students who are residents of any U.S. States other than Illinois pay the same tuition rate as the one established for that same academic year for students who are new to GovState and who are Illinois residents. Non-Illinois students do not qualify for the Illinois Guaranteed Tuition Plan.

Fees

The fees listed in this section of the catalog are subject to change for any subsequent term. Please check the GovState website for any changes. All students who have applied and been admitted to an academic program or enrolled as non-degree seeking student 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

The following are the mandatory fees for the 2024-2025 Academic Year:

	On-Campus (Main Campus)	Totally Online/ Off-Campus Programs
<i>Per Credit Hour:</i>		
Strategic Initiative	\$16	\$16
Health and Wellness	\$10	\$10
Student Support and Services	\$25	-
Student Center & Recreation	\$22	-
We CARE	\$1	\$1
Instruction Support (Online/Off-Campus)	-	\$47
Total	\$74	\$74

	On-Campus (Main Campus)	Totally Online/ Off-Campus Programs
Flate Rate:		
Facilities Fee:		
1-6 credit hours	\$205	\$205
7+ credit hours	\$585	\$585
Technology Fee:		
1-6 credit hours	\$150	\$150

7+ credit hours	\$375	\$375
Campus Access & Safety Fee	\$ 38	-

Explanation of Fees

Amounts are for the 2024-2025 Academic Year.

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

Campus Access & Safety Fee. A fee of \$38 per term is assessed to all students currently enrolled in on-campus programs and University employees to maintain the safety and continuity of campus operations, including, but not limited to: emergency preparedness and response; maintenance and security of the parking lots and walkways; quick-start/escort service; and campus shuttle. University employees pay for parking through payroll deduction. Students are assessed the campus access and safety fee with their enrollment fees.

Doctoral Application Fee. There is a non-refundable doctoral student application fee of \$75 per application submitted.

Facilities Fee. A flat fee per term is assessed to all currently enrolled students based on the number of credit hours per term. For students enrolled in 1 credit to 6 credits, the fee is \$205 and for students enrolled in 7 or more credits, the fee is \$585. The fee is used for the maintenance and renewal of all GovState physical facilities, infrastructure, and operations.

Graduate Administration Fee. A fee of \$100 is assessed to all Graduate and Doctoral students per term to support student success initiatives and student learning support.

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/doctoral degree.

Health and Wellness Fee. A fee of \$10 per credit hour is assessed to all currently enrolled students. The fee provides for programs and services that support students' health and wellness. These services include but are not limited to basic health care, counseling services, educational accommodations, disability services, and health education and wellness programs. Additionally, the fee supports the operations of the on-campus Student Health Services Center where professional staff members are available to students seeking assistance with a variety of primary, non-emergency health care and wellness needs.

Installment Payment Plan Fee. Students opting to pay tuition and fees via an installment plan are charged \$40 per term.

Instructional Support Fee (Online/Off-Campus). A fee of \$47 per credit hours is assessed to all currently enrolled students under a totally online or totally off-campus programs. The fee supports the development and delivery of instruction through appropriate learning environments and supportive infrastructure.

Late Payment Fee. There is a non-refundable fee of \$100 charged for late payments.

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

Service Charge. Payments made via credit card and debit card will be assessed a non-refundable service charge of 2.95% (minimum \$3) for domestic issued cards and 4.25% (minimum \$3) for international issued cards. This service charge will be automatically added to your card payment. This service charge offsets the credit card transaction fees

charged by the credit card companies. GovState does not control these credit card transaction fees and does not receive the proceeds from this service charge.

Strategic Initiative Fee. A fee of \$16 per credit hour is assessed to all currently enrolled students. The fee supports targeted initiatives that enhance the student learning experience.

Student Center and Recreation Fee. A fee of \$22 per credit hour is assessed to all students currently enrolled in on-campus programs. The fee provides access and use of Recreation and Fitness Center facilities at no additional costs, funding for both club and competitive sports teams, and the operation of the Student Center and related programs and services.

Student Support and Services Fee. A fee of \$25 per credit hour is assessed to all students currently enrolled in on-campus programs. The fee supports services and programs that will increase the academic success and retention of all students throughout their education and the transition process. Services and programs include academic resources and counseling; career preparation and readiness; international services; Student Life programs and activities to enrich the extracurricular life of students including entertainment and educational events, student organizations and initiatives, student leadership development, student travel, and the student newspaper.

Technology Fee. A flat fee per term is assessed to all currently enrolled students based on the number of credit hours per term. For students enrolled in 1 credit to 6 credits, the fee is \$150 and for students enrolled in 7 or more credits, the fee is \$375. The fee supports technology infrastructure and utilization including, but is not limited to, campus and classroom computers, upgrades to labs, wired/wireless internet services, and software for expanding computer access to students and upgrading computer hardware and software.

Transcript Fee. GovState charges a fee of \$10.00 plus a \$2.90 processing fee per official transcript.

Undergraduate Application Fee. There is a non-refundable undergraduate student application fee of \$25 per application submitted.

We CARE Fee. A fee of \$1 per credit hour is assessed to all currently enrolled students. The fee provides scholarships and aid for students who demonstrate financial need but do not otherwise qualify for additional financial aid.

Program and Service Fees

Amounts are for the 2024-2025 Academic Year.

Assessment Fee. Credit for Prior Learning (CPL) is a process used to evaluate and provide college credit for the knowledge students have obtained through areas outside of the academic setting. Fees for this assessment are based on the current academic year undergraduate tuition rate per credit hour. Students at GovState who submit a CPL portfolio are charged an assessment fee equivalent to 40% of the tuition for one three credit-hour course (i.e., AY24-25 tuition for a three-credit hour course = \$1,029. Fee assessed for first credit by portfolio review is 40% of \$1,029 = \$411.60). Subsequent portfolio submissions are only charged an evaluation fee of \$104 per portfolio. For further information, see www.govst.edu/cpl or contact the Credit for Prior Learning Office at cpl@govst.edu or 708-235-7143.

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).

Course Fees

Amounts are for the 2024-2025 Academic Year.

Course	Materials	Fee
ACCT-2110	Online Access and eTextbook	\$246
ACCT-2111	Online Access and eTextbook	\$246
ACCT-3111	eTextbook	\$110
BAN-6100	eTextbook	\$94
BLAW-2100	Pearson MyLab Access Code and eTextbook	\$98
BLAW-3100	Pearson MyLab Access Code and eTextbook	\$98
BUS-3700	Pearson MyLab Statistics Access Code and eTextbook	\$108
CPSC-4540	NETLAB Virtual Environment	\$50
CPSC-4542	NETLAB Virtual Environment	\$50
CPSC-4570	NETLAB Virtual Environment	\$50
CPSC-4572	NETLAB Virtual Environment	\$50
CPSC-4581	NETLAB Virtual Environment	\$50
CPSC-4582	NETLAB Virtual Environment	\$50
CPSC-4583	NETLAB Virtual Environment	\$50
EDEC-3099	Joliet Professional Development Alliance external training for substitute teaching	\$35
EDEC-6099	Joliet Professional Development Alliance external training for substitute teaching	\$35
EDUC-4301	Joliet Professional Development Alliance external training for substitute teaching	\$35
EDUC-6301	Joliet Professional Development Alliance external training for substitute teaching	\$35
EMED-3199	Joliet Professional Development Alliance external training for substitute teaching	\$35
IT-4540	NETLAB Virtual Environment	\$50
IT-4541	NETLAB Virtual Environment	\$50
IT-4562	NETLAB Virtual Environment	\$50

Course	Materials	Fee
IT-4810	NETLAB Virtual Environment	\$50
IT-7035	NETLAB Virtual Environment	\$50
IT-7120	NETLAB Virtual Environment	\$50
IT-7412	NETLAB Virtual Environment	\$50
IT-7455	NETLAB Virtual Environment	\$50
IT-7605	NETLAB Virtual Environment	\$50
MATH-2100	MyStatLab	\$95
MGMT-2100	CapSim Access Code and Connect Master Inclusive Access Introduction to Business (Custom)	\$151
MGMT-3099	eTextbook	\$74
MIS-2101	Pearson MyLab Access Code and eTextbook	\$128
MUS-1100	eTextbook	\$125
MUS-2201	eTextbook	\$82
MUS-2202	eTextbook	\$95
MUS-4101	eTextbook	\$96
PHYT-6701	EHRGO Two Year Subscription (Neehr Perfect Network Ed.)	\$250

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 be a resident of the United States. 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 tuition and fees may also be made because of excess of tuition payments, Financial Aid, student's death, disability, extreme hardship, or institutional error. Refunds may be made via check or direct deposit.

Additional information is available on the GovState website and at the Registrar's Office.

Unsatisfied Financial Obligations

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

Veterans (Student) Attendance Information

Student Veteran Attendance or Participation in Courses Pending VA Payment in Compliance with 38 USC 3679(e):

In Compliance with 38 USC 3679(e), Governors State University will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment.

Financial Assistance

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

The Office of Financial Aid and Scholarships 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, 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 an eligible degree or certificate program; and
3. be enrolled at least on a half-time basis (six hours) for most forms of aid.

Programs Available

The Office of Financial Aid and Scholarships administers and coordinates aid funds from federal, state, university, and private sources. The various aid programs available may be divided into four broad categories: grants/scholarships, loans, student employment, and tuition waivers. Grants and scholarships are referred to as "gift aid" since they are not repaid. Loans must be repaid, with payments usually beginning six months after leaving school or when a student drops below half-time enrollment status. Student employment 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 Office of Financial Aid and Scholarships processes aid on a year-round basis. Students are encouraged to apply for financial assistance annually, as early as October 1st to maximize their financial aid eligibility. Students should refer to the Office of Financial Aid and Scholarships website at www.govst.edu/finaid for detailed information on available types of aid and application forms/deadlines.

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.studentaid.gov. Additional information and supporting documentation may be requested if the application is selected for verification. The financial aid application is not complete until all required forms and supporting documents are on file and verified by the Office of Financial Aid and Scholarships.

Financial Aid Disbursement

The first financial aid posting for each semester is after the census date 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 weeks after financial aid is posted to the student accounts.

Federal Grants, Loans, and Tuition Waivers

Veterans Assistance

For information concerning veterans' benefits, visit the Veterans Resource Center or call 708-235-7597.

United States Department of Veterans' Affairs Educational Benefits

Available to veterans, service members, and eligible dependents in undergraduate and graduate programs. Sets tuition at the in-district rate, and provides coverage for eligible tuition and fees at the rate determined by the Dep.t of Veterans' Affairs. Further information can be found at va.gov.

Contact: GovState Veterans Resource Center for details.

Student Veteran Attendance or Participation in Courses Pending VA Payment in Compliance with 38 USC 3679(e):

In Compliance with 38 USC 3679(e), Governors State University will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment

Illinois Veterans Grant

The Illinois Veteran Grant (IVG) Program provides coverage for eligible tuition and mandatory fees for undergraduate and graduate students at 2- or 4-year Illinois public higher education institutions. The Illinois Veteran Grant is offered to Illinois residents who meet the eligibility criteria. Further information can be found at ISAC.org.

Details available through the Illinois Student Assistance Commission - Illinois Veteran Grant.

Illinois National Guard Scholarship

The Illinois National Guard (ING) Grant provides coverage for eligible tuition and fees for undergraduate and graduate students at 2- or 4-year Illinois public higher education institutions. The Illinois Veteran Grant is offered to Illinois National Guard members, and qualifying recently discharged Illinois National Guard members, who meet the eligibility criteria. Further information can be found at ISAC.org, or through your IL National Guard Unit.

Illinois MIA/POW Veteran's Dependents Scholarship

The Illinois Department of Veterans' Affairs (IDVA) Deceased, Disabled, and MIA-POW Veterans' Dependents Scholarship provides coverage for eligible tuition and fees for undergraduate and graduate students at Illinois public

higher education institutions. Illinois MIA/POW Veteran's Dependents Scholarship is offered to dependents of Illinois veterans who meet the eligibility criteria and is not based on financial need. Further information can be found at ISAC.org and <https://veterans.illinois.gov/>.

Available to undergraduate students based on need. Must be enrolled in a degree-seeking program. Applies to tuition, fees, and other educational expenses. No repayment obligation.

Complete the FAFSA form available online at www.studentaid.gov.

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.

Complete the FAFSA form available online at www.studentaid.gov.

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.

Complete the FAFSA form available online at www.studentaid.gov.

Available to undergraduate students based on need. Must be a degree-seeking student and enrolled in at least half-time status with eligible coursework (recognized in your program curriculum and corresponding Degree Audit).. Repayment will begin six months after graduation or when a student drops below half-time status. Annual loan limits vary, based on academic level.

Complete the FAFSA available online at www.studentaid.gov.

Available to undergraduate and graduate students. Do not have to demonstrate financial need. Must be a degree-seeking student and enrolled in at least half-time status with eligible coursework (recognized in your program curriculum and corresponding Degree Audit). Annual loan limits vary based on academic level and dependency status for undergraduate students. Graduate students can receive up to \$20,500 annually. 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.

Complete the FAFSA form available online at www.studentaid.gov.

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 in a TEACH Grant eligible program. Must have at least a 3.25 cumulative grade point average and must **annually** complete both the Agreement to Serve or Repay and TEACH Grant counseling.

For more information, please visit <https://studentloans.gov/myDirectLoan/launchTeach.action>

Complete the FAFSA form available online at www.studentaid.gov.

State Scholarships, Grants, and Tuition Waivers

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. Students must be enrolled for at least 15 credits per semester to receive the full amount of the MAP Grant shown on the award letter. When enrolled in less than 15 credits the award is prorated based on the number of credit hours enrolled. No repayment obligation.

Complete the FAFSA form available online at www.studentaid.gov.

AIM HIGH Scholarships are offered through the Illinois Student Assistance Commission (ISAC). These scholarships are merit-based and offered to incoming first year and transfer students. Amounts vary.

Details available through <https://www.govst.edu/AIMHIGH/>.

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.

Details available through the Illinois Student Assistance Commission - PFC Program.

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 must sign a commitment to teach on a full-time basis for five years at a nonprofit Illinois public, private or parochial preschool, or an Illinois public elementary or secondary school considered a school of need. 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.

Details available through the Illinois Student Assistance Commission - Golden Apple

Available to undergraduate and graduate minority students who are Illinois residents preparing for teacher certification. Student must agree to teach upon graduation. Student must be enrolled for at least a half-time basis. Scholarship is \$2,500 per term for tuition, fees, and other educational expenses.

Details available through the Illinois Student Assistance Commission - MTI Scholarship

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.

Details available through the Illinois Student Assistance Commission - SETTW Program.

This program provides financial assistance for individuals with physical or mental disabilities who have been approved for vocational training by the Office of Rehabilitation Services to attend accredited Illinois colleges, universities, and technical schools. Financial need is a factor.

Details available through the Office of Rehabilitation Services.

GovState Student Assistantships, Employment, and Foundation/Alumni Scholarships

Available to graduate students only. Must be degree-seeking and enrolled for at least six credit hours. Students earn a monthly stipend and a tuition waiver in return for 20 hours of work per week. Details can be found at <http://www.govst.edu/grad-assistant/>

Available to undergraduate and graduate students. Do not have to demonstrate financial need, but must be degree-seeking, 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.

Details available through Career Services - Jobs for Jaguars.

Job Location and Development

Available to undergraduate and graduate students who are enrolled for at least six credit-hours at GovState. Part-time, off-campus positions.

Details available through Career Services - Jobs for Jaguars.

The GovState Foundation awards scholarships three times per academic year: Fall, Spring & Summer. The entire application process is now online via the Scholarship Universe Software: <https://govst.scholarshipuniverse.com/public/>. The GovState Foundation devotes great effort to raising funds in order to recognize students who need financial assistance to continue their studies. Scholarship opportunities and award amounts vary each semester and academic year based upon the financial support of our donors. See which scholarships you match to by logging into Scholarship Universe and completing your profile by answering all questions.

For links to the Scholarship Universe Software, exact dates of application cycles, FAQ's, tips, tricks, and guides please visit www.govst.edu/foundationsscholarships/.

Purpose: This policy establishes the University processes for authorizing tuition and fee waiver programs and the purposes of such programs, establishing waiver budget and expenditure levels, and allocating waivers to waiver programs. Tuition and fee waivers are an agreement between the student and the University to reduce or eliminate assessed tuition and/or fees. All Illinois public universities are authorized to award two general types of tuition and fee waivers: Mandatory Waivers and Discretionary Waivers.

- Mandatory Waiver means a waiver that an institution is required by State statute to grant to students who meet the specific parameters and criteria included in the statute.
- Discretionary Waiver means a waiver that is granted at the discretion of the institution. Discretionary waivers include the following categories:
- Faculty and Staff Waiver means a discretionary waiver awarded to public university faculty, staff, or other employees, or their dependents.
- Student Talent or Merit Waiver means a discretionary waiver awarded to students based on talent in a particular field, academic merit, or special status.
- Student Need Waiver means a discretionary waiver granted to students demonstrating financial need.
- Student Service Waiver means a discretionary waiver granted to students to support the University mission, goals, and objectives through participation in outside contracts; graduate or undergraduate research, teaching, or other assignments; training or grant programs; external internship programs; clinical portions of degree programs conducted at other institutions; or other student experiences.

Teachers Scholarships - Special Education Grants: Provides tuition and necessary fee awards to encourage current teachers and academically talented students to pursue careers in any area of special education as a public or private elementary or secondary school teacher in Illinois. Recipients are exempt from paying tuition and fees at an eligible institution for up to four years. **Purpose:** To provide financial incentives to pursue special education teacher training. **Eligibility and Criteria:** As determined by the Illinois Student Assistance Commission (ISAC), participants must be a United States citizen or an eligible non-citizen; an Illinois resident; agree to take courses to prepare for the teaching of handicapped children or children with learning disabilities; be an Illinois high school graduate and rank in the upper half of the graduating class, or hold a valid teaching certificate that is not in the discipline of special education; and not have received a waiver under this program in the past. Participants are required to contract with the Illinois Student Assistant Commission and teach special education for two years within the five-year period following graduation. See details in Special Education Tuition waiver section above.

General Assembly Scholarships: Each member of the General Assembly may grant, annually, two four-year scholarships, one for the University of Illinois, and the other for any state-supported university, to persons from his/her district. The scholarships exempt the holder from paying tuition or fees, with the exception of fees for book rental, service, laboratory, supply, union building, hospital and medical insurance, and any fees pledged for the payment of interest and principal on bonds for the operation and maintenance of buildings. **Purpose:** To extend opportunities to attend the University of Illinois or other state-supported universities. **Eligibility and Criteria:** Students must live in the nominating legislator's district and are required to sign a waiver of confidentiality concerning scholarship information. This program was abolished in 2012. Only persons nominated to receive or awarded such a scholarship before September 1, 2012 are entitled to the scholarship.

Reserve Officers' Training Corps (ROTC) Scholarships: Scholarships are offered to residents of Illinois whose scholastic standing enables them to enroll in ROTC programs. The scholarships exempt the holder from paying tuition and/or fees, with the exception of fees for book rental, service, laboratory, supply, union building, hospital and medical insurance, and any fees pledged for the payment of interest and principal on bonds for the operation and maintenance of buildings. **Purpose:** To encourage their participation in the ROTC programs. **Eligibility and Criteria:** Residents of the State of Illinois whose scholastic standing will enable them to enroll in the ROTC programs available at universities supported by the State of Illinois are eligible. Applicants are required to take an examination each year according to rules prescribed by the presidents, or designees, of participating institutions. Scholarships are awarded on a merit basis to those eligible recipients receiving the highest grades with evidence of leadership ability. Applicants also must submit to the institution Selective Service registration compliance documentation. Waivers shall be awarded at each university on the basis of the equivalent of 10 scholarships per class, per branch of service, each academic year.

Department of Children and Family Services (DCFS) Scholarships and Fee Waiver: DCFS annually selects 48 children, at least four of whom are children of veterans, for scholarship and fee waivers for four consecutive years at any university or college maintained by the State of Illinois. Selection is based on scholastic record, aptitude, and general interest in higher education. **Purpose:** To give financial assistance for college expenses to selected children under the care of the Department. **Eligibility and Criteria:** DCFS may select 48 students under their care, at least four of whom must be children of veterans, on the basis of scholastic record, aptitude, and interest in higher education, and who have completed four years of high school.

Partial Tuition Waivers for Children of University Employees: Public University governing boards must offer fifty percent tuition waivers for undergraduate education to the children of employees who have been employed by the granting university and/or any public university in Illinois for an aggregate of at least seven years. Participants must be under the age of 25 and qualify for admission to the University. **Purpose:** To grant partial tuition waivers to the children of employees to attend the University. **Eligibility and Criteria:** The parent or guardian of the waiver recipient must have been employed by any public university for at least seven years. Children receiving the waivers must be undergraduates, under age 25 at the commencement of the academic year in which the waiver takes effect, must qualify for admission, and can only receive a maximum of four years of partial tuition waiver benefits.

Senior Citizen Courses Act: Permits senior citizens, over the age of 65, to enroll in regularly scheduled credit courses at public institutions of higher education without payment of tuition. This does not include payment of fees. Limited to persons whose annual income is less than the threshold amount in the Senior Citizens and Disabled Persons Property Tax Relief and Pharmaceutical Assistance Act. **Purpose:** To provide tuition-free credit courses for senior citizens that attend public institutions of higher education in Illinois. **Eligibility and Criteria:** Must be age 65 or older with an annual household income below the threshold amount of the Senior Citizens and Disabled Persons Property Tax Relief and Pharmaceutical Assistance Act.

Illinois Veterans Grants Illinois Veterans Grants (also see Veterans Assistance section above): The Illinois Veteran Grant (IVG) Program provides coverage for eligible tuition and mandatory fees for undergraduate and graduate students at 2- or 4-year Illinois public higher education institutions. This program is administered by the Illinois Student Assistance Commission (ISAC). **Purpose:** To provide tuition and fee grants to students that satisfy the Illinois residency and armed forces service history requirements as determined by ISAC. **Eligibility and Criteria:** Students must meet residency requires, have served (or are actively serving) honorably while meeting the minimum required active duty service duration, not be a current member the Reserve Officer Training Corps (ROTC), and not be in default on any student loan or owe a return of funds for any state or federal grant. Recipients must satisfy the institution's minimum grade level requirements. Further details can be found on ISAC.org.

Illinois National Guard Grants (also see Veterans Assistance section above): The Illinois National Guard (ING) Grant provides coverage for eligible tuition and fees for undergraduate and graduate students at 2- or 4-year Illinois public higher education institutions who are members of the Illinois National Guard. This program is administered by the Illinois Student Assistance Commission (ISAC). **Purpose:** To provide tuition and eligible fee grants to Illinois National Guard members, and qualifying recently discharged Illinois National Guard members, who meet the eligibility criteria. **Eligibility and Criteria:** Members of the Illinois National Guard who have completed one full year of service are eligible. Former members of the Illinois National Guard may also be eligible if they were active for at least five

consecutive years and have been called to federal active duty for at least six months. These individuals must be within 12 months of their discharge date from the Illinois National Guard to be eligible. All recipient eligibility is also contingent on enrollment in an Illinois public two- or four-year institution. Recipients must satisfy the institution's minimum grade level requirements, and not be in default on any student loan or owe a return of funds for any state or federal grant.

MIA/POW Scholarships (also see Veterans Assistance section above): Eligible dependents of a qualified veteran may be awarded a MIA/POW Scholarship at an Illinois public higher education institution. The scholarship covers eligible tuition and mandatory fees. This scholarship program is administered by the Illinois Department of Veterans' Affairs (IDVA). **Purpose:** To provide eligible tuition and fee scholarships to dependents of qualifying deceased, disabled, and MIA/POW veterans. **Eligibility and Criteria:** Any spouse, natural child, stepchild under the age of 18 at the time of marriage, adopted child under the age of 18 at the time of adoption, or minor child younger than 18 who is under a court-ordered guardianship for at least 2 continuous years prior to application, of a qualifying veteran shall be awarded a MIA/POW scholarship at an Illinois public higher education institution. Further information can be found at ISAC.org and <https://veterans.illinois.gov/>.

Faculty/Staff Waivers: Tuition and fee waivers awarded to University faculty, staff, or other employees or their dependents. **Purpose:** To provide educational benefits to the employees of the University, their dependents, and employees of other institutions. **Eligibility and Criteria:** Must be a member of the University faculty or administrative staff or an employee covered by the State Universities Civil Service System. This includes:

- Civil Service Staff: University Employees
- Civil Service Staff: Interinstitutional and Related Agencies
- Faculty and Staff
- Retired University Employees
- Children of Deceased Employees

Student Talent/Merit Waivers: Tuition and fee waivers awarded to students based on talent in a particular field, academic merit, or special status. **Purpose:** To provide financial assistance to students with academic talent or special status. **Eligibility and Criteria:** Based on academic record, other academic talent, or special status. This includes:

- Athletic
- Gender Equity in Intercollegiate Athletics
- Freshmen
- Dual Degree Program (DDP) - Honors
- Creative Arts Talent Scholarship

Student Need Waivers: Tuition and fee waivers granted to students demonstrating financial need. **Purpose:** To provide financial assistance to students who demonstrate financial need or hardship. **Eligibility and Criteria:** Recipients must demonstrate financial need and/or be enrolled in special academic programs or other University activities. This includes:

- Dual Degree Program (DDP) - Promise
- Special Program Waiver

Student Service Waivers/Assistantships: Tuition and fee waivers granted to students to support the University mission, goals, and objectives through participation in outside contracts; graduate or undergraduate research, teaching, or other assignments; training or grant programs; external internship programs; clinical portions of degree programs conducted at other institutions; or other student experiences. **Purpose:** To provide educational benefits and financial incentives to students and to provide students with valuable educational experiences. **Eligibility and Criteria:** Recipients must be enrolled in the University or under contract and, for the educational experiences and benefits, agree to perform related services. This includes:

- Teaching Assistantship
- Research Assistantship
- Laboratory Assistantship
- Tutoring Assistantship
- Graduate Assistantship

Student Services, Activities, and Information

Academic Resource Center

The Academic Resource Center (ARC) provides student support that goes beyond the classroom, meets individuals where they are and helps them achieve academic and personal goals. It is designed to equip students with the necessary tools for success. The ARC offers a variety of academic support services and work closely with students, faculty, and staff, offering writing assistance, subject tutoring, academic recovery plans, disabilities services, and other resources. The ARC houses the Writing Center, Student Disability Services, Subject Tutoring, New Student Programs, Peer Mentoring, Retention Specialists, and the Academic Recovery Programs.

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; GovState 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 the Jobs for Jaguars, job and internship database, which houses postings from local employers and on campus student employment opportunities. The office hosts a fall student employment and part time job fair, a spring career and internship fair and collaborates with the College of Business for the fall business career and internship fair during the academic year. For students in online degree programs, services are further provided through telephone appointments, zoom 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 Student Engagement and Intercultural Programs (CSEIP)

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 Center for Student Engagement and Intercultural Programs (CSEIP) includes the Jaguar Den, which houses a television lounge, student computers, study areas, and Student Row. Student Row includes the Student Senate Office which houses the Board of Trustees and IBHE Student Representatives. Staff offices, Civic Engagement and Community Service Center, Greek Life, Interfaith/Meditation Room, Student Activities Council suite and two conference rooms are also located in the CSEIP. It is the place to meet with friends, watch television, use the computers, or just relax. The GovState Student Food Pantry is located in A1115.

Jaguar Den

Located in the CSEIP, (A2140), the Jaguar Den is the place to meet with friends, use computers, do your homework, watch television, or just relax. Clubs can use this area as a meeting space when necessary.

Student Conference Rooms

Located in the CSEIP A2131 and A2110, Students and clubs can use this area for activities by contacting CSEIP or stopping by Suite A2100 to request a reservation.

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 GovState student or employee ID card is required for equipment check out.

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

Center for Student Engagement and Intercultural Programs (CSEIP) Events

CSEIP strives to empower students through interaction in self-initiated or planned activities with fellow students, faculty members and staff. Grounded on the principles of Student Development Theory, CSEIP seeks to sustain a campus climate that respects the rights of individuals and groups, encourages student success and ensures outlets for personal and professional development. Traditional events sponsored by CSEIP include the following:

Welcome Week

Latino Heritage Month

LGBTQA History Month

Homecoming Week

Hunger and Homelessness Awareness Week

Martin Luther King, Jr. Celebration

Black History Month

Women's History Month

Springfest

Grad Celebration Week

Center for Student Engagement and Intercultural Programs (CSEIP) Special Events

CSEIP 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. CSEIP also collaborates with the Student Activities Council, Center for Performing Arts, GovState Library, and the academic colleges to present special events.

CSEIP Services

Student Senate

Student Activities Council

Kaleidoscope Community Service Council

Greek Life

Clubs and Organizations

Student Newspaper

Student Travel/Conference Fund

CSEIP provides reimbursement of 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 are reimbursed for conference travel by completing a request form on the Jaguar Connection website. Students who seek funding for conference travel must be in academic good standing, be recommended, and complete all required forms. Funding is applied via reimbursement at a maximum \$500 per fiscal year. Applications are submitted via the Jaguar Connection portal two months in advance; awards are subject to availability of funds. Contact CSEIP at 708.235.7362 or email cseip@govst.edu.

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.

Chicago Southland International Film Festival (CSIFF)

Presented by Governors State University (<https://www.govst.edu/csiff/>) offers year-round film programming featuring local, regional, national, and international short and feature films produced by high school, college, and professional filmmakers. Students have an opportunity to watch incredible films, meet the independent filmmakers who made them, and learn more about the filmmaking process.

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 GovState 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 Intercultural Education

Civic Engagement and Intercultural Education (CEIE) are central to the Center for Student Engagement and Intercultural Programs (CSEIP). Located in A2130, CEIE is designed to be a one-stop-shop for students, faculty and community members focusing on social justice, community service 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. For more information, please email Civic Engagement at civicengagement@govst.edu.

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 Central (C3 - The Cube)

The Cube provides computer facilities for students, faculty, and staff. The Cube complex is comprised of nine classrooms and an open lab. All computers are connected to the Internet. Hardware and software are updated on a regular basis. Details are included in The Cube webpages. 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, 9:00 a.m. - 5 p.m.; Sunday (fall/spring), Noon - 5 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 <https://www.govst.edu/TheCube/>.

Counseling and Wellness Center

The Counseling and Wellness Center (CWC), in partnership with Advocate Health Care, offers comprehensive medical, mental health, and case management services. The CWC includes the GSU4U and A.C.E. (Achieving Completion with Excellence) Program. GSU4U connects students facing personal difficulties, such as food and housing insecurity, to campus and community resources, and A.C.E. provide learning equity at the postsecondary level for youth who have experienced alternative care through financial, housing, academic, social, emotional, and mentoring support.

The center is staffed by a diverse and collaborative team including, a psychologist, licensed counselors, social worker, doctoral externs, a certified family nurse practitioner, a medical assistant, and support staff. The CWC medical and behavioral health team works with currently enrolled GovState students and provides 24/7/365 confidential and compassionate counseling services, and crisis support with the goal of improving academic experiences through facilitating physical, emotional, social, and spiritual growth.

The Counseling and Wellness Center is located in A-1120. In-person or virtual counseling appointments can be scheduled through the MyGSU portal or by contacting 708.235.7334. Walk-in (no appointment needed) sessions are available Monday-Friday 11:00 A.M. -1:00 P.M. For more information regarding the services provided, visit the website at: <https://www.govst.edu/counselingcenter/>.

Diversity Equity Inclusion Council

Governors State University (GovState) has established a Diversity, Equity, and Inclusion Council (DEIC) of 20 - 25 students and employees, who act on behalf of the organization to launch and support the diversity equity and inclusion (DEI) process. The committee is a critical driver in fostering real organizational change, establishing a dedicated focus on diversity and inclusion priorities, and promoting DEI practices. The DEIC Chair (Chief Diversity Officer) works closely with senior leaders to ensure tight alignment with the organization's overall business strategy and to accelerate DEI goals. For more information visit the DEI website.

The GovState DEI Council strives to create an organizational culture and climate in which all students and employees are valued, have a sense of belonging and connection with one another and the organization, and feel empowered to do their best work.

DEIC is charged with researching, developing, and proposing mechanisms to help create a supportive, positive, and inclusive work environment for all students and employees of GovState.

The purpose of Governors State University's (GovState's) DEI Council is to help provide support, guidance, and direction for the university's mission and vision toward creating, implementing, and sustaining strategic DEI goals:

- Develop, share, and systematically implement a GovState DEI Strategic Plan that will drive the goals and initiatives to support organizational change and sustainability.
- Promote and Celebrate diversity, equity, inclusion, and multiculturalism among GovState students and employees through a variety of mechanisms including but not limited to professional development, discussions, social gatherings, and cultural events.
- Create spaces that foster respectful, inclusive, and equitable communication practices throughout and among all levels of staff of the organization and promote best practices engagement and belongingness.
- Recommend tools and resources to learn about, discuss, and ask questions about issues and topics related to DEI including continuous training, guest presentations, and other educational and inspirational resources.
- Facilitate communication between all GovState students, faculty, and staff to share ideas and recommendations and assist in finding consensus when it comes to our DE&I needs, goals, policies, and intentions.
- Coordinator with key leaders to increase accessibility, acceptance, retention, persistence, completion, and success of GovState students.

Diversity Office - Bias and Discrimination

The Chief Diversity Officer (CDO) 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.

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 Chief Diversity Officer. Also, the CDO will investigate reports and/or complaints regarding Title IX, harassment, discrimination, sexual misconduct, and/or retaliation. Sexual misconduct investigations will also include sexual harassment, sexual assault, stalking, sexual exploitation, or relationship violence involving students, faculty, staff or third parties.

Disability Services

The Office of Student Disability Services also known as Access Services for Students with Disabilities (ASSD) assists in providing an inclusive, accessible environment and equality of educational opportunities for students with documented disabilities. The ASSD office operates under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Legally mandated access and accommodations are available to all qualified students who self-identify with ASSD. Students must provide documentation by a qualified professional who can verify the functional impact of the disability as well as provide recommendations for reasonable and appropriate accommodations. The information provided by students is voluntary and confidential. To arrange for reasonable and appropriate accommodations, contact ASSD at 708.235.3968 or ASSD@govst.edu or view their website at <https://www.govst.edu/disability-services/>.

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. The Center for Student Engagement and Intercultural Programs 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.

First Generation Center

At the **First-Generation Center (FGC)** we envision a future where every first-generation student at Governors State University thrives, excels, and achieves their highest potential. Our center is committed to empowering and supporting first-generation students throughout their educational journey while ensuring equitable access to opportunities and resources that promote academic success, personal growth, and professional development.

We strive to foster an environment that values first-generation students' distinctive identities, experiences, barriers, and talents. Our goal is to help students feel a part of a community where they may interact with peers, mentors, and role models who are aware of their unique requirements and goals.

We strive to empower them to become leaders, change-makers, and advocates within their communities, inspiring future generations to pursue their own educational goals.

We serve all current GovState students whose parents or legal guardians have not earned at least a Bachelor's Degree.

We offer:

- Peer-to-peer support through mentoring
- Leading Legacies -A support group offering for GovState students who are first-generation. Our objective is to help first-generation students thrive at GovState and be ready for life after graduation by offering them resources and support.
- Programming to promote the success of first-generation college students at GovState.

Guaranteed Graduate Admissions Pathway (GPATH)

The path to your dream career is here at Governors State University. From your undergraduate program, to your graduate degree, and into the professional world, we are here to lead you towards success in your desired career field. Check out the list below to find the profession of your interest and how you will get there with the guidance of our exceptional academic programs.

If you are a freshman enrolled in our **Honors Program**, during your second semester, you will have the opportunity to enter the **Guaranteed Graduate Admissions Pathway (GPATH)**. If you meet and maintain graduate program-specific GPA and coursework requirements, pass discipline-specific exams, and maintain full-time student status, you will be guaranteed a space in a competitive GovState graduate program of your choice.

If you are a transfer student, during your first semester no later than 90 hours earned, you will have the opportunity to enter the Guaranteed Graduate Admissions Pathway. If you meet and maintain graduate program-specific GPA and coursework requirements, pass discipline-specific exams, and complete within 4 years, you will be guaranteed a space in a competitive GovState graduate program of your choice. Please see your advisor for additional information.

The graduate programs participating in GPATH include Accounting, Biology, Business Administration, Business Analytics, Chemistry, Communication Disorder, Health Informatics, Human Resources, Occupational Therapy, and Physical Therapy.

For additional information, please speak with the Acting Dean of the Honors College, Dr. David Rhea at drhea@govst.edu.

GSU4U

GSU4U is an initiative to strengthen support for student success. GSU4U connects students facing personal difficulties, such as food and housing insecurity, to campus and community resources. We are dedicated to assisting all students, no matter how serious or small the situation may seem. To learn more about the program please visit: www.govst.edu/GSU4U

Honor Societies

Alpha Alpha Alpha (Tri-Alpha) (First Generation Students Honor Society)

The purpose of Tri-Alpha recognizes academic achievements in first-generation college students, create enthusiasm for scholarship, to promote leadership, and to provide support networks for first-generation students within and across college chapters. Contact Hajja Yamini at FirstGen@govst.edu

Alpha Eta (Allied Health Profession Honor Society)

This organization is dedicated to the promotion and recognition of significant scholarship, leadership, and contributions to the Allied Health Professions. It fosters high standards of education for those majoring in Communication Disorders, Physical Therapy, Community Health, or Addiction Studies. GovState Contact: Dr. Ivonne Kanko, ikanko@govst.edu.

Alpha Iota Sigma (Honor Society for Interdisciplinary Work)

Promotes the benefits of interdisciplinary work and provides a forum to encourage interdisciplinary collaboration among students, faculty, and community members. GovState Contact: Dr. Benjamin Almassi, balmassi@govst.edu.

Alpha Lambda Delta (ALD)

Alpha Lambda Delta National Honor Society was founded in 1924 to recognize the high academic achievement of first-year college students and is present on over 280 campuses across the United States. Contact New Student Programs at nsp@govst.edu.

Beta Gamma Sigma Honor Society

Beta Gamma Sigma (BGS) membership is the highest honor that a business student, attending an AACSB accredited institution can achieve. Members are all over the world and currently reside in over 160 countries. BGS members serve in a wide array of industries and are not focused on one specific professional area. This allows unique opportunities for our members to network with a variety of other business professionals from all walks of life. GovState Contact: Anne Frosh at afrosh@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. Contact CSEIP.

Honors Program Student Council (HPSC)

This council is committed to providing an effective communication bridge between the faculty/staff and honor program students. We seek to model exceptional leadership, enhance learning experiences, develop innovative initiatives, and promote connections in and out of the classroom in order to engage honor students in the GovState, local, and global communities. GovState Contact: Dr. David Rhea, drhea@govst.edu.

Kappa Delta Pi Honor Society

Kappa Delta Pi (KDP) is an International Honor Society of Education focused on leadership, scholarship, and service. Membership in KDP is a lifelong connection to an international network of exceptional educators working in various levels of education, all with a common aspiration. Our mission is to advance quality education by inspiring teachers to prepare all learners for future challenges. GovState Contact: Dr. Katie Hisrich, khisrich@govst.edu.

Lambda Pi Eta - Kappa Kappa Chapter

Lambda Pi Eta is the official communication studies honor society of the National Communication Association (NCA). GovState Contact: Michelle Sebasco, msebasco@govst.edu.

National Society of Leadership and Success (NSLS)

The society is the nation's largest leadership honors society. GovState Contact CSEIP.

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: Lydia Falconnier, lfalconnier@govst.edu.

Pi Alpha Alpha Honor Society

The society is committed to encouraging and recognizing outstanding accomplishments in public affairs and administration, while fostering integrity, professionalism, and creative performance in the conduct of governmental and related public service activities. GovState Contact: Dr. Mary Bruce, mclark@govst.edu.

Psi Chi Psychology National Honor Society

The society's mission is to produce a well-educated, ethical, and socially responsible member committed to contributing to the science and profession of psychology and to society in general. GovState Contact: psichi@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. Contact veterans@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.

Sigma Tau Delta

An International English Honors Society to confer distinction for high achievement in English Language and Literature in undergraduate, graduate, and professional studies. Advisor: Dr. Christopher White, cwhite@govst.edu.

Tau Sigma National Honor Society-Delta Delta Chapter

Tau Sigma Honor Society is a national honor society designed exclusively for transfer students. Contact: tausigma@govst.edu.

Upsilon Phi Delta

Upsilon Phi Delta is an honor society, recognizing the academic excellence of Healthcare Administration students. Advisor: Dr. Ning Lu, nlu@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.

Latinx Resource Center

The mission of the Latinx Resources Center (LRC) is to intentionally serve Latinx students by creating an intersectional and empowering space where they are supported, appreciated, and culturally represented.

The LRC fulfills its mission and builds "confianza" with students and communities by:

- Promoting an inclusive environment through the development of educational, social, intersectional, professional, and cultural programming.
- Mentoring Latinx students to achieve academic and professional success.
- Educating high school Latinx students and their families about college enrollment, financial aid, and support programs.
- Supporting Undocumented, DACA, and students from mixed-status families.

Location: C-2340 | **Hours:** 9 a.m. - 5 p.m. | **Phone:** 708-235-8528 | **Email:** lrc@govst.edu. Please contact the Director, *Emmanuel Lopez* to learn more elopez6@govst.edu or 708-235-8528.

GovState and SIU School of Law or NIU School of Law 3+3 Joint Degree Option

Governors State University students from Anthropology-Sociology, Criminal Justice, English, History, Political Science or Psychology programs and the Southern Illinois University (SIU) School of Law or Northern Illinois University (NIU) College of Law offer a joint degree allowing students to earn both a bachelor's degree (B.A.) and a law degree (J.D.) in six years instead of the more typical seven. Students in the joint degree program save both time and money on their undergraduate and professional studies.

Students must select one of the above majors. Admission into the dual GovState B.A./J.D. program is done with an academic advisor and must add the pre-law minor. Students interested in entering the joint degree program will complete the undergraduate curriculum as described at SIU Law School 3+3 Program or NIU Law School 3+3 program.

Students will apply to the SIU School of Law or NIU College of Law during their junior year. Applicants need a cumulative undergraduate GPA and a Law School Admission Test (LSAT) score equal to or greater than the median for the previous year's cohort. GovState suggesting a minimum LSAT of 154 (60th percentile) and 3.4 cumulative GPA. The School of Law will notify applicants of an admissions decision in a timely fashion to allow for scheduling senior year courses.

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. Faculty librarians are assigned to specific programs within each college to provide research expertise. 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 provides access to the library's physical and digital collections. Books, journals, and videos are available in print and electronic formats. The GovState Library Catalog is part of the I-Share union catalog of more than ninety member libraries of the Consortium of Academic and Research Libraries in Illinois. By accessing I-Share through the University Library's catalog, library users can also initiate interlibrary loan requests from the other ninety 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 GovState 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 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.

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, and computer workstations for library research. 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 provide 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.

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.

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

Completing the required ROAR 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. Upon completion, a first year and transfer student will be directed to their advisor to schedule an appointment for registration. Additionally, first year students will attend Governors State University's Jaguar Journey Days to prepare them with essential tools for the first day of class. For dates on Jaguar Journey Days, students can visit www.govst.edu/orientation or contact the Assistant Director of the Academic Resource Center at 708.235.6819 or NSP@govst.edu.

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. Definitions, details, and enforcement of this Public Act are included in University Policy 78 - Title IX and Sexual Misconduct, the Student Code of Conduct, and the Title IX and Sexual Misconduct webpages. Students and employees are encouraged to contact the Title IX Officer 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. Complete details regarding all aspects of Campus Safety are found here.

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.

Retention Support

Students experiencing challenges in pursuit of their degree can connect with ARC Retention support staff to obtain the tools needed to succeed. ARC retention support staff assist students in creating a plan that allows them to address any obstacles impeding on their academic and personal success. ARC retention support staff are equipped to administer services focused on time management, effective study skills, academic coaching and more. ARC retention support staff are also knowledgeable of campus resources and can refer students to the appropriate

resources when necessary as well. For more information regarding Student Retention, please feel free to contact Kara Lester, Retention Coordinator, at klester2@govst.edu or 708/235-7413.

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 Senate

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 GovState 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 senate positions. Visit Student Senate at www.govst.edu/studentsenate or e-mail studentsenate@govst.edu.

Student Handbook

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

Student Identification Card (myONECARD)

The myONECARD is the official GovState student identification card and must be used to access the resources of the GovState 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 GovState Bookstore and in the GovState 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 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 GovState'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. Call 708.534.4517 or e-mail us to join our staff.

Student Organizations

Students may take advantage of more than 60 student and university organizations, including the Student Senate, which exists at GovState. 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 CSEIP. Students can select their advisor in cooperation with the CSEIP and the College. All organizations must renew their charters each academic year. For information or assistance, contact the Director of the Center for Student Engagement and Intercultural Programs or visit the Student Clubs and Organizations portal, Jaguar Connection.

Television and Media Production

The Department 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 Department provides opportunities for students to learn in functioning broadcast facilities and to work on professional productions with national distribution.

Testing Center

Industry-recognized professional certification exam testing is offered through CLEP, DSST, Pearson, Prometric, and PSI exam partners at Governors State University's Testing Center. GovState's Testing Center provides a secure and professional testing environment for the local community and students of our campus. Details on testing services and hours can be found on the Testing Center website <https://www.govst.edu/testing-center/>.

TRIO Educational Opportunity Center

The Educational Opportunity Centers program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions. To learn more about the program please visit: www.govst.edu/Trioec

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Tutoring

Tutoring services are offered for students free of charge. The following subjects are tutored: mathematics, accounting, economics, finance, computer science, statistics, and some science courses depending on tutor availability. For more information, please contact the Coordinator of Tutoring and Academic Assistance at 708.235.3962 or visit the Student Success Commons/Academic Resource Center website at www.govst.edu/arc.

Undergraduate Academic Advising Center

The Undergraduate Academic Advising Center (UAAC) at Governors State University located in C-3385 houses the undergraduate academic advisors. The professional advising staff is available to assist students with major planning, internship information, graduation requirements and other support services to assist from initial registration to post-graduation. For more information, please contact the UAAC at 708.534.8043, via e-mail at advising@govst.edu or visit the website at www.govst.edu/advising.

Auxiliary Services and University Housing

The Office of Auxiliary Services and University Housing provides support and service to the students, faculty, staff, alumni and guests of the Governors State University campus through programs and services such as University Housing: www.govst.edu/housing; GovState Bookstore: www.govst.edu/bookstore ; Campus Dining, Vending and Catering: www.govst.edu/dining; and student's identification card called the myONECARD: www.govst.edu/myONECARD.

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, first year 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 (GMT 105), provides a common area for veterans to interact, study, and receive updates on veteran resources and programs. The Program Director for Veterans and Military Personnel serves as ombudsperson to veterans, active-duty military, and their families. The Program Director is available to assist incoming students with the application process, registration, transcript evaluation, and navigation of the university and its website. The Program Director 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: Veterans Resource Center, veterans@govst.edu, 708.235.7597, 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 Student Success Commons/Academic Resource Center, B1215. To schedule an appointment for a one-on-one consultation, please visit MyWCOnline scheduling system at govst.mywconline.com. 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. For additional information, please visit the Writing Center in the Student Success Commons, Room B1215, or call 708.534.4090.

The School of Extended Learning

The School of Extended Learning (SXL) at Governors State University serves as the continuing education and workforce development center for the University. SXL offers learning opportunities for all ages with a camp for middle and high schoolers, short term training programs that prepares individuals to enter the workforce, professional development and continuing education for individuals to advance in their profession, academic and professional certification at the testing center, and the knowledge exchange for retirees, and semi-retirees. SXL customizes training opportunities for local and regional businesses by identifying training gaps and providing workable solutions.

Industry-recognized professional certification exam testing is offered through CLEP, DSST, Pearson, Prometric, and PSI exam partners at Governors State University's Testing Center. GovState's Testing Center provides a secure and professional testing environment for the local community and students of our campus.

English Language Learning Center (ELLC)

The English Language Learning Center offers a variety of programs for international students and community members who are interested in improving their English Language skills for personal, professional, and academic purposes. ELLC provides English classes to parents of local school districts utilizing Title III funding and local businesses' employees.

The Knowledge Exchange

This lifelong learning program is for the retired and semi-retired in the Chicago southland. In a relaxed and friendly environment at Governors State University, participants enjoy a community of shared learning and a free exchange of opinions and ideas. Courses are for non-credit and include History, Liberal Arts, Current Events, Foreign Policy (Great Decisions), Law, Philosophy and Special Expertise.

Professional Development

Skills training, test preparation programs, and industry certifications provide accessible paths for adult learners to successfully realize career and life transitions.

Registered Apprenticeship Programs (Program Length: 1 ½ years)

Supply Chain Logistics Management

Supply Chain Logistics Managers play a crucial role in orchestrating the movement of goods and information across the supply chain, aiming to achieve efficiency, cost-effectiveness, and customer satisfaction.

Industrial Production Management

Industrial Production Managers are responsible for overseeing the entire production process, from planning and resource allocation to quality control and process improvement. Their role is vital in maintaining efficient and effective manufacturing operations while ensuring that products meet high-quality standards.

Production, Planning and Expediting Clerk

Production, Planning, and Expediting Clerk plays a vital role in managing the logistical and scheduling aspects of production processes. By coordinating orders, materials, and resources, they contribute to the efficient functioning of manufacturing operations and help maintain customer satisfaction.

Pilot Training

The objective of this course is to orient the incoming student to flight training and provide the theory and concepts needed for preparing for the FAA private pilot aeronautical knowledge test (airplane). Topics include: airplane

systems, aerodynamics, flight instruments, procedures & airport operations, communications procedures, weather, regulations, weather services, aircraft performance, navigation, enroute flight, and cross-country flight planning.

Steam Camp

Steam camp offers middle- and high school students a chance to get hands-on science, technology, art, engineering, and mathematics experience. Offered by GOV STATE since 2014, the camp engages students ages 11 to 16 in experiments, field activities, project-based learning, field trips and more to encourage them to pursue STEAM careers.

New Leaders Mentors Program

Designed to provide a system of support to first- and second-year leaders (Principals, Directors, Coordinators, Deans, and Instructional Coaches), this mentorship program matches experienced administrators with Protégés. Mentors will meet with their Protégés in their district or an agreed location for a minimum of 50 hours throughout the school year. Monthly professional development is offered that helps administrators maintain their licensure. Some districts are eligible for free participation due to a grant from the Illinois State Board of Education (ISBE).

Beginning Teachers Mentors Program

Designed to support and challenge new teachers to reach their full potential with a focus on the Charlotte Danielson Framework, the Common Core State Standards, and the Illinois State Assessments. Novice teachers reach their full potential through professional development meetings and activities with a leadership mentor. The novice teacher is engaged with their mentor over the two years in activities designed to strengthen the new teacher's practice. The activities address the development of the meta-cognitive skills of the novice teacher and accentuate the importance of becoming reflective practitioners. Quarterly professional development is offered to help teachers maintain their licensure.

Extended Learning Course Catalog

Bridge Programs

- **Jaguar Jumps 1001: Post High School Advancement for Individuals with Intellectual Disabilities CEPD-JJ01HY**
Introduces college readiness concepts to individuals with intellectual disabilities who are striving for college readiness. Must pass initial interview with ASSD staff and have completed high school hours.
- **Jaguar Jumps 2001: Post High School Advancement for Individuals with Intellectual Disabilities CEPD-JJ02HY**
Introduces college readiness concepts to individuals with intellectual disabilities who are striving for college readiness. Must pass Jaguar Jumps 1001.

English Language Learning

Please contact the School of Extended Learning to schedule your ELL classes.

- Reading and Vocabulary **CESL-005**
This class focuses on developing reading, vocabulary, and critical thinking skills to prepare students for making informed decisions as well as for reading in the university and professional contexts.
- Writing and Grammar **CESL-007**
This class focuses on developing writing and grammar skills to prepare students for writing in academic and professional contexts. It will provide effective writing strategies, developing proficiency in thinking, drafting, and reviewing written communication with applications of the target grammatical skills.

- **Listening and Speaking CESL-001**
This class focuses on listening and speaking skills in English. Focuses on appropriate skills in listening comprehension, note-taking skills, speaking management, problem areas in pronunciation, and appropriate vocabulary.
- **Multimodal Literacy CESL-003**
This class focuses on developing digital literacy, writing, reading, and presentation skills through educational technology tools, academic, social, and cultural expectations in U.S. and develop intercultural communication skills to be successful students/professionals in U.S. higher education/society.
- **English Classes for parents of local school districts**
This class focuses on all four skills (i.e., listening, speaking, reading, and writing) and grammar through a "Communicative Language Teaching" methodology to help parents communicate effectively with school officials.

English Classes for employees

This class focuses on all four skills (i.e., listening, speaking, reading, and writing) and grammar through a "Communicative Language Teaching" methodology to help employees communicate effectively in the workplace.

Health & Human Services

- **Certified Peer Recovery Specialist Success Program CEPD-CPRS**
The Certified Recovery Support Specialist (CRSS) Success Program will provide high quality recovery support training with supervised practical experience and wrap-around supports. Coordinated by post-secondary educational institutions for individuals with lived experience of mental health, substance use, or co-occurring mental health and substance use recovery. The 3-course program contains 28 four-hour modules totaling 110 hours. All registrations must be approved before enrolling by GovState's Addictions Program.
- **Clinical Medical Assistant Certification Program CEPD-JDCMOL ***
This program prepares students to assist physicians by performing functions related to the clinical aspects of a medical office. Instruction includes preparing patients for examination and treatment, routine laboratory procedures, pharmacology, taking and documenting vital signs, technical aspects of phlebotomy, the 12-lead EKG and the cardiac life cycle. **Cultural Responsiveness in the Classroom CEPD-COE10L**

Earn 5 CPDU's and a GOV STATE Badge when completing this entire 4-part podcast series and examination. How important is identity?

Drs. Amy Vujaklija & Joi Patterson speak with Dr. Ghody Muhammad about her book Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy. Through sharing the importance of knowing and honoring one's own and the students' historical identities, practical applications in and outside of the educational field are explored.
- **Kinesio Taping Workshop CEPD-KINSOL**
Kinesio Taping Workshop The Kinesio Taping Foundations Course will present all the concepts and techniques of Kinesio Taping in an expedited course format. This course will be held over an 8 Hour two-day period with a 4 Hour Pre-course.
- **Medical Billing & Coding Certification Program CEPD-JDBCOL ***
Medical billing and coding is one of the fastest-growing careers in the healthcare industry today! The need for professionals who understand how to code healthcare services and procedures for third-party

insurance imbursement is growing substantially. Physician practices, hospitals, pharmacies, long-term care facilities, chiropractic practices, physical therapy practices, and other healthcare providers all depend on medical billing and coding for insurance carrier reimbursement.

Home Inspection & Real Estate

- **Illinois Home Inspector Training CEPD-IHITOL**
Join us for a self-paced home inspector course. This course satisfies all the State of Illinois requirements to earn your license in home inspection. Once enrolled you will be connected with your home inspector instructor to receive materials and begin your training. You have up to 3 months to complete your 60 hours of online curriculum. Upon completion you will coordinate with your instructor to set up 5 field inspections.
- **Real Estate (Coming Soon!)**

Human Resources

- **PHR/SPHR Certification Preparation-ONLINE CEPD-SPHROL ***
The PHR/SPHR Certification Preparation Course is a rigorous program that will meet 100% online. The live online course will provide an overview of key areas in human resources management designed to better prepare HR professionals for the national PHR (Professional in HR) or the SPHR (Senior Professional in HR) exams. Both exams are administered by the HRCI® (Human Resources Certification Institute). Earning the PHR® or SPHR® from HRCI® makes you a recognized expert and leader in the HR field.

SHRM Certification (Coming Soon!)

Information Technology

- **Information Security Training (Vouchers Included) GES359 ***
Prepare for three globally recognized certifications: ISACA's Certified Information Systems Auditor (CISA) and Certified Information Security Manager (CISM), and (ISC)2's Certified Information Security Professional (CISSP).
- **Certified Ethical Hacker (Voucher Included) GES338 ***
This online Certified Ethical Hacker (CEH) course will teach you the valuable details that every information security professional needs to know.
- **CompTIA Network+ Training Boot Camp LBC112**
In this Boot Camp, you will learn how to configure, troubleshoot, and oversee networks! It provides the most comprehensive approach to earning your CompTIA Network+ certification, one of the most popular certifications an IT professional can attain.

Credit for Prior Learning toward GovState's **CPSC-4342**
- **CompTIA™ A+ Certification Training (Vouchers Included) GES328 ***
CompTIA A+ certification is the industry standard for validating the skills of entry-level computer technicians. It opens the door to an exciting career in computer technology, and this online course makes training convenient and interactive.

Credit for Prior Learning toward GovState's **IT-3110**

- **CompTIA A+ with ITIL 4 Foundation (Vouchers Included) GES353**
This online training program is perfect for students wanting to enter a career in Information Technology. You will learn CompTIA A+ and ITIL principles and prepare for certification.
- **CompTIA Certification Training: Network+, Security+ (Vouchers Included) GES3036**
This course provides training aligned to the CompTIA Network+ and Security+ certification as a comprehensive foundation for IT professionals. It incorporates network and security-focused training to prepare you to expand your information technology skills as an IT professional.

Credit for Prior Learning toward GovState's CPSC-4342 & CPSC-4580
- **CompTIA™ Security+ Certification Training (Voucher Included) GES330 ***
CompTIA Security+ is the certification globally trusted to validate foundational, vendor-neutral IT security knowledge and skills. This Security+ training course will assist you in preparing for the CompTIA Security+ certification SY0-601 exam.

Credit for Prior Learning toward GovState's CPSC-4580
- **Cybersecurity Boot Camp GES3048 ***
The Cybersecurity Master Boot Camp is an immersive and accelerated training course with a focus on creating the next generation of cybersecurity professionals.

Lean Six Sigma

- **Certified Lean Six Sigma Black Belt Program CEPD-LSSBOL ***
Students will complete a Lean Six Sigma project from inception to completion. Dates and times are flexible. .
- **Certified Lean Six Sigma Green Belt CEPD-LSSGOL ***
The Lean Six Sigma Green Belt certificate program will focus on both Advanced Lean Techniques and Six Sigma "Green Belt" methodologies. Detailed and real-world examples of lean thinking will be reviewed with hands-on examples to enhance the learning experience. Learn how to integrate theories of business, statistics, and the elimination of waste with the goal of achieving tangible results. Six Sigma methods will include project planning and various statistical tools to equip the student to be Green Belt certified and a practitioner of Lean Six Sigma at their organization. The course is offered 100% online.
Certified Lean Six Sigma Green Belt for Health Care Professionals CEPD-LGHBOL *

This certification will give healthcare professionals the tools to improve patient care delivery processes, quality of patient outcomes, and patient satisfaction through Lean and Six Sigma quality and process improvement methodologies. In the ever-changing landscape of healthcare, this course offers detailed and real-world examples of lean thinking coupled with exercises to enhance your learning experience. Learn how to define and implement strategies for healthcare delivery processes and identify opportunities to reduce variations to optimal processes. Use Six Sigma methodology and various statistical tools in project planning to become a recognized practitioner of Lean Six Sigma in hospital or healthcare facilities.

Legal Studies

- **Advanced Legal Research & Writing Certificate Course CEPD-ALRWOL**
- **Employment Law Certificate Course CEPD-ELCCOL**
- **Legal Nurse Consultant Training Course CEPD-LNCTOL**
- **Paralegal Certificate Course© CEPD-PLCCOL ***
This course will provide you with comprehensive knowledge of the American judicial system. It will also teach you practical skills including how to assist trial attorneys, interview witnesses, investigate complex

fact patterns, research the law, and assist in preparing cases for courtroom litigation. Gain working knowledge of legal authority: how it is used in the litigation process and how to locate it through legal research. You will also learn the basics of law office management, substantive law (such as criminal law, domestic relations, real property law, and bankruptcy), and informal and formal advocacy.

- **Victim Advocacy Certificate Course CEPD-VACCOL**
- **Advanced Paralegal Certificate Program CEPD-APCPOL ***

Project Management

- **Certified Associate in Project Management Preparation Course-CAPM® online CEPD-CAPMOL2 ***
GovState Certified Associate in Project Management (CAPM)® Exam Preparation online Course breaks down complex topics for anyone who is interested in or are just starting out in project management. This online course is a hands-on approach covering a wide range of topics, all reinforced through pre-recorded videos on each of the knowledge areas and practical examples with comprehension being tested at the end of each area with sample exam questions.

Project Management Professional (PMP)® Test Preparation 100% Online CEPD-PMPCOL *

Prepare to earn your PMP Certification by taking our 100% online, on-demand preparation course. Our prep course will aid you in your efforts to go on to take the PMP Certification Exam.

Credit for Prior Learning toward GovState's IT-3310

Supply Chain

Lean Process

- **LS3C: Certified Lean Six Sigma for Supply Chain CEPD-LSSSOL**
Association for Supply Chain Management (ASCM)
- **ASCM: Certified in Logistics, Transportation and Distribution (CLTD) CEPD-ASCMOL**
- **Certified Global Business Professional Workshop CEPD-CGBPOL**
- **Level 1 Principles of Distribution and Logistics CEPD-PODLLOL**
- **Level 1 Principles of Manufacturing Management CEPD-POMMOL**
- **(APICS) Certified in Production, Inventory Management (CPIM) CEPD-CPIMOL**

ASCM Bundled Programs

- **Supply Chain Certification; Level 1, 2 & 3 Logistics, Transportation & Distribution CEPD-PDCLOL**
- **Supply Chain Certification; Level 1, 2 & 3 Manufacturing Management, Production, & Inventory Management CEPD-PCPMOL**
- **Institute for Supply Management (ISM)**
 - **ISM Certified in Professional Supply Management (CPSM) CEPD-CPSMOL**

SCPro

- **SCPro Certification Test Prep: Level 1 CEPD-SCPROL**
SCPro Level One is the only industry certification that covers the comprehensive supply chain, from end-to-end, and requires candidates to demonstrate their knowledge of the eight Cornerstones of Supply Chain Management via a multiple-choice exam. It was developed in partnership with supply chain experts and academics and is recognized by both companies and educational institutions as the most comprehensive certification available in the industry.
- **SCPro Fundamentals Certification: Customer Service Operations CEPD-SCF2OL**

- **SCPro Fundamentals Certification: Demand Planning CEPD-SCF5OL**
- **SCPro Fundamentals Certification: Inventory Management CEPD-SCF6OL**
- **SCPro Fundamentals Certification: Manufacturing and Service Operations CEPD-SCF7OL**
- **SCPro Fundamentals Certification: Supply Chain Management Principles CEPD-SCF10L**
- **SCPro Fundamentals Certification: Supply Management and Procurement CEPD-SCF8OL**
- **SCPro Fundamentals Certification: Transportation Operations CEPD-SCF3OL**
- **SCPro Fundamentals Certification: Warehousing Operations CEPD-SCF4OL**

SCPro Bundled Programs

- **Manager / Customer Service, Demand and Inventory Planning and Procurement CEPD-MCSDOL**
- **Supply Chain, Manufacturing and Transportation / Warehousing CEPD-SMTWOL**

Test Preparation

- **CADC Test Preparation Course CEPD-CADCOL**
This course is intended to prepare applicants for the CADC exam. It has been approved for (21) CEU's from the Illinois Certification Board and/or as a 2 hour credit course to GOV STATE students.
- **Commercial Drone License / FAA Part 107 License Test Preparation Course CEPD-DRONOL**
Commercial Drone License / FAA Part 107 License Test Preparation Course
- **LCSW Preparation Course - Online CEPD-LSCSOL**
GovState licensure review course provides intense preparation for the LCSW exams. This review course uses the most up-to-date examination materials from LEAP (Licensing ExAm Preparation Services, LLC) and reflects the latest information for the DSM-5.
- **LPC / LCPC Test Prep CEPD-LSCSOL**
Attention all counselors in training: Join us to prep for the NCE exams.
- **LSAT Preparation Course CEPD-LSATFF**
Acquire strategies on verbal skills, logic, critical reasoning, and analytical writing to improve LSAT scores. You will receive: Practice exams, Test taking strategies, Cambridge test prep books and Weekly take home assignments. Fee includes test prep materials.

The Center for Teaching and Learning (CTL)

<https://www.govst.edu/ctl/>

The Center for Teaching and Learning (CTL) collaborates with faculty to create conditions in which all faculty become active participants in their scholarly work and teaching endeavors. CTL provides opportunities for faculty to share and further develop goals and interests. Additionally, CTL provides support, tutorials, and additional resources to assist both faculty and students in their use of instructional technology software in either face-to-face or online coursework. Instructional designers and support staff provide assistance in online course development aligned with best practice standards.

University Policies

Affirmative Action/Equal Opportunity

Recognizing these obligations, the university will not discriminate on the basis of a person's actual or perceived race, color, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, gender expression, pregnancy, marital or civil union status, order of protection status, disability, military status, arrest record, veteran status, citizenship status, unfavorable discharge from military service, or any other basis prohibited by law, in any area of university employment or in services to its 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 (Policy 38).

It is the responsibility of the student to notify in writing the GovState 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

The Office of Student Disability Services also known as Access Services for Students with Disabilities' (ASSD) role is to assist in providing an accessible environment and equality of educational opportunities for students with documented disabilities. GovState's goal is to focus on a student's ability not the disability. The ASSD office operates under the Americans with Disability Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Legally mandated access and accommodations are available to all qualified students who self-identify with ASSD. 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. To arrange for reasonable and appropriate accommodations, contact ASSD at 708.235.3968 or ASSD@govst.edu.

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.

Veterans Called to Active Duty Services

Title 38 U.S.C. §3691A(a)(2)(B) provides that an educational institution may not take the following actions when a member receives orders for a period of service:

- Assigning the member a failing grade,
- Reducing the member's grade point average,
- Characterizing any member's absence(s) as unexcused, or
- Assessing a financial penalty on a member because of a withdraw or leave of absence due to receiving orders for service.

Additionally, 38 U.S.C. §3691A(b) provides that an educational institution must take the following actions when a member withdraws due to receiving orders for a period of service:

- Refunding all tuition and fees paid for the academic term to the appropriate party. Please note that VA's interpretation of academic term is the term as reported to your State Approving Agency and VA.
- Refunding payments made by the student (or behalf of the student) to the institution for housing. Please note that in this instance the reference to housing is not the monthly housing allowance provided by the Post 9/11 GI Bill but rather housing costs such as dorm fees.

Finally, 38 U.S.C. §3691A(c) provides that an educational institution must take the following actions when a member takes a leave of absence from a course(s) due to receiving orders for a period of service:

- Assigning a grade of incomplete (or equivalent) for the course(s) during the term, and
- Providing the opportunity to complete the term after the period of service.

Additionally, the Illinois Veterans and Service Members (330 ILCS 60/) Service Member's Tenure Act states:

- A service member enrolled in an institution of higher learning who is unable, because of his or her military service, to attend classes on a particular day or days has the right to be excused and to reschedule a course examination administered on such day or days. The faculty and administrative officials shall make available to the service member an equivalent opportunity to make up any examination he or she has missed because of his or her military service.

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 the Registrar's Office. 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. Policy 26 explains the details on Grading and Status. Policy 6 provides details on the Course Withdrawal process. 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	4.0
A-	=		3.7
B+	=		3.3
B	=	Above average performance	3.0
B-	=		2.7
C+	=		2.3
C	=	Average performance	2.0
C-	=		1.7
D+	=		1.3
D	=	Marginal performance	1
D-	=		0.7
F	=	Failure	0
P	=	Pass	

NC = No Credit

Student Status Description

W = Student initiated withdrawal
WP = Withdrawal Passing
WF = Withdrawal Failing
AW = Withdrawal by the Registrar

See Policy 6 for details on Withdrawal Grade Options

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
A-	3	x	3.7	=	11.1
B+	3	x	3.3	=	9.9
B	3	x	3	=	9
B-	3	x	2.7	=	8.1
C+	3	x	2.3	=	6.9

C	3	x	2	=	6
C-	3	x	1.7	=	5.1
D+	3	x	1.3	=	3.9
D	3	x	1	=	3
D-	3	x	0.7	=	2.1
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 is replaced in the grade point average and has an "R" noted on the lower grade section. 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 GovState, 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 form, 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 shown with an "R" to indicate a repeated course. Several majors limit the number of attempts for a repeat. Please see your academic advisor or the program curriculum display.

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 major requirements. 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 readmitted to Governors State University who did not attend for six consecutive terms, including summer term (or otherwise required by accredited programs) must be readmitted and 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 and the Provost's Office designee through the University Exception process prior to graduation.

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 Status/Change of Major

Degree-seeking students who wish to change their major must complete the appropriate forms available in the Registrar's Office or on the GovState portal. 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 student's 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, enrolled prior to summer 2018, and who maintain a cumulative grade point average at Governors State University of 3.80 or better, and 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

Effective Fall 2017, any Undergraduate student who maintains a cumulative grade point average at Governors State University of 3.65 or better, and completed a minimum of 45 graded credit hours of Governors State University coursework will receive the following special recognition upon completion of degree:

- G.P.A. greater than or equal to 3.65 but less than 3.84 - Cum Laude
- G.P.A. greater than or equal to 3.84 but less than 3.94 - Magna Cum Laude
- G.P.A. greater than or equal to of 3.94 - 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 plus a \$2.90 processing fee for paper or electronic. The cost includes processing/convenience fees. The amount will be charged to your credit card only after your order has been completed. Details on the electronic transcript process are found in the university website transcript page.

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. Students are no longer in Good Standing when they fail to meet the minimum grade point average. All status changes take effect the semester immediately following the semester in which they failed to meet the established minimum.

The following applies to Undergraduate students:

1. Undergraduate students performing below a 2.0 cumulative GPA but at a 1.0 cumulative GPA or higher are placed on Academic Probation.
2. Undergraduate students performing below a 1.0 cumulative GPA are placed on Academic Probation Extended.
3. Non-degree students failing to meet cumulative grade point average for the first time are placed on Academic Probation Extended.

The following applies to Graduate students:

1. Graduate students performing below a 3.0 cumulative GPA but at a 2.0 cumulative GPA or higher are placed on Academic Probation.
2. Graduate students performing below a 2.0 cumulative GPA are placed on Academic Probation Extended.

3. Non-degree students failing to meet cumulative grade point average for the first time are placed on Academic Probation Extended.

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.

- 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. The first semester a student in on Academic Probation Extended they are required to complete a learning contract with the Academic Resource Center.
- Undergraduate students performing below a 2.0 term 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.
- Graduate students performing below a 3.0 term GPA are suspended for the next term 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 term/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 GovState 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, WP, WF, AW" (see Policy 6) 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 "AW" (administrative withdrawal) and with an appropriate message. Administrative withdrawals do not appear on the official transcript.

Licensure of Teachers and Other School Professionals

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. Students seeking licensure outside the state of Illinois should follow information posted on the Professional Licensure or Certification page of this catalog.

The Educational Preparation Provider Unit (EPPU) at Governors State University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) 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:

GovState Degree Program Licensure/Endorsement/Designation

Undergraduate - Initial Licensure Programs	
Early Childhood	Early Childhood licensure in grade level Birth- Grade 2 with endorsements in English as a Second Language (ESL) and Approval in Early Childhood Special Education.
Elementary	Elementary licensure in grade level 1- 6.
Secondary Education	Secondary licensure in grade level 9-12.
Biology	Program leading to a B.A. in Biology Teacher Education with licensure in high school biology and general science.
Chemistry	Program leading to a B.A. in Chemistry Teacher Education with licensure in high school chemistry and general science.
Mathematics	Program leading to a B.A. in Math Teacher Education with licensure in high school math.
English	Program leading to a B.A. in English Teacher Education with licensure in high school English.
Social Sciences	Program leading to a B.A. in Social Science Teacher Education with licensure in high social science with endorsements in at least one of the following: civics/political science, economics, geography, history, sociology /anthropology.
Graduate and Post Bachelor Initial Licensure Programs	
Early Childhood	Program leading to M.A. in Early Childhood with licensure in Early Childhood and an endorsement in Early Childhood Special Education.
Special Education	Program leading to M.A. in Multicategorical Special Education with licensure in Special Education (Grade Level K-22) and LBSI endorsement.

Mathematics	Program leading to M.S. in Math Teacher Education with licensure in grade level 9-12 Math.
Secondary Teacher Certificate Programs	Post Baccalaureate licensure (Grade Level 9-12) programs to prepare candidates who hold a bachelor's degree in the content area.
Biology	Program leading to a GovState Certificate in Biology Teacher Education with licensure in grade level 9-12 Biology and General Science.
Chemistry	Program leading to a GovState Certificate in Chemistry Teacher Education with licensure in grade level 9-12 Chemistry.
Mathematics	Program leading to a GovState Certificate in Mathematics Teacher Education with licensure in grade level 9-12 Mathematics.
English	Program leading to a GovState Certificate in English Teacher Education with licensure in grade level 9-12 English.
Social Sciences	Program leading to a GovState Certificate in Social Science Teacher Education with licensure in grade level 9-12 in at least one of the following content areas: civics/political science, economics, geography, history, sociology /anthropology.
Subsequent Endorsements	Endorsement added to an existing professional educator license (PEL)
English as a Second Language Endorsement	Graduate Certificate leading to subsequent endorsement in ESL (K - Grade 12).
Bilingual Endorsement	Graduate course(s) leading to Bilingual endorsement (K - Grade 12)
Early Childhood Certificate	Graduate Certificate leading to endorsement in Early Childhood (Birth - Grade 2)
Middle Grades	Courses leading to Middle Grades endorsements (Grade Level 5-8) in the following content areas: General Science, English/Language Arts, Mathematics, Social Studies.
Administrative	Subsequent endorsement (Grade Level PK-12) added to an existing professional educator license (PEL) for educators who have requisite experience
Principal	Program leading to M.A. in Educational Administration with licensure for Principal.
Superintendent	Program leading to Ed.D. in Interdisciplinary Leadership with licensure for Superintendent.
	Certificate for Superintendent.

School Support Personnel	Initial licensure (PK-age 22) or subsequent endorsements for school support personnel
School Counseling	Program leading to post graduate M.A. degree in School Counseling with licensure in School Counseling.
School Psychology	Program leading to M. A. and Ed.S. Specialization in School Psychology with licensure for School Psychology.
School Social Work	Program leading to Master's in Social Work (MSW) with Specialization in School Social Work.
	Program leading to post-graduate Certificate and licensure in School Social Work for candidates who hold an MSW degree.
Speech Pathologist	Program leading to M.H.S. in Communication Disorders with licensure in Speech Pathologist.

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 that qualifies them to teach in the middle grades (grades 5 - 8). Candidates who choose to pursue this endorsement are required to complete the content area middle grades methods course and pass the content test required for licensure. Details for Middle Grades Endorsement are included in the College of Education and Human Development, 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 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. (See an academic advisor for more information about examinations and requirements for specific programs).

Candidates should have created their Educator Licensure Information System (ELIS) account 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, GovState is confirming you have completed all coursework and testing requirements needed for the license/endorsement per current Illinois rules and regulations. After GovState enters the notification, you will receive notification from GovState's Licensure Officer with steps to complete your Professional Educator Licensure application and registration. It is recommended that you complete this process within 3-months of notification. Delay in completing this process could result in additional requirements and fees should state regulations or program requirements change.

Criminal Background Checks

All candidates for Illinois teacher licensure at Governors State University are required to complete a criminal background check. Clearance is required prior to candidates' their initial field experience placement in schools.

Consult with your advisor for information concerning the related GovState 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, and Secondary (with specialization in Biology, Chemistry, English, Mathematics, or Social Sciences) must complete the general education requirements for their program as described under the specific Program Area found in this catalog.

Professional Education Requirements

Candidates who are working toward the **Initial Early Childhood, Elementary or Secondary 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 "B-" 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 pursuing Initial Licensure **Early Childhood, Elementary Education, or Secondary Education** 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). An application for admission to student teaching must be submitted to the Coordinator of Field Experiences in the Division of Education and Leadership. The application must be submitted in accordance to the Student Teaching Application Schedule for placement in desired 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 six approved general education credit- hours remaining to be completed in the major in which he/she is enrolled;
4. has met all Illinois State Board of Education requirements applicable to the subject matter area(s) in which the student will student teach; and
5. 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 elsewhere in this catalog as well as pass the required content test. 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 Professional Dispositions

The Educator Preparation Provider (EPP) consists of all courses and programs that prepare P-22 school personnel and are primarily under the organization and administration of the College of Education and Human Development.

Undergraduate programs include: Early Childhood Education, B.A., Elementary Education, B.A. , and Secondary Education (English, Biology, Chemistry, Mathematics, and Social Sciences).

Graduate programs include: Communication Disorders, M.H.S. - Speech-Language Pathology; Counseling, M.A. - School Counseling sequence; Educational Administration, M.A. - including Principal Leadership and the Superintendent (doctoral level only through the Interdisciplinary Leadership, Ed.D.); Mathematics, M.S. - Teacher Education Concentration; School Psychology Educational Specialist, Ed.S.; Secondary Education Content area post-BA Certification Programs (Biology, Chemistry, English, Mathematics, Social Sciences); Early Childhood Education, M.A.; Early Childhood Education for Currently Licensed Teachers Certificate; Multicategorical Special Education, M.A. ; Post-Bachelor's Certificate in Early Childhood Education SPED Approval ; and Post-Baccalaureate Certificate in Bilingual/English as a Second Language Education.

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 and Human Development.

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 eclecticism 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 GovState's Educator Preparation Provider apply the following principles:

- maintain state approval and national accreditation of the unit and all 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 eclecticism 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.

Professional Licensure or Certification

If you are planning to pursue professional licensure or certification in a state **other than Illinois**, it is strongly recommended that you contact the appropriate licensing entity in that state to seek information and guidance regarding licensure or certification requirements before beginning an academic program. Specific contact information by state can be found in the US State Department of Education website linked here.

The US Department of Education requires Governors State University to notify both prospective and enrolled students in degree programs that lead to state licensure or certification required for entry into a profession in the state in which students are located. Visit the Licensure of Teachers and Other School Professionals for specific details on the school related programs.

Certification and licensure requirements differ from state to state. We are required to notify you if the program you are interested in or enrolled in will meet educational requirements to apply for certification or licensure in your home state. The official categories are:

- Meets
- Does Not Meet
- Have Not Made a Determination if it Does or Does Not Meet

A *Does Not Meet* or *Have Not Made a Determination* status does not indicate that you will be unable to obtain certification or licensure in your home state. Please check with your advisor, department chair, or certification officer for further details.

Common causes for a *Does Not Meet* or *Have Not Made a Determination* include the following:

- Your home state certification agency requires a transcript review prior to application for certification.
- Your home state does not have an equivalent for an endorsement completed in Illinois.
- Your home state requires you to take an additional course or exam specific to that state's history or laws.

Bachelor's Degree Requirements

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

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 GovState 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 politics, 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 GovState. 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.

During the first and second years all students are assigned to classes based on a Focus Area. Each focus allows students to customize their First Year Experience to their career path and encourages students to take a world view in the selection of a college major.

The Focus Areas

Focus Areas are designed to give students a foundation on which to build during the students college career and for life after GovState. As part of a challenging academic community, students learn strategies and skills to become a critical thinker. Students become confident in their abilities as a student and as a member of a diverse community.

The Focus Areas are Arts and Entertainment, Business, Education, Discovery, Humanities, Social & Behavioral Sciences, and STEM.

Advantages

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

- Classes are small. Only 15 students in each of the English Composition sections, with 30 students in most classes.
- All first year classes are taught by experienced faculty members.

The Four Year Planning Guides can be found at [Advising Guides for Freshmen and Sophomores | Governors State University \(govst.edu/advisingguides\)](http://Advising Guides for Freshmen and Sophomores | Governors State University (govst.edu/advisingguides))

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

1. Must complete one of the Thematic Clusters, and
2. 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);
 - Social and Behavioral Sciences: Three courses (9 semester hours) from at least two disciplines; and
 - One of the Humanities, Fine Arts or Social Behavioral Science courses must include a course in improving human relations to include race, ethnicity, gender and other issues related to improving human relations to address racism and sexual harassment.

General Education Requirements for Transfer Students

Students may fulfill their General Education requirements 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 (see GovState Policy 51). 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;
 - Social and Behavioral Sciences: three courses (9 semester hours) with courses selected from at least two disciplines; and
 - One of the Humanities, Fine Arts or Social Behavioral Science courses must include a course in improving human relations to include race, ethnicity, gender and other issues related to improving human relations to address racism and sexual harassment.

* 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.) degree from a regionally-accredited Illinois community college. The Associate of Fine Arts (A.F.A.), Associate of Engineering Sciences (A.E.S.), Associate of Science (A.S.) and the Associate of Applied Science (A.A.S.) do not meet this requirement. Students who have completed an AA degree will not be required to complete any additional general education courses. Students will have to complete all major requirements.
- C. Complete the Illinois Articulation Initiative General Education Core Curriculum (GECC) at another institution and have it noted on the transcript. Students who have completed their IAI GECC will not have to complete any additional general education courses. Students will have to complete all major requirements.

General Education Requirements for 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 GovState 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;
 - Social and Behavioral Sciences: three courses (9 semester hours) with courses selected from at least two disciplines; and
 - One of the Humanities, Fine Arts or Social Behavioral Science courses must include a course in improving human relations to include race, ethnicity, gender and other issues related to improving human relations to address racism and sexual harassment.

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

Articulation Agreements/Transfer Guides

To minimize transfer problems for students, Governors State University and area community colleges have developed articulation agreements (transfer guides) 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. GovState also participates in the Illinois Articulation Initiative (IAI). The General Education Core Curriculum (GECC) is accepted to meet general education requirements. In addition, GovState 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 Planning and Degree Audit

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

The student progress/degree audit 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 six (6) terms, unless substitutions need to be made due to curriculum change. For transfer students, the plan will specify the amount of transfer credit, proficiency credit, and credit for prior learning applied toward the degree requirements; the total credit-hour requirements for the degree; and required and elective courses.

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

Student Planning/Degree Audit 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 mentoring.

Students choosing to take courses not specified in their Student Planning/Degree Audit may find that such credit may not apply toward the degree requirements and will not be covered by Financial Aid.

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. These virtual Student Orientation opportunities are tailored to your student status - whether you're a first-year, transfer, international, or graduate student, there is an orientation session for you. Details are found via links on this site: <https://www.govst.edu/newstudentprograms/>.

Undergraduate Degree Programs Offered

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

Academic Degree Programs Offered

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 or E 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 GovState, but in any event is to be made no later than the first term of enrollment by the degree audit process, in accordance with university policies and procedures. The student progress/degree audit will detail the requirements for the degree, including the number of transfer credits accepted toward the requirements.
- B. No more than 80 semester hours of lower division credit will be applied toward degree requirements. The credits will be evaluated based on the established articulation agreements, the Illinois Articulation Agreement (IAI), or course-by-course evaluation. Students admitted in transfer who have satisfactorily completed courses within the Illinois General Education Core Curriculum (IAI GECC) at a regionally accredited (e.g. Higher Learning Commission) Illinois college or university will be granted credit toward fulfilling GovState's lower-division general education requirement. Governors State University will evaluate and award credit for all successfully completed college coursework with grades of "D" or better. Courses, which are remedial, developmental or pre-college, will not be accepted for transfer. Majors with specific program accreditation may require that courses be complete with a grade of "C" or higher to be applied towards the major requirements, please see the specific major requirements in this catalog for additional information.
- C. Credits earned at the upper division level are applied toward specific degree requirements on a course-by-course basis. 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 the Illinois Articulation Initiative General Education Core Curriculum. 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 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 GovState 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 30 credit-hours of course work from Governors State University prior to the award of each degree sought. Please note that per GovState Honors Policy 21 - students must have earned 45 graded credit hours of coursework at GovState to be eligible for graduation with Latin Honors.

University Minors

Various academic divisions/departments 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 have it included on your student progress/degree audit. 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 on the student progress/degree audit. Credit hours may count toward both a major and a minor, provided they are accepted for both.
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 progress/degree audit and verify expected completion of degree requirements. Students must apply for graduation by the published deadline. Students should complete "Apply for Degree" in the portal. 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. 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 with their academic advisor. 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. Students who wish to complete up to 3 minors must complete the appropriate change of status form.

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
Human Relations Courses	

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. This requirement can be met in any of four ways:

1. Students admitted as freshmen will begin to earn General Education course credits through participation in the Focus Area. They will complete the distribution requirements in the relevant content areas as identified in their program of study.
2. Transfer to Governors State University having earned an Associate of Arts (A.A.) degree from a regionally-accredited Illinois community college. The Associate of Fine Arts (A.F.A.), Associate of Science (A.S.), Associate of Engineering Sciences (A.E.S.), and the Associate of Applied Science (A.A.S.) do not meet this requirement.
3. Provide documentation of having earned a bachelor's degree from one of the state universities in Illinois (itransfer.org).
4. Complete the Illinois Articulation Initiative General Education Core Curriculum (GECC) at another participating institution and have it noted on the transcript.

All students must 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 GovState 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:

- COMM - 1000 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 (4)
- 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

2-3 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 - 1114 Introduction to Organic and Biological Chemistry Lab (1)
- CHEM - 1141 General Chemistry I (3) (IAI P1 902)
- CHEM - 1142 General Chemistry I Lab (1) (IAI P1 902L)
- GEOG - 2100 Physical Geography (3) (IAI P1 901)
- PHYS - 1111 Physical Science Foundations (3) (IAI P1 909)
- 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
- 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
- ART - 3107 Survey of Asian Art (3)
- DNCE - 1100 Dance Appreciation (3) (F1 906)
- FILM 1101 Film Appreciation (3)
- IFDI - 2908 Film History (3) (IAI F2 909)
- INST - 4110 Worlds of Art (3)
- MUS 1100 Music Appreciation (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) (IAI H2 904)
- HIST - 1120 History of the United States since 1865 (3) (IAI H2 905)
- 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)
- IFDI - 1910 Film And Literature (3) (IAI HF 908)
- 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) (IAI H4 904)
- PHIL - 1886 Logic and Practical Reasoning (3) (IAI H4 906)
- PHIL - 2111 Philosophy of World Religions (3) (IAI H5 904N)
- PHIL - 2112 Philosophical Issues in Religion (3) (IAI H4 905)
- PHIL - 3202 Environmental Ethics (3) (IAI H4 904)
- PHIL - 3333 Ethics in Healthcare (3)
- RELS - 2100 Introduction to Religious Studies (3) (IAI H5 900)
- RELS - 2111 Philosophy of World Religion (3) (IAI H5 904N)
- RELS - 2112 Philosophy and Religion (3) (IAI H4 905)
- RELS - 2115 Religious Scriptures and Sacred Texts (3) (IAI H5 901)
- RELS - 3131 Religion in the United States (3) (H5 905)
- SPAN - 1100 Spanish Language and Culture I (3)
- SPAN - 1200 Spanish Language and Culture II (3)
- SPAN - 2200 Spanish Language and Culture IV (3) (IAI H1 900)

Social and Behavioral Sciences

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

- ANSO - 2100 Gender & Sexuality (3) (IAI S7 904D)
- ANTH - 1100 Cultural Anthropology (3) (IAI S1 901N)
- ANTH - 2500 Archaeology (3) (IAI S1 903)
- 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) (IAI S9 900)
- 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)
- 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 - 2200 Racial and Ethnic Groups (3) (IAI S7 903D)
- SOC - 2800 Sociology of Marriage and Family (3) (IAI S7 902)
- SOCS - 3200 Perspectives on Diversity (3) (Previously SOCS 32A)

Human Relations Course Options

- ART - 3102 Worlds of Art
- ART- 3103 Women in Art
- ART - 3105 Gender and Sexuality in Art
- ART - 3107 Survey of Asian Art
- MUS - 1500 Music of the World
- GNSX - 1200 Gender and Identity in Literature
- PHIL – 2111/RELS-2111 Philosophy of World Religions
- ANTH - 1100 Cultural Anthropology
- ANTH - 2100 Trends in Cross-Cultural Analysis
- ANSO - 2100 Gender & Sexuality
- GBLS - 2100 Cross-cultural Relationships
- GNSX - 2100 Introduction Gender and Sexuality Studies
- PSYC - 1101 Principles of Psychology
- PSYC - 2345 Social Psychology

- SOSC - 3200 Perspectives on Diversity

Total: 37 - 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.

Master's Degree Requirements

Graduate education is the pursuit of knowledge at an advanced level. Graduate education is distinct and different from undergraduate education both in kind and 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.

Self-Service Student Planning

This tool in your MyGSU account allows you access to register for courses, plan degree progress, and review your plan of study/degree audit for your academic program. You should work with your academic advisor each semester to evaluate your degree progress to ensure that you are meeting your academic goals and to verify that you are registered for the appropriate courses that count towards your degree program.

Self-Service Student Planning at https://www.govst.edu/uploadedFiles/Admissions/Registration_and_Enrollment/Self-Service%20Tutorial%20.pdf.

The student study plan/degree audit 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 six (6) semesters including summer semester unless substitutions need to be made due to curriculum change. For students transferring credits into a graduate program this must be approved by the academic advisor during the first semester of enrollment when the student study plan is developed. In your self-service student planning you will be able to access your degree audit which will provide you with your degree progress. Some graduate programs require prerequisite courses that may not be included in the degree audit. Please work with your academic advisor to identify any prerequisite courses.

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 (30) 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. Diplomas are inscribed with the type of degree, major, date, and the student's 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.

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Self-Service Student Planning https://www.govst.edu/uploadedFiles/Admissions/Registration_and_Enrollment/Self-Service%20Tutorial%20.pdf

The student study plan/degree audit 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 six (6) semesters including summer semester unless substitutions need to be made due to curriculum change. For students transferring credits into a graduate program this must be approved by the academic advisor during the first semester of enrollment when the student study plan is developed. In your self-service student planning you will be able to access your degree audit which will provide you with your degree progress. Some graduate programs require prerequisite courses that may not be included in the degree audit. Please work with your academic advisor to identify any prerequisite courses.

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.

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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. Diplomas are inscribed with the type of degree, major, date, and the student name on record at the time the degree was confirmed.

College of Arts and Sciences

Jason Zingsheim, Dean

Faculty in the College of Arts and Sciences

Division of Arts and Letters

Deborah James, Chairperson

Professors

Benjamin Almassi

Emmanuel Alozie

Mary Bruce

Leanne Cambric

Javier Chavira

Daniel Cortese

Donald Culverson

Natalia Ermasova

Jayne Goode

Deborah James

Kerri Morris

Rashidah Jaami' Muhammad

Daniel Nearing

David Rhea

Patrick Santoro

Bradley Smith

Paula Swisher

Christopher T. White

Jason Zingsheim

Associate Professors

Reynolds Andujar

Amanda Athon
Sayoni Bose
Valerie Cronin-Fisher
Gretchen Jankowski
Vincent Jones
Mary Lanigan
William Lanigan
Khalil Marrar
Novia Pagone
Beth Parin
Jelena Radovic-Fanta
Joao Salm
Rebecca Siefert
Lara Christina Stache
Paula Swisher
Ellen Walsh
Nicole Warmington-Granston
Bruce Wilson
James Vining

Assistant Professors

Morenikeji Asaju
Quenna Barrett
Janet Brewer
Erica Ceka
Eliot Fackler
Kelly Gaweł
Lara Hrycaj
Miwa Ito
Jillian Klean Zwilling

John "Jack" Norton
Vida Owusu-Boateng
Jun "Ryan" Park
Taylor Rogers
Cynthia Rousseau
Fatima Sattar
Jessica Scott
Jarrod Shanahan
Megan VanGorder

Lecturers

Eddie Gamboa
Alexandra Glumac
Chris Greiner
Cheryl Hague
Mike Hart
Caron Jacobson
Megan Lindsay
Jerry Slowik
Robin Thompson
Laura White

Division of Science, Mathematics, and Technology

Clare Tang, Chairperson

Professors

Mary Carrington
Xiaoyong Chen
Timothy Gsell
Walter Henne
Shailendra Kumar
Soon-Ok Park

Yun-Yau (Steve) Shih

Joong Won Shin

John Sowa

Xueqing (Clare) Tang

Chris Tweddle

John Yunger

Jing Zhang

Associate Professors

(Xin) Jasmine Chen

Heng Li

Sanjaya Ranmohotti

Andrius Tamulis

Angela Renee Thompson

Assistant Professors

Hemanth Gudaparthi

Mark Las

Yunchuan Liu

Richard Manprizio

Nicholas Marra

Melissa Plakke

Valentina Postelnicu

Mohammed Salam

Lecturers

Nana Amponsah

Richard Baisa

Oscene Barrett

Neng-Shin (Nelson) Chen

Natalie Coleman

Richard Fox

Diane Gohde

Steve Hyzny

Freddie Kato

Stephen Kent

Yalu Lin

Anne Morlet

Jessica Nicoletti

Shukmei Oh

Aparna Palakodeti

Kevin Riley

Lauren Ryba

Agha Saadat

Aslam Shahid

Visiting Assistant Professor

Alex Liu

Jessica Nicoletti

George Nkulenu

Jing Wang

Jun Zuo

Professor Emeritus Faculty for the College of Arts and Sciences

Joe Addison*

Arthur Bourgeois

Yvette Brown

Ron Brubaker*

Edwin Cehelnik

Karen D'Arcy

Diana Galante

Harriet Gross

Pamela Guimond

Peter Gunther*
Reino Hakala
Jane Hudak
Phyllis Klingensmith
Ana Kong
Fran Kostarelos
Anthony Labriola
Angela Latham
Larry Levinson
Jagan Lingamneni
Larry McClellan
Jon Mendelson
Joyce Mohberg*
Joyce Morishita*
Mel Muchnik
June Patton
Michael Purdy
Hugh Rank
Winfried Rudloff
Paul Schranz
Michael Stelnicki
Jane Wells

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 art exhibits, workshops, public lectures, 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 concerns of our time, their identification, their investigation, and their ultimate solutions.

"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, Mathematics, and Social Science. 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 art exhibits, workshops, public lectures, 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 Arts and Letters

Bachelor of Arts

Anthropology and Sociology, B.A.

The College of Arts and Sciences Bachelor of Arts degree in Anthropology and Sociology (ANSO) curriculum is designed to engage students with the study of cultures and societies, race and ethnicity, social class, gender and sexuality, and other social inequalities that students examine through a lens of social justice. The ANSO Bachelor of Arts provide students with theoretical, research, critical thinking, and writing skills to examine the interplay between the environment, social institutions, culture, and individual identity. ANSO students take courses in both disciplines and graduate with a degree in both anthropology and sociology. This program can be completed completely online.

Program Outcomes

The ANSO program has five program outcomes that focus on skills necessary for a successful career in the 21st Century. Courses are structured and sequenced within the major to satisfy one or more of the following program outcomes by way of introducing, reinforcing, or mastering the following:

1. Demonstrate anthropological and sociological understandings of how experiences of race, ethnicity, social class, gender and sexuality are shaped by social institutions and cultural practices;
2. Apply anthropology and sociology theory and research methods to explain social phenomena observed in our society and others;
3. Apply global, local, and cross-cultural knowledge to interpret social processes and/or problems through the lenses of social justice, with a goal for more equitable, inclusive, and sustainable world;
4. Implement critical thinking, analytic thinking, and research skills to explanations of social processes;
5. Building written, visual, and oral communication skills, as experienced through individual and collaborative skill-building exercises.

Emphasis on Strengthening and Applying Important Career Skills

The ANSO Faculty designed the program with relevant job skills in mind to put our majors in a strong position for careers where a degree in anthropology and sociology are particularly useful, such as:

- *Advocacy*: Nonprofit, activism, and community organizing.
- *Business*: Marketing and market research, human resources, public relations, support staff, and sales.
- *Government and Social Services*: Advocacy, legislative staff, non-profit, social worker by way of MSW in Social Work, and counselor or therapist by way of M.A. or M.S. degree in counseling.
- *Healthcare*: Market research and consulting in the healthcare industries.
- *Higher Education*: Admissions, advising, development, and professor and/or researcher by way of Ph.D. degree in graduate school.
- *Law and Legal Services*: Investigator, lawyer by way of J.D. degree in law school, and paralegal by way of a degree or certificate.
- *Publishing*: Editor, copyeditor, and research.
- *Technology*: Project management, customer relationship management, software user research and other non-technical consultation projects.
- *Other Careers*: Positions where critical thinking, collaboration, research, and writing skills are needed in tandem with a global and cross-cultural knowledge.

Students considering graduate school in Anthropology, Sociology, Law, or other relevant graduate degree program are highly encouraged to work with full-time faculty in Anthropology and Sociology in their Junior year so that s/he can write the student strong letters of recommendation for their graduate school applications that are often due in Fall of their Senior year. Students considering a graduate degree in Anthropology are highly encouraged to take language courses, and students considering a graduate degree in Sociology are highly encouraged to take advanced statistics courses.

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 Hours)

See Bachelor's Degree Requirements for general education requirements. The following general education courses must be taken and passed with a grade of "C" or better to meet major and general education requirements:

- ANTH - 1100 Cultural Anthropology (3)
- SOC - 1100 Introduction to Sociology (3)
- MATH - 2100 Elementary Statistics (3)

Core Courses (15 Hours)

- ANSO - 3099 Junior Seminar in Anthropology and Sociology (3)
- ANSO - 3610 Quantitative Methods (3)
- ANSO - 4400 Classic and Contemporary Theories (3)
- ANSO - 4610 Qualitative Methods (3)
- ANSO - 4900 Senior Capstone (3)

Selectives (21 Hours)

Students choose a minimum of 21 hours of upper-division courses from the following Selectives. A lower-division ANSO/ANTH/SOC course can count as a Selective with advisor and Program Coordinator approval. Please meet with your Program Advisor for the anticipated course offerings.

- ANTH - 2500 Archaeology (3)
- ANSO - 2100 Gender & Sexuality (3)
- SOC - 2100 Contemporary Social Issues (3)
- SOC - 2200 Racial and Ethnic Groups (3)
- SOC - 2800 Sociology of Marriage and Family (3)
- ANTH - 3100 Trends in Cross-Cultural Analysis (3)
- SOC - 3150 Self and Society (3)
- ANSO - 3200 Race and Class (3)
- SOC - 3200 Class Inequalities (3)
- ANSO - 3300 Ecology, Environment, and Culture (3)
- ANSO - 3600 Making Sense of Social Data (3)
- SOC - 3700 Sociology of Sports (3)
- ANTH - 3800 Visual Anthropology 3
- ANSO - 4000 Special Topics in Anthropology and Sociology (3) * or
- SOC - 4000 Topics in Sociology (3) *
- ANSO - 4300 Food, Culture, and Society (3)
- SOC - 4400 Social Movements (3)
- ANSO - 4500 Masculinities (3)
- ANTH - 4600 Anthropology in Film (3)
- * No more than three (3) credits in total of Special Topics courses (ANSO/ANTH/SOC 4000) may be counted as a selective.
- ANSO - 4800 Internship in Anthropology and Sociology (3)

Electives (47 Hours)

Additional courses as approved by Academic Program Advisor.

Total: Minimum of 120 Hours

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 strategic communication. In

addition to a core of communication courses, including Strategic Writing, Advanced Public Speaking, and Communication Ethics, students majoring in Communication choose a sequence of courses in a human communication or strategic communication concentration.

Forbes consistently highlights communication and collaboration among the most valued skills by employers (Beaton, 2017). Communication students join a long line of famous communication majors working in a variety of professional fields, including Oprah Winfrey, Peyton Manning, Spike Lee, Stephen Colbert, and Carrie Underwood. Students are prepared to exemplify professional communication practices that promote human relations as informed and engaged global citizens.

Each sequence includes practical skills as well as the applied understanding necessary for career development. A concentration in strategic communication offers students a broad foundation in the theory and skills necessary for a career in advertising, public relations, journalism, non-profit communication, or corporate communication. 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 Media Studies, Theatre and Performance Studies, Global Studies, or Gender and Sexuality 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 digital marketing, starting on career paths toward Project Management and Director of 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.

Student Learning Outcomes:

1. Utilize the broad nature of the communication discipline to examine contemporary debates within the field.
2. Employ communication theories and concepts for constructing effective messages across multiple forms of media.
3. Cultivate techniques of effective message design as appropriate to audience, context, and purpose.
4. Critically analyze messages and the significance of their meanings.
5. Demonstrate the ability to communicate effectively and with integrity as members of an informed and engaged citizenry.
6. Explore the relationships between communication and culture as a means of fostering relationships across differences.
7. Identify and exemplify ethical and professional communication practices that promote human relations.
8. Utilize communication to influence public discourse to respond to issues at the local, national, and/or global level.

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 academic 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 COMM-4050 may be applied to the degree. Transfer students should take COMM-3099 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:

- COMM - 2110 Communication & Society (3)
- COMM - 2111 Survey of Intercultural Communication (3)
- COMM - 2112 Media and Society (3)
- COMM - 2113 Introduction to Strategic Communication (3)

Core Courses (21 Hours)

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

- COMM - 3099 Junior Seminar (3)
- COMM - 3200 Strategic Writing (3)
- COMM - 3201 Advanced Public Speaking (3)
- COMM - 3202 Communication Research (3)
- COMM - 4201 Communications Ethics (3)
- COMM - 4900 Senior Seminar (3)

Select one of the following:

- COMM - 4210 Communicating Gender (3)
- COMM - 4211 Communicating Culture (3)
- COMM - 4212 Communicating Identity (3)
- COMM - 4213 Communicating Sexuality (3)

Concentrations (20 - 22 Hours)

Select one of the following concentrations:

Strategic Communication

Required Courses (20-22 Hours)

- COMM - 3300 Strategic Communication in Society (3)
- COMM - 4300 Media Communication Law (3)
- COMM - 4301 Strategic Media Management & Planning (3)

Select one of the following:

- COMM - 4600 Practicum (1 - 4)

- COMM - 4800 Internship:... (1-4)

Select three of the following:

2 or 3 of the three courses may come from:

- COMM - 3410 Online Journalism (3)
- COMM - 3411 Layout, Design & Production (3)
- COMM - 4010 Topics in Strategic Communication (3)
- COMM - 4310 Strategic Communication Case Studies (3)
- COMM - 4311 International Strategic Communication Campaigns (3)
- COMM - 4312 Creative Strategies in Advertising and Public Relations (3)
- COMM - 4410 Journalism and Media Writing (3)

1 or none of the three courses may come from:

- COMM - 4320 Communicating with Clients and Customers (3)
- COMM - 4420 Women in Media (3)
- COMM - 4421 Broadcast Journalism (3)
- COMM - 4521 Crisis Communication (3)
- COMM - 4524 Critical Analysis of Popular Culture (3)
- MST - 3740 Media Production Techniques: Field and Studio (4)
- MST - 3750 Media Storytelling (3)

Human Communication

Required Courses (21 Hours)

- COMM - 3500 Media Literacy (3)
- COMM - 4500 Interpersonal Communication (3)
- COMM - 4501 Organizational Communication (3)

Select one of the following:

- COMM - 4510 Rhetoric in Society (3)
- COMM - 4511 Social Influence (3)
- COMM - 4512 Political Communication (3)

Select three of the following:

- COMM - 3520 Listening (3)
- COMM - 3521 Nonverbal Communication (3)
- COMM - 4020 Topics in Communication (3)
- COMM - 4320 Communicating with Clients and Customers (3)
- COMM - 4520 Conflict Management (3)
- COMM - 4521 Crisis Communication (3)
- COMM - 4522 Family Communication (3)
- COMM - 4523 Group Communication & Leadership (3)
- COMM - 4524 Critical Analysis of Popular Culture (3)

Communication Electives (8-12 Hours)

Select eight to twelve hours of upper division communication courses with advisor approval.

Electives (15 Hours)

When selecting 15 credit hours of elective coursework, students are strongly encouraged to select a minor to complement their program of study and to support their personal and professional goals.

Total Credit Hours - 120 Hours

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 requirements of the B.A. degree in Criminal Justice 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.

Program Outcomes

The Criminal Justice program has four program outcomes that focus on skills necessary for a successful career in the 21st Century. Courses are structured and sequenced within the major to satisfy one or more of the following program outcomes by way of introducing, reinforcing, or mastering the following:

1. Employ clear written, visual, and oral communication with diverse audiences, as experienced through individual and collaborative skill-building exercises;
2. Demonstrate critical thinking, analytic thinking, research skills, and/or problem-solving skills to current policies and issues in criminal justice;
3. Select the relevant and appropriate criminal, social, and restorative justice theories and research methods to the understanding of criminal justice practices, policies, and institutions;
4. Design academic and professional work that embodies ethical values, personal integrity, and social equity.

Emphasis on Strengthening and Applying Important Career Skills

The Criminal Justice Faculty designed the program with relevant professional, analytical, and communication skills in mind to put our majors in a strong position for careers where a degree in criminal justice are particularly useful, such as:

- *Advocacy:* Nonprofit, activism, and community outreach.
- *Government and Social Services:* Victims advocacy, conflict mediation, security and patrol agents, and social worker by way of MSW in Social Work.
- *Higher Education:* Admissions, advising, development, and professor and/or researcher by way of Ph.D. degree in graduate school.
- *Investigations and Forensics:* Criminal, Homeland Security, DEA, and FBI investigations and forensics by way of a specialized M.A. or M.S. degree in criminal justice and/or forensics.

- *Law and Legal Services:* Lawyer by way of J.D. degree in law school, and paralegal by way of a degree or certificate.
- *Policing:* Policing, community- and institutional- corrections, juvenile facilities, and
- *Technology:* Project management, customer relationship management, and other non-technical consultation projects.
- *Other Careers:* Positions where critical thinking, collaboration, research, and writing skills are needed in tandem with the traditional, restorative, and community-based perspectives of criminal justice.

Students considering graduate school in Criminal Justice, Law, or other relevant graduate degree program are highly encouraged to work with full-time faculty in Criminal Justice in their Junior year so that s/he can write the student strong letters of recommendation for their graduate school applications that are often due in Fall of their Senior year. Students are also highly encouraged to take an internship in their senior year once core courses are near-completed.

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 Criminal Justice Core and Selective courses at Governors State University.

General Education Requirement (37 Hours)

See Bachelor's Degree Requirements for general education requirements. The following general education courses must be taken and passed with a "C" or better to meet major and general education requirements:

- PSYC - 1101 Principles of Psychology (3)
or
- PSYC - 2345 Social Psychology (3)
- SOC - 1100 Introduction to Sociology (3)
or
- SOC - 2100 Contemporary Social Issues (3)
- MATH - 2100 Elementary Statistics (3)
Due to the importance of ethics in the social and restorative justice aspects of the criminal justice system, the Criminal Justice faculty highly recommend that students consider the following course as part of their Humanities general education requirement:
PHIL 1100 - Introduction to Philosophy (3) (IAI H4 900)

Core Courses (27 Hours)*

- CJUS - 2100 Introduction to Criminal Justice (3)
- 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 & 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. Students are able to tailor their degree by choosing courses specific to career goals or research interests. Some selectives have lower-division prerequisites denoted with a caret (^) below that must be met prior to registration, so communicate your interests in Selectives with your advisor and plan accordingly for taking any prerequisites as electives prior to the semester you intend to register for that course. Only one of the 2000-level lower-division courses can count toward the CJUS major.

Selective Courses

- 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 - 3300 Critical Issues in Juvenile Justice (3)
- CJUS - 3420 Community-based Corrections (3)
- CJUS - 3450 Race, Class and Gender in the Justice System 3
- CJUS - 3500 Restorative Justice Practices 3
- CJUS - 3660 Mediation and Conferencing (3)
- CJUS - 3770 Management and Organizational Leadership (3)
- CJUS - 3860 Peace Circles 3
- CJUS - 4000 Topics in Criminal Justice (3)
- CJUS - 4120 Policing and the Community (3)
- CJUS - 4200 Women in the Justice System (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 - 4750 Justice Systems Planning (3)
- CJUS - 4800 Internship (1-4)

Restorative Justice Concentration

To fulfill the concentration requirements, students must complete 18 hours of the courses listed below;

- CJUS - 3500 Restorative Justice Practices 3
- CJUS - 3660 Mediation and Conferencing (3)
- CJUS - 3860 Peace Circles 3
- CJUS - 4000 Topics in Criminal Justice (3)
- CJUS - 4340 Restorative Justice in Schools 3
- CJUS - 4380 International Peace Initiatives (3)
- CJUS - 4700 Independent Study (1-4)
- CJUS - 4750 Justice Systems Planning (3)
- CJUS - 4800 Internship (1-4)

* Only one CJUS 4000 Special Topics or CJUS 4700 Independent Study or CJUS 4800 Internship may be used as a course option with Coordinator approval to verify the direct appropriateness of the topic and/or internship to the theme of restorative justice. Students considering internships (CJUS 4800) must have

completed all core courses with the exception of CJUS 4900 Senior Capstone. Enrollment requires full-time criminal justice faculty sponsorship and Program Coordinator approval prior to registering.

Elective Credits (38 Hours)

In addition to the core and selective credits required, students must take an additional 38 hours of elective credits. Students in this major are encouraged to complete a minor in Addictions Studies, Anthropology, Business Administration, Gender and Sexuality Studies, 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.

Program Expected Student Outcomes

Upon completion of a BA in English, students will be able to:

1. Interpret literary texts from multiple eras, cultures, and genres, using a variety of critical approaches.
2. Analyze connections between literary texts and their historical, social, political, and cultural contexts.
3. Express complex ideas with clarity and style, both orally and in writing.
4. Evaluate academic discourse in a variety of genres and modalities.
5. Apply research skills which enable them to expand, from a variety of perspectives, their own readings of literature and rhetoric.
6. Explain, with respect and understanding, the importance of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

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 (39 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 - 3099 Literary Criticism (3)
- ENGL - 4100 Advanced Composition (3)

- ENGL - 4110 Linguistics (3)
- **OR**
- 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 - 4900 English Capstone (3)

Selectives (9 Hours)

Must be taken at the upper-division level:

- Take three 4000 level literature courses.

Electives (35 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 approved by the Illinois State Board of Education, leads to the Initial Secondary License qualifying students to teach Secondary 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 of methods related to the middle school. Students should contact their advisor for specific course requirements.

Recommendation for an Illinois State Board of Education teaching license requires passage of the Subject-Matter Knowledge examinations of the Illinois Licensure Testing System, and the national education Teacher Performance Assessment (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.

Program Expected Student Outcomes

Graduates from the BA in English Program are expected to:

1. Interpret literary texts and their historical, social, political, and cultural contexts.
 2. Analyze connections between literary texts and their historical, social, political, and cultural contexts
 3. Express complex ideas with clarity and style, both orally and in writing
 4. Evaluate academic discourse in a variety of genres and modalities
 5. Apply research skills which enable them to expand, from a variety of perspectives, their own readings of literature and rhetoric.
 6. Explain, with respect and understanding, the importance of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Additionally, graduates from the BA in English Teacher Education Program are expected to:
7. Plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates theories, research, and knowledge of English content.

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. complete EDUC - 2310 Foundations of Education (3), (or equivalent) with a grade of "B" or better; and
4. attend Secondary Education Orientation.

All candidates for Illinois teacher licensure at Governors State University are required to submit to a criminal background check prior to their initial field experience in the schools. For more information on this testing visit www.certifiedbackground.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 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

Before enrolling in EDUC - 4999 Student Teaching: Senior Capstone (12), an application for admission to student teaching must be submitted to the Director of Educator Preparation in the College of Education. The application must be submitted by December 1 for the fall term and March 1 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, 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 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 2.5 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 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, and ENGL-4580;
7. earn a grade of "B" or better in EDUC - 4999 Student Teaching: Senior Capstone (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 edTPA;
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 (37 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)

English Core (45 Hours)

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

- English Literature I (3)
- English Literature II (3)
- Studies in Mythology (3)
- American Literature I (3)
- American Literature II (3)

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

- ENGL - 3099 Literary Criticism (3)
- ENGL - 3330 Studies in Literature (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 (35 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 - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)
- EDUC - 4301 Secondary Microteaching 1 (1)

- EDUC - 4302 Secondary Microteaching 2 (1)
- EDUC - 4465 Methods of Teaching English (3)
- ENGL - 4575 Reading Theory and Practice (3)
- ENGL - 4580 Read and Rap: Young Adult Literature (3)
- EDUC - 4999 Student Teaching: Senior Capstone (12)
- ENGL - 4080 English Special Topics (3)

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.

At its core, the undergraduate program encourages students to question the meanings of "male" and "female," as well as of sexual norms, in both Western and non-Western societies. Courses seek to unravel the ways in which ideas about gender and sexuality shape social roles and identities, in addition to the ways in which race, class, and ethnicity function in the experience of gender and sexuality within a culture. Gender and Sexuality Studies challenges the privileging of some categories (i.e., male or heterosexual) over others, along with the social and political implications of such hierarchies. Out curriculum makes gender and sexuality central rather than peripheral terms of analysis and seeks to complicate what is often presented as "natural" or "normal" in traditional academic curricula.

Students come to Gender and Sexuality Studies with an intellectual curiosity about the ordering of society and questions about their relationship to it. By its very nature, Gender and Sexuality Studies enables students to combine intellectual inquiry with lived experience. To this end, students are encouraged to participate in internship opportunities and independent studies. Through these initiatives, students gain professional experience as well as an opportunity to test lessons learned in the classroom. Those who major in Gender and Sexuality Studies frequently pursue dual majors in other departments; they go on to careers in law, media, social work and research, government, development, and activist work, among others.

Program Objectives

The Gender and Sexuality Studies (GNSX) major is an interdisciplinary major that is framed by the disciplines of Addictions Studies, Anthropology & Sociology, Art, Communication, Criminal Justice, History, English, and Psychology. The curriculum is designed to provide students with both the theoretical and analytical tools to examine the interplay between institutions, culture, politics, social movements, and individual identity. In order to provide a framework to ensure a consistent set of expectations across disciplines, the GNSX program has a set of five program outcomes. Courses within the major will address one or more of the following program outcomes:

1. Explore marginalized epistemologies and experiences and their implications for diverse bodies. Examine the impact of gender and sexual identities on human relations within local, national, transnational, and global communities both historically and currently.
2. Examine the impact of gender and sexual identities on human relations within local, national, transnational, and global communities both historically and currently.
3. Analyze the construction and maintenance of power dynamics within legal, criminal, political, economic, educational and cultural systems.

4. Evaluate the multiple constructions, in both production and reception, of gender and sexuality across multimodal media, including literature, pop culture, social media, etc.
5. Demonstrate the ability to articulate and apply an intersectional analysis-grounded in feminist, queer, and emerging theories, research practices, and methodologies-evaluating issues related to gender and sexuality in order to foster advocacy and promote social justice.

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)
- PHIL - 3600 Philosophy of Race, Gender, Justice and Identity (3)
- PSYC - 1605 Love: What Everyone Needs to Know (3)
- PSYC - 1606 Sex: What Everyone Needs to Know (3)
- SOC - 2800 Sociology of Marriage and Family (3)
- SOC - 3400 Work and Family Life (3)

Social Justice and Public Policy (3 Hours)

Courses that examine the role of activism and policy in shaping society.

- SOSOC - 4575 Women and Social Action (3)

Historical and Global Perspectives (3 Hours)

Courses that ask students to understand a world different from their own.

- GNSX - 3400 Global Politics of Gender (3)
- GNSX - 3450 History Of Sexuality In The US (3)
- HIST - 4410 Black Women in American History (3)
- HIST - 4500 Women in American History (3)

Political and Social Organization (3 Hours)

Courses that emphasize the institutional structures that shape and define human societies.

- ANSO - 2100 Gender & Sexuality (3)
- ENGL - 4387 Exploding the Barriers: Studies in Race, Class, and Gender (3)
- GNSX - 3600 Politics Of Reproduction (3)
- SOC - 3700 Sociology of Sports (3)

Culture and Representation (3 Hours)

Courses that examine symbol usage and cultural practices.

- ANSO - 4300 Food, Culture, and Society (3)
- ART - 3105 Gender and Sexuality in Art (3)
- ENGL - 4525 Women Writers (3)

Mind and Body (3 Hours)

Courses that explore the social world from the level of the individual.

- GNSX - 4869 Sex, Drugs, Rock, and Recovery (3)
- HLSC - 4101 HIV: The Epidemic: Issues for Healthcare Providers, Educators, Employers, and Consumers (3)
- PSYC - 3465 Psychology of Spiritual Development (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, 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 (24 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 - 3099 Junior Seminar: Public History and Civic Engagement (3)
- HIST - 3900 Historical Methods (3)
- HIST - 4910 Senior Capstone I (3)
- HIST - 4920 Senior Capstone II (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 - 4701 Independent Study in Global History (1-4)
- HIST - 4801 Internship in Global History (1-4)

Electives (47 Hours)

Total Credits to Degree 120 Hours

- Total Required Credits within the Major: 36 credit hours
- General Education Requirement: 37 credit hours
- Electives: 47 credit hours

Interdisciplinary Studies, B.A.

The Interdisciplinary Studies baccalaureate degree at Governors State University prepares students to become problem solvers in a dynamic world, to provide a foundation for integrative learning, and to develop professional skills necessary to contribute to a complex, diverse, and multicultural society.

Program Expected Student Outcomes

Upon completion of the BA in Interdisciplinary Studies, students will be able to:

1. Integrate perspectives and methods of at least two academic fields and propose a 'best approach' solution to a complex problem using evidence from these fields.
2. Define information needed for a project, then locate, used, and evaluate information found.
3. Apply interdisciplinary theories and tools to respond to an ethical or policy question.
4. Evaluate the strengths and limitations of a proposed or existing project within a business, non-profit, or governmental setting.

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 Credit for 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 24 hours of college credit from a regionally accredited college or university and be in good academic standing. 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 30 hours be taken as courses offered by GSU.

General Education Requirements (37 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)

- IDSS - 3099 Junior Seminar: Academic Writing Strategies (3)

- IDSS - 3100 Interdisciplinary Theories (3)
- IDSS - 3200 Career Planning and Decision-Making (3)
- IDSS - 4400 Interdisciplinary Ethics (3)
- IDSS - 4900 Interdisciplinary Research Project Capstone Seminar (3)
OR
- IDSS - 4910 Interdisciplinary Service Learning Capstone Seminar (3)

Electives (68)

Students may not exceed a maximum of 80 hours of lower-division credit between General Education Requirements and Electives. Students must complete a minimum of 25 hours of upper-division hours, if the General Education Requirements are complete through course work taken at the lower-division level.

Total - 120 Hours

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 communication, and by course options in art, history, anthropology, political science, computer science and intercultural studies. Students gain hands-on experience in state-of-the-art studios, work with professional production equipment, emerging technologies, and industry-standard software. On campus student broadcasting opportunities include *This Week At GSU*, and Sports Broadcasting.

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. A required internship in the media or related industries ensures that students in the MST program professionalize and gain experience to better meet the competitive demands of their chosen career field.

Program Expected Student Outcomes

Upon completion of the BA in Media Studies, students will be able to:

1. Evaluate local, global, and international perspectives and implications of the changing media environment, emerging cultures, and production practices.
2. Develop exemplary media production skills, practices, and knowledge.
3. Demonstrate the ability to adapt media skills and knowledge to current and emerging opportunities.
4. Understand the relationships of media history, theory, and practice.
5. Engage with a community focus on local and global media production.
6. Foster meaningful interdisciplinary relationships.
7. Participate in the ongoing development of a media praxis community through curatorial and distribution activities, and civic engagement.
8. Demonstrate the ability to communicate effectively and with integrity as informed and engaged global citizens.

Degree Requirements

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 (26-30 Hours)

- COMM - 3201 Advanced Public Speaking (3)
- COMM - 3202 Communication Research (3)
- COMM - 4201 Communications Ethics (3)
- MST - 2102 Digital Video Writing (3)
- MST - 4800 Internship (2-6)
- 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)
- MST - 3104 Playing Games (3)
- MST - 3214 Chicagoland Media (3)
- MST - 3740 Media Production Techniques: Field and Studio (4)

And (Advanced Writing)

- MST - 4130 Writing for Multimedia (3)

Concentrations (15-25 Hours)

a. Media Industry and Production

CHOOSE FIVE Courses (Additional courses from *MST*, *MCOM*, *ART*, *CPSC* may be chosen with advisor approval.)

- MST - 3213 Future TV (3)
- MST - 3223 Virtual People, Gaming Practices (3)
- MST - 3730 Audio Production 1 (4)
- MST - 3740 Media Production Techniques: Field and Studio (4)
- MST - 4100 Producing Across Platforms (3)
- MST - 4574 Directing for Screen and Stage (3)
- MST - 4740 Advanced Media Production & Post-production (4)
- MST - 4990 Social Laboratory (3)
- COMM - 4420 Women in Media (3)
- MCOM - 4734 Video Production Editing (3)
- MCOM - 4746 Advanced Video Editing (3)
- MCOM - 4750 Advanced Media Production, Post (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 (Additional courses from *MST*, *MCOM*, *ART*, or *CPSC* may be chosen with advisor approval.)

- 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 - 4050 Media Studies Workshop (1)
- MST - 4070 Topics in Media Studies (3)
- MST - 4220 Global Social Media and Change (3)
- MST - 4700 Independent Study (1-3)
- MST - 4745 Public Media (3)
- MST - 4800 Internship (2-6)
- MST - 4990 Social Laboratory (3)
- COMM - 4420 Women in Media (3)

c. Global Media and Information Flow

- SPAN - 1100 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)
- MST - 4800 Internship (2-6)

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

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.

Program Expected Student Outcomes

Upon completing the BA in Political Science program, students will be able to:

1. Analyze political theories, concepts, and institutions associated with American and Comparative politics and International Relations.
2. Examine the mechanisms of other countries' political and economic systems, the relations among countries in the international arena.
3. Apply interdisciplinary theory and research methodology to political practice as a basis for citizenship and stimulate interest in graduate study and/or governmental service.

4. Demonstrates the breadth, diversity, and development of Political Science as a discipline.
5. Assess social justice as a mechanism of individual empowerment to challenge and change injustice within institutions.

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)
- SOSOC - 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 - 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)
- 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 Initiatives (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. with a Concentration in Teacher Education

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. In addition to offering students a strong academic background in Social Sciences, the undergraduate major in Social Sciences with a teacher education concentration, provides students the knowledge

and skills found in the liberally educated person who is interested in a career in teaching Social Sciences at the secondary level.

Program Student Expected Outcomes

Upon completion of the BA in Social Sciences program:

1. Candidates will demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.
2. Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.
3. Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.
4. Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.
5. Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Teacher Licensure

This program approved by the Illinois State Board of Education, leads to the Initial Secondary License qualifying students to teach Secondary Social Studies. Students who major in Social Sciences 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 of methods related to the middle school. Students should contact their advisor for specific course requirements.

Recommendation for an Illinois State Board of Education teaching license requires passage of the Subject-Matter Knowledge examinations of the Illinois Licensure Testing System, and the national education Teacher Performance Assessment (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.

Admission to Social Sciences 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. complete EDUC - 2310 Foundations of Education (3), (or equivalent) with a grade of "B" or better; and
4. attend Secondary Education Orientation.

All candidates for Illinois teacher licensure at Governors State University are required to submit to a criminal background check prior to their initial field experience in the schools. For more information on this testing visit CastleBranch 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 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

Before enrolling in EDUC - 4999 Student Teaching: Senior Capstone (12), an application for admission to student teaching must be submitted to the Director of Educator Preparation in the College of Education. The application must be submitted by December 1 for the fall term and March 1 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 upper level Social Sciences courses; 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 corresponding Social Sciences ILTS Content Area Examination(s) 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 2.5 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 Social Sciences 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 and SPED-2100 with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC-2310, and upper level Social Science courses.

7. earn a grade of "B" or better in EDUC-4999 Student Teaching: Senior Capstone (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 edTPA;
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 (40 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)

Social Sciences Core (51 Hours)

Students may seek certification in the following Social Sciences areas: history, political science, economics, and anthropology/sociology. Students must complete the required number of hours per concentration/endorsement area. The following courses are taken at the lower-division and upper-division levels, as specified:

- History: 18 hours total (9 hours US, 9 hours World, 12 hours at upper level)
- Political Science: 9 hours total (6 hours at upper level)
- Economics: 9 hours total (6 hours at upper level)
- Anthropology/Sociology: 9 hours total (6 hours at upper level)

Professional Education (35 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 - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)
- EDUC - 4301 Secondary Microteaching 1 (1)
- EDUC - 4302 Secondary Microteaching 2 (1)
- EDUC - 4380 Methods of Teaching in Social Science I (3)
- EDUC - 4390 Methods of Teaching in Social Science II (3)
- SOSOC - 4080 Social Sciences Special Topics (3)
- EDUC - 4999 Student Teaching: Senior Capstone (12)

Total: 124 - 126 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 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.

Program Expected Student Outcomes

Course within the major will address one or more of the following program outcomes:

1. Synthesize the disciplinary traditions of Theatre and Performance Studies and their interrelationship within a variety of texts and contexts.
2. Exhibit proficiency in performance vernacular, technique, and etiquette, including the vocal, physical, improvisational, imaginative, and collaborative skills essential to performance.
3. Analyze and evaluate the aesthetic, historical, cultural, and theoretical dimensions of performance, including significant figures, movements, and issues.
4. Conceptualize performance as a transformative agent of social, cultural, political, and personal change, grounded in the art of storytelling.
5. Develop artistic abilities, sensibilities, and creativities with integrity, confidence, and critical thought resulting in the creation of a capstone project.

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 academic 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) Must repeat this course to earn a total of 4 credit hours.
- 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 Fine Arts with three different concentrations toward degree completion. Upon graduation, each student will produce and document a final B.F.A. thesis exhibition or presentation of creative research. As a student in this program you may choose from one of the following pathways:

Studio Art Concentration:

Students with an interest in this concentration will discover a hands-on, inter-disciplinary approach that reflects contemporary art practices. Courses in studio practices such as ceramics, drawing, painting, printmaking, and sculpture will 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 the visual elements and principles of design, artist statements, and art criticism.

Individualized instruction and advisement are offered by dedicated faculty who view themselves not only as teachers but as practicing artists and publishing scholars. The major prepares students to pursue careers as professional artists, provides transferable skills valued by employers, and furthers an engaged citizenry.

Film and Photography Concentration:

The Film and Photography concentration brings together the intertwining applied arts of digital media motion production and still imaging. Coursework on the path leads to specialized knowledge, creative development, and advanced technological skills. Graduates of the program will work in career areas such as education, documentary and dramatic filmmaking, photographic art and commercial photography, consulting, producing, media writing, direction, and production.

Graphic Design Concentration:

The Graphic Design concentration prepares students for a variety of design-related fields. Students who wish to have a dual career as a graphic designer and artist will have the opportunity to develop employable graphic design skills while furthering their skills as an individual artist. Courses ranging from typography to interactive design prepare students with the critical skills required by employers in the graphic design industry. Upper-level courses allow students to further their knowledge in either print-based graphic design (such as logo/identity design and publication design) or interactive design (designing for websites and apps, etc.) Internships within the university are provided as opportunities to gain real-world experience in graphic design and serve as a foundation for employment afterward.

Coursework in the history of art, design, and film supports all three concentrations within the BFA experience. Students will examine works in a variety of media through foundational knowledge such as formal elements and design principles, but also using historical and theoretical methodologies in order to understand the cultural, social, and political context that informed their making. A global range of topics from antiquity through the contemporary period are examined.

Program Student Outcomes

Upon completion of the BFA in Art, students will:

1. Exhibit skill with fundamental materials, tools, and practices
2. Communicate effectively about their work through a portfolio
3. Apply core professional practices
4. Analyze creative work using theoretical and historical methodologies

Special Admissions Requirements

All students are admitted conditionally. The art faculty members monitor and evaluate student progress continuously. All art students have a mandatory portfolio evaluation within 1 year of enrollment., which includes a review of the student's creative work by the faculty of the program. The portfolio should include work that best demonstrates artistic development and potential to succeed in the program. Contact the Undergraduate Art Academic Advisor or the Art Program Coordinator for details about process and formatting for the portfolio review.

Degree Requirements

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

Students must earn at least a C- (C-minus) in All Core and Required Program Courses.

General Education Requirements (37 Hours)

Communications (9 credit hours)

- Two courses in written communication (6)
- One course in oral communication (3)

Mathematics (3 credit hours)

- One course in Mathematics from the General Education Courses list.
- Humanities and Fine Arts (9 credit hours)
- One course in Humanities from the General Education Courses list.
- One course in Humanities or Fine Arts from the General Education Courses list.
- Depending on the concentration, students should take one of the following classes to satisfy the Fine Arts requirement:
 - ART - 1110 Survey of Art History I (3)
 - ART - 1111 Survey of Art History II (3)
 - FILM - 1101 Film Appreciation (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)
- Social and Behavioral Sciences (9 credit hours)
- Select three courses from two disciplines from the General Education Courses list.

Core Classes (16 Hours)

- ART - 1210 Two-Dimensional Design (3)
- ART - 1211 Three-Dimensional Design (3)
- ART - 1300 Introduction to Drawing (3)
- ART - 3099 Art Seminar: Concepts and Practice (3)
- ART - 4980 Senior Project (3)
- ART - 4981 Senior Project Workshop (1)

Concentration Requirement (66 Hours)

Select *one* of the three following concentrations: Studio Arts; Film & Photography; Graphic Design.

Studio Arts (66 Hours)

Required Courses (15 Hours)

- ART - 1110 Survey of Art History I (3)
- ART - 1111 Survey of Art History II (3)
- ART - 1301 Drawing in Color (3)
- ART - 2304 Figure Drawing (3)
- ART - 3104 Modern to Contemporary Art History (3)

Art History (6 Hours)

Select two of the following courses:

- ART - 3101 Survey of Non-Western Art (3)
- ART - 3103 Women in Art (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)
- ART - 3315 History of Design (3)
- ART - 4000 Special Topics in Art/Art History (1-3)
- ART - 4542 History of Photography (3)
- ART - 4700 Independent Study (1-4)
- FILM - 2908 Film History (3)

Introductory Studio Arts Courses (18 Hours)

Select six courses from the following:

2D Group

Take at least one from 2-D Group:

- ART - 2200 Introduction to Acrylic Painting (3)
- ART - 2201 Introduction to Oil Painting (3)
- ART - 2330 Sketchbook and Field Study Drawing (3)
- ART - 2600 Introduction to Glass: Stained Glass (3)
- ART - 2800 Introduction to Printmaking (3)
- ART - 2811 Introduction to Screen Printing (3)

Film/Design

Take at least one from Film/Design Group:

- ART - 2400 Introduction to Digital Photography (3)
- ART - 2401 Introduction to Traditional Photography (3)
- ART - 2450 Introduction to Graphic Design (3)
- ART - 2455 Typography (3)
- FILM - 2700 Introduction to Filmmaking (3)

3-D Group

Take at least one from 3-D Group:

- ART - 2500 Introduction to Sculpture (3)
- ART - 2700 Introduction to Ceramics: Handbuilding (3)
- ART - 2701 Introduction to Ceramics: Wheel Throwing (3)

Intermediate Studio Arts Courses (18 Hours)

Select six of the following courses:

- ART - 2460 Identity Design (3)
- ART - 3200 Intermediate Painting (3)
- ART - 3305 Drawing: Life Study (3)
- ART - 3309 Intermediate Glass: Warm Glass (3)
- ART - 3330 Intermediate Sketchbook and Field Study Drawing (3)
- ART - 3371 Intermediate Drawing (3)
- ART - 3400 Intermediate Photography (3)
- ART - 3450 Intermediate Graphic Design (3)
- ART - 3460 Interactive Design 1 (3)
- ART - 3500 Intermediate Sculpture: Figure Modeling (3)
- ART - 3510 Intermediate Sculpture (3)
- ART - 3700 Intermediate Ceramics (3)
- ART - 3701 Intermediate Wheel Throwing (3)
- ART - 3710 Mold Making and Slip Casting (3)
- ART - 3777 Print on Clay (3)
- ART - 3800 Intermediate Printmaking (3)
- ART - 3910 Creativity and Innovation 3
- ART - 3955 Fiber Art (3)

Optional:

Student may choose only one (3 credit) non-Studio Art course or another Art History Course:

Art History

- ART - 3101 Survey of Non-Western Art (3)
- ART - 3103 Women in Art (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)
- ART - 3315 History of Design (3)
- ART - 4000 Special Topics in Art/Art History (1-3)
- ART - 4542 History of Photography (3)
- FILM - 2909 Film History II: American Independent Film (3)

Non-Studio Art Courses

- ART - 4528 Digital Motion Graphics (3)
- ART - 4800 Internship (3-9)
- CPSC - 4565 3D Modeling (3)
- CPSC - 4566 3D Animation (3)
- CPSC - 4567 3D Rendering (3)
- CPSC - 4569 Intro to 3D Visual Effects (3)
- CPSC - 4630 Game Modeling and Animation (3)
- CPSC - 4631 Game Design (3)
- CPSC - 4632 Digital Sculpting (3)
- CPSC - 4653 Introduction to Virtual Reality (3)
- FILM - 2731 Screenwriting (3)

- FILM - 3734 Video Editing (3)
- FILM - 4040 Film Seminar: (3)
- FILM - 4070 Media Workshop (3)
- FILM - 4730 Directing Drama for Film and Television (3)
- FILM - 4734 Advanced Video Editing (3)
- FILM - 4735 Documentary Filmmaking (3)
- FILM - 4777 Cinematography (3)

Advanced Studio Arts Courses (9 Hours)

Select three of the following courses:

- ART - 4010 Studio Topics (1-3)
- ART - 4020 Special Topics in Graphic Design (3)
- ART - 4450 Advanced Graphic Design 3
- ART - 4501 Advanced Figure Drawing (3)
- ART - 4502 Drawing: A Contemporary Approach (3)
- ART - 4508 Advanced Glass (3)
- ART - 4532 Advanced Sculpture (3)
- ART - 4538 User Experience Design (3)
- ART - 4545 Advanced Sculpture: Figure Modeling (3)
- ART - 4552 Advanced Ceramics: Wheel Throwing (3)
- ART - 4555 Advanced Painting (3)
- ART - 4560 Advanced Painting: Oil over Tempera (3)
- ART - 4562 Advanced Ceramics (3)
- ART - 4599 Advanced Printmaking (3)
- ART - 4701 Ceramic Glaze Chemistry and Research (3)
- ART - 4710 Individual Studio (1-4)
- ART - 4777 Advanced Print on Clay (3)

Film and Photography Concentration

Core Courses (6 Hours)

Complete each of the following courses:

- ART - 2400 Introduction to Digital Photography (3)
- FILM - 1101 Film Appreciation (3)

Art /Film History (15 Hours)

Required

Complete each of the following courses:

- ART - 3104 Modern to Contemporary Art History (3)
- ART - 4542 History of Photography (3)
- FILM - 2908 Film History (3)

Selective

Select two of the following courses:

- ART - 3101 Survey of Non-Western Art (3)
- ART - 3103 Women in Art (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)
- ART - 3315 History of Design (3)
- ART - 4000 Special Topics in Art/Art History (1-3)
- ART - 4700 Independent Study (1-4)
- FILM - 2909 Film History II: American Independent Film (3)

Introductory Film and Photography Courses (18 Hours)

Required

Complete each of the following courses:

- ART - 2401 Introduction to Traditional Photography (3)
- ART - 2405 Introduction to Digital Arts (3)
- FILM - 2700 Introduction to Filmmaking (3)
- FILM - 2731 Screenwriting (3)
- FILM - 3734 Video Editing (3)

Selective

Select one of the following course from Graphic Design or Studio Arts:

- ART - 2450 Introduction to Graphic Design (3)
- ART - 2455 Typography (3)
- ART - 2460 Identity Design (3)
- ART - 2200 Introduction to Acrylic Painting (3)
- ART - 2201 Introduction to Oil Painting (3)
- ART - 2330 Sketchbook and Field Study Drawing (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)

Intermediate Film and Photography Courses (18 Hours)

Select six of the following courses:

- ART - 3400 Intermediate Photography (3)
 - ART - 4544 Digital Photographic Imaging (3)
 - ART - 4549 Photography: Combined Color Processes (3)
 - ART - 4554 Documentary Photography (3)
 - CPSC - 4565 3D Modeling (3)
 - CPSC - 4566 3D Animation (3)
 - CPSC - 4569 Intro to 3D Visual Effects (3)
 - FILM - 4702 Digital Film Workshop (3)
 - FILM - 4735 Documentary Filmmaking (3)
- Additional new courses: ART-4361, ART-4550, and ART-4605
- ART - 4775 Smartphone Photography (3)

Advanced Film and Photographic Arts Courses (9 Hours)

Required

Complete each of the following courses:

- FILM - 4040 Film Seminar: (3)
- Or
- ART - 4000 Special Topics in Art/Art History (1-3)
 - FILM - 4070 Media Workshop (3)

Selective

Select one of the following courses:

- ART - 4528 Digital Motion Graphics (3)
- ART - 4800 Internship (3-9)
- ART - 4440 Photography in Artificial Light (3)
- CPSC - 4567 3D Rendering (3)
- IFDI - 4730 Directing Drama for Film and Television (3)
- FILM - 4734 Advanced Video Editing (3)
- FILM - 4777 Cinematography (3)

Graphic Design (66 Hours)

Required Courses (12 Hours)

- ART - 1110 Survey of Art History I (3)
- ART - 1111 Survey of Art History II (3)
- ART - 3104 Modern to Contemporary Art History (3)
- ART - 2405 Introduction to Digital Arts (3)

Art History (6 Hours)

Select two of the following courses:

- ART - 3315 History of Design (3)
- ART - 3101 Survey of Non-Western Art (3)
- ART - 3103 Women in Art (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)
- ART - 4000 Special Topics in Art/Art History (1-3)

Introductory Graphic Design Courses (9 Hours)

Complete the following courses:

- ART - 2450 Introduction to Graphic Design (3)
- ART - 2455 Typography (3)
- ART - 2460 Identity Design (3)

Intermediate Graphic Design Courses (15 Hours)

Complete the following courses:

- ART - 3450 Intermediate Graphic Design (3)
- ART - 3455 Professional Practices in Design (3)
- ART - 3460 Interactive Design 1 (3)
- COMM - 3200 Strategic Writing (3)
- COMM - 4312 Creative Strategies in Advertising and Public Relations (3)

Advanced Graphic Design Courses (9 Hours)

Required

Complete the following:

- ART - 4950 Design Portfolio (3)

Selective

- ART - 4020 Special Topics in Graphic Design (3)
- ART - 4450 Advanced Graphic Design 3
- ART - 4538 User Experience Design (3)
- ART - 4800 Internship (3-9)
- CPSC - 4137 Web Applications (3)
- ART-4537 Interactive Design 2 (3) (New Course)

Studio , Film and Photo Courses for Graphic Design (15 Hours)

Select five courses in Studio Arts, Film or Photography:

- ART - 1301 Drawing in Color (3)
- ART - 2200 Introduction to Acrylic Painting (3)
- ART - 2201 Introduction to Oil Painting (3)
- ART - 2304 Figure Drawing (3)
- ART - 2330 Sketchbook and Field Study Drawing (3)
- ART - 2400 Introduction to Digital Photography (3)
- ART - 2401 Introduction to Traditional Photography (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 - 3200 Intermediate Painting (3)
- ART - 3309 Intermediate Glass: Warm Glass (3)
- ART - 3330 Intermediate Sketchbook and Field Study Drawing (3)
- ART - 3371 Intermediate Drawing (3)
- ART - 3400 Intermediate Photography (3)
- ART - 3500 Intermediate Sculpture: Figure Modeling (3)
- ART - 3510 Intermediate Sculpture (3)
- ART - 3700 Intermediate Ceramics (3)
- ART - 3701 Intermediate Wheel Throwing (3)
- ART - 3710 Mold Making and Slip Casting (3)
- ART - 3777 Print on Clay (3)
- ART - 3800 Intermediate Printmaking (3)
- ART - 3910 Creativity and Innovation 3
- ART - 3955 Fiber Art (3)
- ART - 4010 Studio Topics (1-3)
- ART - 4501 Advanced Figure Drawing (3)
- ART - 4502 Drawing: A Contemporary Approach (3)
- ART - 4508 Advanced Glass (3)
- ART - 4528 Digital Motion Graphics (3)
- ART - 4532 Advanced Sculpture (3)
- ART - 4545 Advanced Sculpture: Figure Modeling (3)
- ART - 4549 Photography: Combined Color Processes (3)
- ART - 4552 Advanced Ceramics: Wheel Throwing (3)
- ART - 4554 Documentary Photography (3)
- ART - 4555 Advanced Painting (3)
- ART - 4560 Advanced Painting: Oil over Tempera (3)
- ART - 4562 Advanced Ceramics (3)
- ART - 4599 Advanced Printmaking (3)
- ART - 4701 Ceramic Glaze Chemistry and Research (3)
- ART - 4710 Individual Studio (1-4)
- ART - 4777 Advanced Print on Clay (3)
- CPSC - 4565 3D Modeling (3)
- CPSC - 4566 3D Animation (3)
- CPSC - 4567 3D Rendering (3)
- CPSC - 4569 Intro to 3D Visual Effects (3)

- CPSC - 4630 Game Modeling and Animation (3)
- CPSC - 4631 Game Design (3)
- CPSC - 4632 Digital Sculpting (3)
- CPSC - 4653 Introduction to Virtual Reality (3)
- FILM - 2700 Introduction to Filmmaking (3)
- FILM - 2731 Screenwriting (3)
- FILM - 3734 Video Editing (3)
- FILM - 4040 Film Seminar: (3)
- FILM - 4070 Media Workshop (3)
- FILM - 4730 Directing Drama for Film and Television (3)
- FILM - 4734 Advanced Video Editing (3)
- FILM - 4735 Documentary Filmmaking (3)
- FILM - 4777 Cinematography (3)

For All Concentrations:

- Independent Studies and Individual Studio Research must be registered through consultation with program faculty and the program advisor and list a different topic if used multiple times to meet degree requirements;
- Art courses up to 75 hours may be transferred based on portfolio review only.
- Senior Project must be completed during the final semester.
- A second portfolio review must be performed successfully before enrollment in the Art Program capstone course ART - 4980 Senior Project (3) and ART 4981 Senior Project Presentation Workshop (1)

Electives (1 Hour)

Total - 120 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)

Total - 18 Hours

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 find it helpful to their current major to apply the study of cultures, race and ethnicity, social class, gender and sexuality, and other social inequalities through the 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 general education, required courses and selectives for the minor must be completed with a grade of "C" or higher.

Required Courses (9 Hours)

- ANTH - 1100 Cultural Anthropology (3)
- ANSO - 4400 Classic and Contemporary Theories (3)
- ANSO - 4610 Qualitative Methods (3)

Selectives (9 Hours)

Nine hours of the following ANSO and/or ANTH courses:

- ANSO - 3300 Ecology, Environment, and Culture (3)
- ANSO - 4300 Food, Culture, and Society (3)
- ANSO - 4500 Masculinities (3)
- ANTH - 3100 Trends in Cross-Cultural Analysis (3)
- ANTH - 3800 Visual Anthropology 3

- ANTH - 4600 Anthropology in Film (3)
- ANSO - 4000 Special Topics in Anthropology and Sociology (3) * **OR**
- ANTH - 4000 Topics in Anthropology (3)

Total - 18 Hours

Art History Minor

The minor in Art History will be offered for students who wish to supplement scholarly preparation in another major discipline with substantial coursework in Art History. This minor will be especially suitable for Art majors or any student who wishes to develop their visual analysis and critical thinking skills, improve their writing, or enrich their understanding of the world through a study of art.

Our curriculum includes introductory, intermediate, and advanced courses, both in-person and online, with an emphasis on visual literacy and critical thinking, as well as the acquisition of research and writing skills required for a career in the arts.

Requirements

Students wishing to complete the minor in Art History will be required to complete 6 of the aforementioned GSU Art History courses (or approved equivalent courses) with a grade of "C" or better in each course.

Required Courses (9 Hours)

Students must complete each of the following courses:

- ART - 1110 Survey of Art History I (3)
- ART - 1111 Survey of Art History II (3)
- ART - 3104 Modern to Contemporary Art History (3)

Selectives (9 Hours)

In addition to courses completed toward satisfaction of Requirement I above, Non-BFA students must complete at least three (3) of the following courses and **Studio Art majors need to take 3 courses not used as part of the BFA (9 credits)**:

- ART - 3101 Survey of Non-Western Art (3)
- ART - 3102 Worlds of Art (3)
- ART - 3103 Women in Art (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)
- ART - 4000 Special Topics in Art/Art History (1-3)

Total - 18 Hours

Art Minor

The minor in Art offered through the College of Arts and Sciences, complements any degree and provides the student a wide-ranging exploration of the visual arts. Students will develop technical skills, creativity, and aesthetic judgment through a variety of required and selective courses. These courses will allow the student to pursue individual interests within a particular studio area that might include drawing, painting, printmaking, photography, digital imaging, graphic design, 3-D modeling, film, ceramics, sculpture, and glass. The minor is open to all students who submit a proposal of study to the art program coordinator and academic advisor for 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, excluding Art Appreciation - ART 1100, from the 1000-4000 level.

Studio Art Selectives (12 Hours)

Take any Studio Art courses from the 1000-4000 level.

Total - 18 Hours

Creative Writing Minor

An interdisciplinary undergraduate minor in Creative Writing is offered for students who wish to supplement their major course of study with substantial, sustained coursework in a variety of creative writing genres. The minor in Creative Writing is suitable for students pursuing any major. The minor is particularly appropriate for students who want to improve their writing and communication skills and develop their personal creativity and self-expression.

Program Requirements

Students must meet all university requirements for a minor. In addition, students must contact their academic 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)

- ENGL - 2610 Introduction To Creative Writing (3)

Selectives (15)

Complete any five of the following courses:

- ART - 4700 Independent Study (1-4) *

- ENGL - 4210 Writing Poetry (3)
- ENGL - 4475 The Short Story: Crossing Cultures (3)
- ENGL - 4610 Writing Fiction (3)
- ENGL - 4620 Writing Creative Nonfiction (3)
- ENGL - 4700 Independent Study (1-4) *
- FILM - 2731 Screenwriting (3)
- IFDI - 6731 Screenwriting (3)
- MST - 2102 Digital Video Writing (3)
- MST - 3750 Media Storytelling (3)
- MST - 4130 Writing for Multimedia (3)
- MST - 4700 Independent Study (1-3) *
- TAPS - 2100 The Storytelling Tradition (3)
- TAPS - 4200 Writing as Performance (3)
- TAPS - 4700 Independent Study (1-3) *

* Note: Students may only take one independent study course for credit towards the minor, and it must be taken in the final semester of coursework.

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 - 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

Dance Minor

An undergraduate minor in Dance is offered for students who wish to supplement a major in another discipline. The minor is especially appropriate for students who seek creative and conceptual development through technical, historical, and cultural training in dance performance. Depending on the student's major, a minor in Dance can enhance prospects for a variety of employment endeavors and for admission to graduate or professional study.

Required Courses (13 - 15 Hours)

- DNCE - 1100 Dance Appreciation (3)
- DNCE - 3800 Practicum (1-3)
Select two from the following:
- DNCE - 2110 Introduction to Ballet (3)
- DNCE - 2210 Introduction to Jazz Dance (3)
- DNCE - 2310 Introduction to Modern Dance (3)
Select one from the following:
- DNCE - 3600 Twentieth Century Concert Dance History (3)
- DNCE - 3700 Dance Criticism (3)
- DNCE - 4200 Dance Pedagogy (3)

Selectives (6 Hours)

Select two from the following list, at least one from 3000 level or higher:

- DNCE - 2410 Introduction to Tap Dance (3)
- DNCE - 2500 Social Dance (3)
- DNCE - 3000 Special Topics in Dance (3)
- DNCE - 3100 World Dance (3)
- DNCE - 4100 Choreography (3)

Total Credit Hours: 19-21 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

Film Minor

The Minor course of study in Film is designed for those students interested in supplementing their major course of study with substantial coursework on Film Aesthetics, Screenwriting, and Production. The Film Minor, open to students across the university, requires a commitment of 18 total hours, including 3 hours of required applied courses, 3 hours of theory/aesthetics/film ethics, and 12 hours of elective courses drawn from an array of discipline-related offerings.

Undertaking the Film Minor provides an opportunity for creative expansion in a secondary discipline, but also a way of growing creatively and improving a student's post-graduation professional opportunities from within current disciplines, such as Computer Sciences, Communication, Media Studies, Theatre and Performing Arts, English, Criminal Justice, History, Psychology, and numerous other programs.

This Minor is especially suitable for students who wish to enhance their critical thinking skills through cinema studies, expand their employment opportunities by developing technical communication skills, or enrich their understanding of the world through studies of international film.

Requirement 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 grade of "C" or better.

Required Courses (6 Credit Hours)

- FILM - 2700 Introduction to Filmmaking (3)
- FILM - 4040 Film Seminar: (3)

Selectives (12 Credit Hours)

- FILM - 2702 Digital Film Production I (3)

- FILM - 2703 Digital Film Production II (3)
- FILM - 2731 Screenwriting (3)
- FILM - 2908 Film History (3)
- FILM - 2909 Film History II: American Independent Film (3)
- FILM - 3734 Video Editing (3)
- FILM - 4070 Media Workshop (3)
- FILM - 4730 Directing Drama for Film and Television (3)
- FILM - 4734 Advanced Video Editing (3)
- FILM - 4735 Documentary Filmmaking (3)
- FILM - 4777 Cinematography (3)

Total - 18 Credit 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 complement for students in Anthropology and Sociology, Communication, Criminal Justice, Social Sciences, English, History, Media Studies, Theatre and Performance Studies, Psychology, 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. A minimum of 9 hours must be earned at the upper division level:

- ANSO - 2100 Gender & Sexuality (3)
- ANSO - 4300 Food, Culture, and Society (3)
- ENGL - 4387 Exploding the Barriers: Studies in Race, Class, and Gender (3)
- ENGL - 4525 Women Writers (3)
- GNSX - 1200 Gender and Identity in Literature (3)
- GNSX - 2000 Topics, Gender and Sexuality (3)
- GNSX - 3099 Theories in Practice (3)
- GNSX - 3400 Global Politics of Gender (3)
- GNSX - 3450 History Of Sexuality In The US (3)
- GNSX - 3500 Methods of Inquiry (3)

- GNSX - 3600 Politics Of Reproduction (3)
- GNSX - 4000 Advanced Topics in Gender and Sexuality Studies (3)
- GNSX - 4700 Independent Study (1-3)
- GNSX - 4800 Internship in Gender and Sexuality Studies (1-3)
- GNSX - 4869 Sex, Drugs, Rock, and Recovery (3)
- HIST - 4410 Black Women in American History (3)
- HIST - 4500 Women in American History (3)
- HLSC - 4101 HIV: The Epidemic: Issues for Healthcare Providers, Educators, Employers, and Consumers (3)
- MST - 2101 Introduction to Media Studies (3)
- PHIL - 3600 Philosophy of Race, Gender, Justice and Identity (3)
- PSYC - 1605 Love: What Everyone Needs to Know (3)
- PSYC - 1606 Sex: What Everyone Needs to Know (3)
- PSYC - 3465 Psychology of Spiritual Development (3)
- PSYC - 3828 Understanding Men (3)
- PSYC - 3829 Psychology of Women (3)
- SOC - 2800 Sociology of Marriage and Family (3)
- SOC - 3400 Work and Family Life (3)
- SOC - 3700 Sociology of Sports (3)
- SOSOC - 4575 Women and Social Action (3)

Special Topics Courses

In addition to the above, relevant offerings of the following Special Topics Courses in related disciplines may be used for the selectives with the minor advisor's approval:

- CJUS - 5000 Special Topics in Criminal Justice (3)
- ENGL - 4080 English Special Topics (3)
- SOC - 4000 Topics in Sociology (3)

Total Credit Hours - 18

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 (3 Hours)

- GBLS - 1100 Introduction to Global Studies (3)

Lower Division Selectives (6 Hours)

- ENGL - 2331 World Literature I (3)
- ENGL - 2332 World Literature II (3)
- ENGL - 2333 Regional World Literature (3)
- GBLS - 2100 Cross-cultural Relationships (3)
- GEOG - 1100 Geography, Non-Western World (3)
- GEOG - 2500 World Regional Geography (3)
- HIST - 2700 World History to 1500 (3)
- HIST - 2710 World History Since 1500 (3)
- LACL - 2100 Introduction to Latin American, Caribbean, and Latino Studies (3)
- MUS - 1500 Music of the World (3)
- POLS - 2950 Transformation of Global System (3)
- RELS - 2111 Philosophy of World Religion (3)

Upper Division Selectives (9 Hours)

- CJUS - 4380 International Peace Initiatives (3)
- CJUS - 4465 Comparative International Criminal Justice Systems (3)
- GEOG - 4470 Human Geography (3)
- GNSX - 3400 Global Politics of Gender (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)
- ICS - 4650 Latin America: Culture and Society (3)
- MST - 3099 Global Media Literacy (3)
- MST - 4431 Latin America Media Systems (3)
- MST - 4434 Asian Media Systems (3)
- PHIL - 4254 Chinese Thought (3)
- POLS - 3150 Comparative Political Analysis (3)
- POLS - 4330 Modern Middle Eastern History and Politics (3)
- POLS - 4340 Politics of Latin America (3)

- POLS - 3250 International Political Economy (3)
- **OR**
- SOSC - 3250 International Political Economy (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 21 credits 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 (HIST-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/HIST-4701) or Internship in History (HIST-4800/HIST-4801) 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 - 4700 Independent Study in American History (1-4)
- HIST - 4701 Independent Study in Global History (1-4)
- HIST - 4800 Internship in American History (1-4)
- HIST - 4801 Internship in Global History (1-4)

Total minimum credits for History Minor - 18 Hours

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

- COMM - 2110 Communication & Society (3)
- COMM - 3201 Advanced Public Speaking (3)
- COMM - 4500 Interpersonal Communication (3)
- Nine hours from communication courses 4999-level or below (9)

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)
- 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)
- POLS - 4100 Hispanic Experience in the U.S. (3)

Total - 18 Hours

Media Studies Minor

Media Studies is an interdisciplinary field rooted in the study of mass media and communication, drawing on the traditions, theories, and methods of the humanities and social sciences. Media Studies presents students with an integrated approach to the study of media histories, forms, technologies, and production to understand the contemporary state of media practices.

Requirements for the Minor

An undergraduate minor in Media Studies is offered through the College of Arts and Sciences for students who want to supplement a major in another discipline with studies in new media.

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

- Complete and submit the Media Studies Supplemental Questions (<http://www.govst.edu/cas/mst>) prior to acceptance into the minor;
- Complete one selective course at the 3000 level, and one selective course at the 4000 level;
- Complete all courses with a grade of C or better;
- Submit transfer courses to the advisor for approval by the first week of the semester of intended graduation.

The minor is not available to students enrolled in the Media Studies major.

Required Courses (15 credit hours)

- MST - 2100 Introduction to Media Production (3)
- MST - 2101 Introduction to Media Studies (3)
- MST - 2130 Media Culture and Innovation (3)
Choose one of the following:
- MST - 2102 Digital Video Writing (3)
- MST - 3212 Social Media (3)
Choose one of the following:
- MST - 3213 Future TV (3)
- MST - 3214 Chicagoland Media (3)

Selectives (6 Credit Hours)

Students may choose from the following sample sequences or select two courses from an approved list of courses. At least one course must be selected from the 3000 level and one from the 4000 level.

Social Media & Networking

- MST - 3221 Social Design and Crowd Sourcing (3)
- MST - 4220 Global Social Media and Change (3)

Multimedia Writing

- MST - 3750 Media Storytelling (3)
- MST - 4130 Writing for Multimedia (3)
Global Media Analysis & Interpretation
- MST - 3412 International Media Flow (3)
- MST - 4440 Media Globalization (3)
Interdisciplinary New Media Project

- MST - 3750 Media Storytelling (3)
- MST - 4990 Social Laboratory (3)

Total - 21 Hours

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 (6 Hours)

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)

And

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 - 3101 Studies in Philosophy (3)
- PHIL - 3202 Environmental Ethics (3)
- PHIL - 3333 Ethics in Healthcare (3)
- PHIL - 3535 Ethics in Sports (3)
- PHIL - 3600 Philosophy of Race, Gender, Justice and Identity (3)
- PHIL - 3881 Theory of Knowledge (3)
- PHIL - 3884 Method and Values in Science (3)
- PHIL - 4111 Comparative Philosophy of Science and Religion (3)
- PHIL - 4254 Chinese Thought (3)
- PHIL - 4319 Women In Philosophy (3)
- PHIL - 4344 Black And Africana Philosophy (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:

- CJUS - 3250 Foundations of Restorative Justice (3)
- CJUS - 3440 Exploring Ethics in the Justice System (3)
- HLAD - 3109 Ethics in Healthcare Admin (3)
- IDSS - 4400 Interdisciplinary Ethics (3)
- MGMT - 3099 Business Ethics and Social Responsibility (3)
- PHIL - 3202 Environmental Ethics (3)
- PHIL - 3333 Ethics in Healthcare (3)
- PHIL - 3535 Ethics in Sports (3)
- PHIL - 4402 Advanced Ethics: Theory and Practice (3)
- PSYC - 3099 Ethics in Psychology (3)
- COMM - 4201 Communications Ethics (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 COMM 4201 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 (12 Hours)

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 (6 Hours)

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)
- 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 - 3131 Religion in the United States (3)
- RELS - 3465 Psychology of Spirituality (3)
- RELS - 4100 Anthropology and Sociology of Religion (3)
- RELS - 4101 Liberation Theology in Latin America (3)
- RELS - 4111 Comparative Study 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 who find it helpful to apply the study of cultures and societies, race and ethnicity, social class, gender and sexuality, and other social inequalities that students examine through a lens of social justice. Students in this minor gain knowledge and marketable theoretical, research, critical thinking, and writing 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 (9 Hours)

- SOC - 1100 Introduction to Sociology (3)
- ANSO - 4400 Classic and Contemporary Theories (3)
- ANSO - 3610 Quantitative Methods (3) OR
- ANSO - 4610 Qualitative Methods (3)

Selectives (9 Hours)

Nine hours of the following ANSO and/or SOC courses, with at least six (6) hours at the 3000- or 4000-level.

- ANSO - 2100 Gender & Sexuality (3)
 - ANSO - 3600 Making Sense of Social Data (3)
 - ANSO - 4500 Masculinities (3)
 - SOC - 2100 Contemporary Social Issues (3)
 - SOC - 2200 Racial and Ethnic Groups (3)
 - SOC - 3150 Self and Society (3)
 - SOC - 3200 Class Inequalities (3)
 - SOC - 3700 Sociology of Sports (3)
 - SOC - 4400 Social Movements (3)
 - SOC - 4000 Topics in Sociology (3) OR
 - ANSO - 4000 Special Topics in Anthropology and Sociology (3)
- Note: No more than three (3) credits in total of special Topics Courses (SOC 4000 or ANSO 4000) may be counted as a selective.

Total - 18 Hours

Spanish Minor

An undergraduate minor in Spanish is offered for students who wish to supplement scholarly preparation in another major discipline with substantial coursework in Spanish. This minor is especially suitable for students who wish to develop a global perspective, enhance their critical thinking skills through language study, expand their employment opportunities by honing bilingual and bicultural skills, or enrich their own understanding of the world.

A minor in Spanish can be a valuable complement for students interested in Anthropology and Sociology, Business, Criminal Justice, Education, Global Studies, Healthcare Administration, History, Interdisciplinary Studies, Latin American, Caribbean, and Latina/o Studies, Media Studies, Nursing, Political Science, Pre-Law, Social Work, or other programs.

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 grade of "C" or better.

Required Courses (6 Hours)

Students must complete one course from Group A and one course from Group B:

Group A:

- SPAN - 2100 Spanish Language and Culture III (3)
- SPAN - 3200 Spanish for Business Professions (3)
- SPAN - 3300 Spanish For Criminal Justice Professions (3)
- SPAN - 3400 Spanish For The Health Professions (3)

Group B:

- SPAN - 2200 Spanish Language and Culture IV (3)
- SPAN - 4100 Topics in Spanish (3)
- SPAN - 4200 Hispanic Experience in the U.S. (3)
- LACL - 2100 Introduction to Latin American, Caribbean, and Latino Studies (3)

Selectives (12 Hours)

Select four courses from the list below. Note - courses used to complete the required courses can not be repeated to fulfill the 12 credit-hour selective requirement:

- ART - 4523 Pre-Columbian Art Culture (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)
- LACL - 2100 Introduction to Latin American, Caribbean, and Latino Studies (3)
- MST - 4431 Latin America Media Systems (3)
- POLS - 4340 Politics of Latin America (3)
- RELS - 4101 Liberation Theology in Latin America (3)
- SPAN - 1100 Spanish Language and Culture I (3)
- SPAN - 1200 Spanish Language and Culture II (3)
- SPAN - 2100 Spanish Language and Culture III (3)
- SPAN - 2200 Spanish Language and Culture IV (3)
- SPAN - 3200 Spanish for Business Professions (3)
- SPAN - 3300 Spanish For Criminal Justice Professions (3)
- SPAN - 3400 Spanish For The Health Professions (3)
- SPAN - 4100 Topics in Spanish (3)
- SPAN - 4200 Hispanic Experience in the U.S. (3)

Total Credit Hours: 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 (16 credit hours)

- TAPS - 1100 Theatre Appreciation (3)
- TAPS - 2100 The Storytelling Tradition (3)
- TAPS - 2210 Introduction to Acting (3)
- TAPS - 3800 Practicum (1)
Select from one of the following courses:
- TAPS - 3250 Performing Culture and Identity (3)
- TAPS - 4250 Performance and Social Change (3)
Select one of the following courses:
- TAPS - 3600 Classical History of Theatre (3)
- TAPS - 3650 Contemporary History of Theatre (3)

Electives (6 credit hours)

Select two approved courses, at least one 3000-level or higher.

Total - 22 Hours

Master of Arts

Communication, Media, and Performance M.A.

The graduate major in Communication, Media, and Performance, 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 across these fields as well as the specific skills needed in the professional world.

In our high-speed world, information is currency and the ability to communicate effectively is a requirement if you want to make an impact in business, government, media, the arts, and other vital fields. To this end, students in Communication, Media, and Performance study the use of symbols to convey meaning across mediated and

embodied contexts. Students explore multiple aspects of human interaction in both private and public realms. They develop skills in crafting their own messages to suit diverse audiences and contexts and to achieve a variety of communicative goals, while also critically analyzing the messages of others. Engaging in ethical communication practices and adapting to diverse cultural contexts empowers students to promote human rights and dignity as global citizens. Through this integrated approach to communication, media, and performance, the major prepares students to succeed as working professionals and/or for further graduate study in the discipline.

Beyond taking the common required courses, students adapt the major to their community and individual needs and backgrounds by pursuing choices among the Seminar (CMP-7000) and Advanced Seminar (CMP-8000) offerings and choosing appropriate elective courses (see program website for upcoming topics in course offerings). Students plan their specific programs in consultation with their advisors. Graduates of the program are in career areas such as advertising, cable TV, college teaching, consulting, customer service, human resource development, journalism, media management, media writing, non-profit, public affairs, public relations, theatre performance and production, TV production/direction, and training.

Program Expected Outcomes

Upon completion of a MA in Communication, Media, and Performance, students will:

1. Analyze effective message construction across multiple forms of media.
2. Interpret and constructively critique message meanings.
3. Evaluate useful message design and identify its implications.
4. Investigate and evaluate dynamic communication with regard to changing technological, socio-cultural, political, leadership, and economic environments.
5. Identify and evaluate multiple aspects of informed and engaged global citizenry.
6. Promote modes of inquiry encouraging lifelong and experiential learning.
7. Analyze the relationships between communication and culture as a means of fostering intercultural relationships.
8. Explore and exemplify ethical and professional communication practices that promote human relations.
9. Analyze and use appropriate technology for academic pursuits and investigate current uses of technology and their effective application to daily life.

Recommended Preparation

An undergraduate major in one of the following fields is recommended: communication, media studies, theatre, advertising and public relations, English, psychology, sociology, criminal justice, linguistics, business, education, or liberal arts. In addition, students are expected to have demonstrable competence in written, verbal, and visual forms of communication.

Special Admission Requirements

In addition to meeting the university admissions requirements, applicants must:

1. 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, and 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, Media, and Performance program for continued enrollment.
2. Submit a Cover Letter. In no more than two pages, students should discuss their reasons for enrolling in a communication, media and performance program, what they intend to study, faculty members they hope to study with, and how they see pursuing the degree as beneficial to their personal and/or professional life.
3. Provide an academic writing sample. In most cases, this will be a paper from an upper division undergraduate course in a related discipline.

Admission to the program happens twice a year. Applications for the program should be completed by **August 1** for the fall term, or by **December 1** for the spring term.

Admission to Candidacy

After enrollment as a degree-seeking student, a student also must earn candidacy prior to embarking on the Capstone requirement. Assessment of candidacy status is conducted annually in May. To qualify for degree candidacy, a student must complete 12 hours of course work in the program with a GPA of 3.0 or higher, including earning a B or higher in CMP-6100.

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

Capstone Requirement: Internship, Thesis, or Project Options

As part of this degree program, students select between an exam, project or thesis option to fulfill their capstone requirement, depending on personal and professional goals. Before enrolling in any capstone option, students must be admitted to candidacy (see above), seek willingness from three faculty members to serve on their graduate committee, and receive committee approval on their capstone proposal. More detailed capstone information is available through the student's advisor or the division office.

In the comprehensive exam option (CMP-8950), students prepare by developing a comprehensive reading list based on completed coursework with the advice of their committee. The comprehensive exam then covers theory, method, and application of scholarship.

The applied project option (CMP-8980) is most appropriate for graduate students who plan to conclude their academic studies with the Master's degree. Applied projects are endeavors applying academic research and/or creative activity to address a problem in the world.

In the thesis option (CMP-8990), students develop a thesis proposal, carry out a formal research study under the supervision of the graduate 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.

Degree Requirements

Students must meet all university requirements for a master's degree and complete required courses with a grade of "B" or higher in each course and maintain an average GPA of 3.0. A second attempt in any required course requires advisor approval.

The M.A. in Communication, Media, and Performance requires a common core of courses. The core concentrates on the essential connections between the disciplines; 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.

Students must enroll in CMP-6100 Disciplinary Survey of Communication, Media, and Performance during their first semester.

Required Courses - Thesis/Project Option (27 Hours)

- CMP - 6100 Disciplinary Survey of Communication, Media, and Performance (3)
- CMP - 6200 Quantitative Research Methods in CMP (3)
- CMP - 6300 Qualitative Research Methods in CMP (3)
- CMP - 7000 Seminar in Communication, Media, or Performance: ... (3) Take twice for total of 6 hours
- CMP - 8000 Advanced Seminar in Communication, Media, and Performance: ... (3) Take twice for total of 6 hours
- CMP - 8980 Graduate Capstone Project... (3 - 6) Must take for total of 6 hours
OR
- CMP - 8990 Graduate Capstone Thesis (3 - 6) Must take for total of 6 hours

Required Courses - Comprehensive Exam Option (28 Hours)

- CMP - 6100 Disciplinary Survey of Communication, Media, and Performance (3)
- CMP - 6200 Quantitative Research Methods in CMP (3)
- CMP - 6300 Qualitative Research Methods in CMP (3)
- CMP - 7000 Seminar in Communication, Media, or Performance: ... (3) Take three times for a total of 9 hours
- CMP - 8000 Advanced Seminar in Communication, Media, and Performance: ... (3) Take three times for total of 9 hours
- CMP - 8950 Comprehensive Exam in Communication, Media, and Performance (1) Cannot be attempted until final semester

Electives (9 Hours)

In consultation with the advisor, select 9 hours of graduate credit hours (6000 level or above) appropriate to the student's career interest(s) from within a contributing discipline (CMP, COMS, MST, TAPS, IFDI).

Total - 36-37 Hours

Total for Thesis/Project option = 36 hours

Total for Comprehensive Exam option = 37 hours

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.

Program Expected Student Outcomes

After successfully completing the program, students are able to:

1. Understanding of team-building techniques for justice-related projects;
2. Familiarity with historical and current theoretical approaches to explaining criminal behavior and organizational theory pertaining to public organizations, particularly justice-related organizations;
3. Apply planning, analysis, and problem-solving techniques to justice-related problems and challenges;
4. Understanding of community-based, multi-agency approaches to solving crime problems;
5. Utilize research-based, strategic approaches to solving crime problems;
6. Utilization of leadership skills to develop consensus around crime- and justice-related issues;
7. Demonstrate and apply research and statistical techniques for planning and forecasting in the justice arena;
8. Integrate and demonstrate the skills to develop project and organizational budgets for planning and development purposes.

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) calculated from the last 60 credit hours earned in the undergraduate degree;
- 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 (18 Hours)

- CJUS - 6020 Seminar in Criminal Justice Graduate Studies (3)
- CJUS - 7010 Criminal Justice Leadership: Theory and Practice (3)
- CJUS - 8100 Theories of Crime and Deviance (3)
- CJUS - 8200 Research Applications (3)
- CJUS - 8300 Administration of Criminal Justice (3)
- CJUS - 8400 Justice Systems and the Community (3)

Electives (12 Hours)

Students must also complete 12 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)

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 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 (6 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. The students normally completes the thesis over two semesters; the first semester CJUS-8700 will complete a full proposal for the thesis, the second semester CJUS-8990 will complete the research project.

- CJUS - 8700 Graduate Research (3)
- CJUS - 8990 Graduate Thesis (3)

B. Directed Readings Option (6 Hours)

The directed readings option requires the student to take two directed readings courses (each directed readings includes a 3-credit hour course). The first directed readings emphasizes content from the required core curriculum. The second directed reading emphasizes content from the elective curriculum.

- CJUS - 8891 Directed Readings for the Comprehensive Exam - Required Curriculum (3)
- CJUS - 8892 Directed Readings II (3)

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 - 36 Hours

English, M.A.

The Master of Arts degree in English from the College of Arts and Sciences, leads to increased knowledge and understanding of culture as manifested in two sequences - literature and writing - in a graduate program that emphasizes the twin pillars of higher literacy: advanced skills in both reading and writing.

The **Literature Sequence** curriculum offers opportunities for students to 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 encounter a broad range of Anglophone and world literatures and important theoretical approaches. They also learn a variety of reading and interpretive strategies that can be applied to challenging professional and cultural conditions. The literature sequence develops a more sophisticated scope and proficiency in interpretation, analysis, writing, and the analytical skills that one acquires through the literary study 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 language arts and literature 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.

Program Expected Outcomes

Upon completion of the English MA program, students should be able to:

1. Describe threshold concepts, foundational knowledge, and theoretical approaches pertinent to English Studies, demonstrating advanced content knowledge in the discipline. (Content Knowledge)
2. Analyze and interpret a wide range of texts, insightfully and originally, attentive to style and form as well as relevant social, historical, cultural, and rhetorical contexts. (Analysis/Interpretation)

3. Develop sophisticated methodologies and theoretical frameworks to address focused research questions in literary studies and writing studies, in the creation of high-quality, original texts. (Research; Theory)
4. Compose high-quality, original texts in a variety of genres and modalities for both scholarly and public audiences, in line with disciplinary expectations for writing process (rhetorical awareness, drafting, peer review, revision); discourse conventions; and students' rights to their own language. (Writing Process; Rhetorical Awareness)

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. complete prerequisite course work with a "B" or better in each course.

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, 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 graduate 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 Studies in Theory (3)
 - ENGL - 7500 College Composition Theory and Practice (3)
Select three of the following seminar courses (9 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)
- Thesis Requirements
- ENGL - 8700 Graduate Research (1-4)
 - ENGL - 8900 Graduate Thesis (3) **
** *May be attempted with one or two remaining courses.*

Required Courses Non-thesis Option (25 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 Studies in Theory (3)
- ENGL - 7500 College Composition Theory and Practice (3)
- ENGL - 8530 Seminar: Theories in Technical and Professional Writing (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 (9 Hours)

Three of the required courses may be repeated with different topics as electives (ENGL-8540 ENGL-8550 ENGL-8560 ENGL-8570, and 8000 level English courses not listed above may not be used as electives here. No more than two 6000 level courses may be used as electives to fulfill the additional 9 credit hour requirement here. Other elective courses should be selected in consultation with and approval of the academic advisor and the English Program Coordinator. The courses selected will be related to student's previous preparation and/or relevant interests.

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 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 seminar 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 Social Justice Studies, M.A.

The College of Arts and Sciences graduate major in Political and Social Justice Studies combines traditional disciplinary strengths in political science with a multi-disciplinary approach to the study of social justice. This program encourages students to serve as 'change agents,' who will receive solid analytical and theoretical foundations in politics and justice, gain knowledge regarding current social justice issues, and acquire the leadership skills and best-practice strategies necessary for effective work in advocacy and community development. Students will investigate a stimulating range of topics, from the traditional concerns of domestic politics and foreign policy to contemporary local and global social issues such as inequality, community development, human rights advocacy, environmentalism, refugees, and social movements. This program replaces the former Political and Justice Studies, M.A. program, which no longer enrolled students as of Spring 2017 term. Students completing that degree will follow the degree program found in the 2016-2017 Academic Catalog. Students have the option of transferring to this new program.

Program Expected Student Outcomes

Upon completion of the MA in Political and Social Justice program, students will be able to:

1. Critically evaluate classical and contemporary theories of political and social justice.
2. Apply quantitative or qualitative research methods toward an original analysis of an issue in social justice and/or global and comparative politics, including issues of environmental justice, restorative justice, citizenship, migration, gender inequity, racial disparity, and political economy.

3. Apply a comparative political analysis toward the characterization of justice within a particular local, national, or international context.
4. Describe interdependent relationships among institutions, justice, and the individual, including how each influences the other.
5. Assess social justice as a mechanism of individual empowerment to challenge injustice within institutions.

Admission Requirements and Recommended Preparation

In addition to the university admissions requirements, students applying to the Political and Social 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) in their last sixty credits.
- Submit a letter of application explaining a statement of personal interest in pursuing a master's degree in the Political and Social 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.
- At least one confidential letter of recommendation from a professional reference (e.g. current or former college faculty member, current or former work supervisor, or community leader) speaking to the applicant's interests and abilities relevant to the PSJS program.
- Completed application must be submitted by June 1st for fall semester admission and November 1st for spring semester admission.

Students seeking admission to the Political and Social 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 SOSOC-4500. These courses must be completed with a grade of "B" or better and are required in addition to the degree requirements listed below.

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 Social Justice Studies master's degree program.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy status before registering for final project, directed research, or practicum options. 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 all required courses and at least two elective courses with a grade of "B" or better; and
2. maintain an overall grade point average of "B" or better.

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 (18 Hours)

- PSJS - 6100 Theoretical Foundation of Political and Social Justice Studies (3)
- PSJS - 6120 Research Methods (3)
* Course can be substituted with PSJS - 6170 Qualitative Research Methods (3).
- PSJS - 6500 Academic and Professional Writing in Political and Social Justice Studies (3)
* Those who test out of PSJS-6500 may take PADM-6700 or select a sixth course from one of the elective courses.
- PSJS - 6650 Empowering Community: From Self to Service (3)
- PSJS - 8210 Public Policy and Politics (3)
- PSJS - 8300 Theories of the State (3)

Electives (15 Hours)

In consultation with an advisor, students select 5 courses from the list of elective courses. Electives are offered in two areas - Comparative & Global Politics and Social Justice. Students must select two courses from each area, with the fifth course selected from either of the two areas.

Comparative and Global Politics

- PSJS - 6200 Theories of Conflict Resolution (3)
- PSJS - 6210 International Politics and the Global Economy (3)
- PSJS - 6300 Corporate Influence on Politics (3)
- PSJS - 6320 Political Sociology (3)
- PSJS - 6330 Politics of the Middle East (3)
- PSJS - 6340 Politics of Latin America and the Caribbean (3)
- PSJS - 7035 Politics of the United States (3)
- PSJS - 7036 Topics in Comparative and Global Politics (3)
- PSJS - 7101 Constitutional Law (3)
- PSJS - 7150 Law, Society, and Public Policy (3)
- PSJS - 7300 Social Origins of Violence (3)
- PSJS - 7330 U.S. Foreign Policy (3)
- PSJS - 8160 Comparative Urban Development (3)
- PSJS - 8390 Challenges of Globalization (3)
- PSJS - 8450 International Law and Organization (3)
- POLS - 7370 Political Geography (3)

Social Justice

- PSJS - 6150 Civil and Human Rights (3)
- PSJS - 6220 Global and U.S. Justice Movements (3)
- PSJS - 6250 Community Justice (3)
- PSJS - 6400 Politics of Gender and Sexuality (3)

- PSJS - 6410 Race, Ethnicity, and Justice (3)
- PSJS - 6420 Borders, Borderlands, and Social Justice (3)
- PSJS - 6430 Liberation Theology and Social Justice (3)
- PSJS - 6440 Environmental Justice (3)
- PSJS - 7037 Topics in Social Justice and Public Policy (3)
- PSJS - 7210 Nonprofit Organizations in Social Justice (3)
- PSJS - 7350 third World in Global Development (3)
- PSJS - 8100 Labor, Workforce, and Social Change (3)
- PSJS - 8110 Wealth, Power, and Inequality (3)
- PSJS - 8150 Contemporary Theories of Social Justice (3)
- PSJS - 8250 Crime and Social Inequalities (3)
- PSJS - 8460 Crime, Justice, and the Media (3)

Final Project/ Directed Research & Analysis/ Problem-solving Practicum Options (6 Hours)

Students must be in Candidacy Status before registering for the final project, directed research, or practicum options. This requires completing all required courses and two elective courses with a grade of "B" or better, and having an overall grade point average of B or higher.

Select one of the following options:

Final Project Option (6 Hours)

A panel of three faculty members, including a PSJS-affiliated project director, must approve the final project. Students must also present their final project to invited faculty members in a public forum. It is required that the student enroll in PSJS - 8700 Graduate Research (1-4) prior to registering for PSJS - 8990 Graduate Final Project (3) to allow the student the requisite time to complete readings and research needed for a high-quality final project. The student is responsible for circulating paperwork for project approval, obtaining signatures of so all three faculty members approve prior to course registration.

Required courses for Final Project Option:

PSJS - 8700 Graduate Research (1-4) - minimum credit hours required = 3

PSJS - 8990 Graduate Final Project (3)

Directed Research and Analysis Option (6 Hours):

The directed research option requires each student to take two directed research courses covering distinct areas of study in Comparative & Global Politics or Social Justice. They are to successfully pass two comprehensive examinations for the selected areas with a grade of B or better. PSJS - 8981 Directed Research and Analysis I (3) and PSJS - 8982 Directed Research and Analysis II (3) must be taken in two different areas (one in Comparative & Global Politics, the other in Social Justice). Also two different faculty members should serve as the main readers for each, with at least two secondary faculty readers, one of whom must be a PSJS-affiliated faculty member.

Required courses for Directed Research and Analysis Option:

PSJS - 8981 Directed Research and Analysis I (3)

PSJS - 8982 Directed Research and Analysis II (3)

Problem-solving Practicum Option (6 Hours)

Students may select the practicum for six credit hours and complete 300 hours at an internship or practicum experience related to restorative-, social-, or community-justice and service initiatives. The analytical practicum paper applies student knowledge and skills in a culminating experience approved by the PSJS-affiliated faculty supervisor in consultation with two other faculty readers, at least one of whom must be PSJS-affiliated faculty.

Required courses for the Problem-solving Practicum Option:

PSJS - 8800 Practicum (1 - 3) - minimum credit hours required = 3

PSJS - 8970 Practicum Project (3)

Total Credit Hours - 39 Hours

Master of Fine Arts

Art, M.F.A.

The Masters in Fine Arts in Studio Art is administered through the Division of Arts & Letters, and offers a concentrated multi-media studio focus on developing professional art makers.

The graduate program in fine art stresses intellectual curiosity, self-discipline, and technical proficiency in the art studio. With course work in painting, printmaking, photography, digital imaging, sculpture, graphic design or ceramics, the art studio student is directed to become a mature artist in command of multiple mediums that highlight expression of an individual artistic voice.

The graduate art program enables students either to become practicing artists or to achieve a level of scholarship that can help them to be both art scholars and professional educators. Trained innovators and creative thinkers, fine art majors find ever expanding use of their arts education in contemporary life. The employment and entrepreneurial outlook for artists continues to be strong.

Courses in art history support the research of the Fine Arts major and treat art objects as historical documents related in subject, style, technique, and material to other works of art. They further explore analysis through interpretation of their context and purpose. Art history courses range from contemporary international and regional artistic expressions to those of ancient America, Africa, and Asia.

Students are encouraged to develop perception and imagination, combined with an awareness of visual elements, principles of design, artistic statement, and criticism. Professional display, public presentation, and sound research skills culminate in the thesis exhibit and written support document.

Program Objectives:

The Masters of Fine Art in Studio Art, MFASA, is a terminal degree for working artists and scholars. The curriculum is designed to provide students with tools in theory, criticism, and practice so that they hold mastery over the studio art field. In order to provide a framework to ensure a consistent set of expectations across media, the MFASA program has a set of five program outcomes. Courses within the major will address one or more of the following program outcomes:

1. Create a body of professional-level work demonstrating personal vision, rigor, and a cohesiveness in a style that is worthy of a professional gallery.

2. Exhibit the ability conceptualize creative problems and execute solutions while choosing the appropriate techniques/materials and making quality aesthetic choices.
3. Recognize the influence of western/non-western art history and contemporary art on their artworks.
4. Critically analyze artworks by describing, analyzing compositions, interpreting content, and judging results.
5. Communicate research professionally using effective visual, oral, and written presentation skills.

Admission to the Program

Special Admission Requirements:

In addition to meeting university criteria, applicants must submit the following to artportfolio@govst.edu (Email with attached files not to exceed 10MB):

1. A digital portfolio of 20 artworks completed in the last 5 years, highlighting technical proficiency, independent research, and artistic voice. Pdf, Jpeg, Jpg, or PowerPoint accepted. A link to personal portfolio website may also be included.
2. A 1000-word written proposal that outlines academic and career goals with supporting rationale and plan of study.

Students will not be admitted to the major until the portfolio and written proposal, reflecting potential for graduate work, have been approved by the graduate faculty review committee.

An undergraduate degree in Art is highly recommended, BFA preferred. An exceptional portfolio of work or post-baccalaureate certificate can prove proficiency in the field if an undergraduate degree is not held. Supplemental courses to fill in art foundations deficiencies may be required based on Graduate Program Coordinator recommendation. The GRE is not required.

University Graduate Admission Requirements:

Persons are eligible for admission as a degree seeking student if they:

- Have earned (or will earn by the term they wish to enroll) a bachelors, masters or doctoral degree or its equivalent from a regionally accredited college or university or who have international transcripts that have been reviewed by an appropriate agency for equivalency.
- Were in good standing at the last institution attended.
- Have satisfied collegial and /or major criteria, if applicable, for graduate study in a specific major.

All applicants must complete and submit a graduate application form to the Office of Admissions and to the graduate program as required, ensuring that official transcript or other official documents indicating the achievement of the criteria described in A.3. are submitted prior to the admission/credential deadline for the term in which enrollment is desired.

Graduation Requirements:

Consistent with university policy, students must meet all university requirements for a master's degree. In addition, students must complete required and major elective courses with a "C" or better. Upon completion of coursework, the student must present a thesis exhibit, a written thesis document, and an oral defense of thesis materials with a faculty committee.

Degree Requirements

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

Required Courses (36 Hours)

- ART - 6820 Graduate Art Seminar 1 (3) *
- ART - 7820 Graduate Art Seminar 2 (3) *
- ART - 8820 Graduate Art Seminar 3 (3) *
- ART - 8990 Graduate Thesis/Project (1-3) *
- ART - 6800 Internship (3)
- Take 3 courses at 6000 level or higher as an Art History Elective (Total - 9 credit hours)

* Take each course twice to earn 6 credit hours for each.

Internship

The internship is intended to create a mentoring relationship outside the University at the approval of the student's advisor. Internships can be coordinated with any art related business, gallery, museum, or professional working artist at the discretion of the advisor. The internship can be completed regionally, nationally, or internationally. The student is to seek out their own internship and coordinate with their advisor and their intended mentor as to the obligations and to achieve success within the internship. The internship is to be approximately 90 hours in length.

Thesis Requirement

The final two semesters the student prepares a one-person exhibition of a consistent body of work, in the student's area of interest accompanied by documentation of the work and development within a written thesis.

Thesis Exhibition

Upon recommendation of the Graduate Thesis Committee, the student presents a one-person thesis exhibition of artwork centering on the student's area of concentration and executed during their graduate studies at GSU. The exhibition does not have to be located on campus but it is desired. The exhibition is not a retrospect of every artwork created while a candidate but rather a consistent body of work revolving around an artist statement, research, and singular theme.

Electives (24 Hours)

Select 15 hours from courses within media emphasis and 9 hours outside of media emphasis, preferably 3 as a non-art elective. Media include: Painting/Drawing, Photography, Printmaking, Sculpture, Digital Imaging, Graphic Design, and Ceramics.

Non-Art Elective

The student is requested to take one 3 credit course that is neither an Art or Art History course. The student should consult with their advisor for approval about coursework that would be pertinent to their body of work or development as a professional artist. Examples could be courses in Writing, Business, Theater, or Psychology.

Total - 60 Hours

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 offered through the College of Arts and Sciences.

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.

Programs Expected Student Outcomes

The following are the primary program learning objectives for the MFA in Independent Film and Digital Imaging:

1. Students will undertake productions in the discipline of independent film and digital imaging, in laboratory, studio, and remote production. Undertakings include the making of gallery works and feature-length high definition video productions. Students will engage in exercises related to conception, development, composition, producing, photography, cinematography, directing, lighting, sound recording, sound mixing, still graphic design, motion graphic design, video editing, marketing and publicity.
2. Students will develop professional skills that enable them to be considered candidates as faculty in the applied multimedia disciplines of post-secondary education, and independent digital filmmakers and artists.
3. Students will master discipline-related theory and aesthetics and demonstrate this mastery through effective written and oral presentations.
4. Students will demonstrate critical thinking and evaluative abilities as they relate to interpretations of digital photographic arts and the cinema.

Special Admissions Requirements

Applications for admission are accepted on a rolling basis. Applications for admission are available from the GSU Office of Admissions and the Division of Arts & Letters.

In addition to meeting university admission criteria, applicants must:

A. Submit to the Office of Admission

1. Evidence of an undergraduate degree, preferably in a related field (media, multimedia, communications, English, or the liberal arts).
2. Have a minimum cumulative undergraduate G.P.A. of 3.0 on a 4.0 scale. Graduate courses can be substituted but the cumulative G.P.A. must be a 3.0 or better;

B. Submit to the IFDI Program Coordinator

1. Sample Work:
 - a. for students in digital imaging, this entails a web link to stills;
 - b. for students in digital filmmaking, this entails a sample of a prior production on shared on a streaming platform such as Vimeo or YouTube;
2. A personal essay or statement of intent, not less than one page in length, stating applicant's goals for the degree.

Note: applicants may be asked to participate in personal interviews at the discretion of the M.F.A. Admissions Committee. The M.F.A. Admissions Committee reserves the right to admit promising students on a conditional basis.

Recommended Preparation

Admitted students will have maintained a GPA of 3.0 over the course of completing an undergraduate degree. All students must submit a portfolio demonstrating 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 3.0 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:

The following undergraduate pre-requisite courses or their equivalent are required to begin the IFDI MFA program.

- ART - 2400 Introduction to Digital Photography (3)
- FILM - 2700 Introduction to Filmmaking (3)

Common Core - Required Courses: (21-27 hours)

- IFDI - 6702 Digital Film Production (3)
- IFDI - 6544 Digital Photographic Imaging (3)
- IFDI - 8100 Survey of the MFA in Independent Film and Digital Imaging (3)
- IFDI - 8800 Internship in Independent Film & Digital Imaging (1-9)
- IFDI - 8990 The MFA-IFDI Thesis (1-9)

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)

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 - 5720 Audio Production (4)
- IFDI - 6731 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 - 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)

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

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.

Program Expected Student Outcomes

Upon completion of the MA in Public Administration, students will be able to:

1. Lead and manage in public governance.
2. Participate in and contribute to the policy process.
3. Analyze, synthesize, think critically, solve problems and make decisions.
4. Articulate and apply a public service perspective.
5. Communicate and interact with a diverse and changing workforce and citizenry.

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;
4. a current resume; and
5. applicants with an extensive work history in the field who have not met the minimum undergraduate GPA of 3.0 in their last 60 hours of undergraduate courses, may be offered conditional admission, based upon Program Admission Committee recommendation. Conditional admission requires enrollment in PADM - 7100 Political and Legal Frameworks for Public Administration (3) and PADM - 6700 Data Analysis for Public and Non-Profit Administration (3). Students who earn a minimum grade of B in both courses will be granted admission to the program.

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 and Strategic Planning (3)

Select one of the following courses (3 hours)

- MGMT - 8300 Labor Management Relations (3)
- PADM - 8000 Advanced Topics in Public Administration (1-3)
- 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 - 39 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 combining 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).

Program Expected Student Outcomes

After successfully completing the MA in Criminal Justice program, students are able to:

1. Understanding of team-building techniques for justice-related projects;
2. Familiarity with historical and current theoretical approaches to explaining criminal behavior and organizational theory pertaining to public organizations, particularly justice-related organizations;
3. Apply planning, analysis, and problem-solving techniques to justice-related problems and challenges;
4. Understanding of community-based, multi-agency approaches to solving crime problems;
5. Utilize research-based, strategic approaches to solving crime problems;
6. Utilization of leadership skills to develop consensus around crime- and justice-related issues;
7. Demonstrate and apply research and statistical techniques for planning and forecasting in the justice arena;
8. Integrate and demonstrate the skills to develop project and organizational budgets for planning and development purposes.

Upon completion of the MA in Public Administration, students will be able to:

1. Lead and manage in public governance.
2. Participate in and contribute to the policy process.
3. Analyze, synthesize, think critically, solve problems and make decisions.
4. Articulate and apply a public service perspective.
5. Communicate and interact with a diverse and changing workforce and citizenry.

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 and Strategic 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 Justice Systems and the Community (3)
- CJUS - 8800 Justice System Internship 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)

Post-Bachelor's and 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: Senior Capstone: 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 through the Academic Advisor.

Admission to Student Teaching

Before enrolling in EDUC-4999 Student Teaching: Senior Capstone, 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: EDUC-6301, EDUC-6302, ENGL-6080, and 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-6575, and ENGL-6080.
7. earn a grade of "B" or better in EDUC-4999 Student Teaching: Senior Capstone;
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) *or*
- SPED - 6101 Survey of Students with Exceptionalities (3)
- EDCP - 2101 Introduction to Educational Technology (3) *or*
- 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 - 6465 Methods of Teaching English (3)
- EDUC - 6301 Secondary Microteaching 1 (1)
- EDUC - 6302 Secondary Microteaching 2 (1)
- ENGL - 6080 English Special Topics (3)
- EDUC - 4999 Student Teaching: Senior Capstone (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

Post-Bachelor's Certificate in Corporate Communication

The Certificate in Corporate Communication at Governors State University combines Communication and Media faculty expertise and methodology with a focus on building industry job skills. Students who pursue this certificate, whether on its own or in conjunction with the master's degree programs in Communication, Media, and Performance, learn a philosophical foundation in communication, best practices for corporate industry settings, and apply their skills and training toward effective work in their chosen career.

Core Courses (3 Hours)

- CORC - 6019 Survey of Corporate Communication (3)

Selective Course (6 Hours)

- CORC - 6022 Creative Strategies in Corporate Ad/PR (3)
 - CORC - 6023 Corporate Crisis Communication (3)
 - CORC - 6025 Organizational Communication (3)
- New Courses CORC 6021, CORC 6024, CORC 6026 are also options.

Elective Courses (3 Hours)

In consultation with the Graduate Program Coordinator, each student can select 1 related elective course from CORC, COMM, MST, or related discipline.

All coursework must earn a minimum grade of "C" and be completed within two years from the date of acceptance into the certificate program.

Total - 12 Hours

Restorative Justice Graduate Certificate

The Certificate in Restorative Justice at Governors State University combines faculty expertise in restorative justice with a multi-disciplinary approach to justice in theory and practice. Students who pursue this certificate, whether on its own or in conjunction with Master's Degree programs in Criminal Justice, Education, or Political & Social Justice Studies, will build a philosophical foundation in justice, learn restorative-justice best practices, and apply their skills and training toward effective work in their local communities.

Students will investigate a range of topics in the classroom and in the field, including restorative justice in legal, educational, urban, environmental, local, and global contexts. Online and hybrid instructional deliveries can accommodate the needs of local, regional, and international students, bringing them together as a CRJ cohort in an intensive 6-week session studying restorative justice practices on campus and across Chicagoland before they turn to apply what they have learned in their local communities.

Admission Requirements:

In addition to university admissions requirements, CRJ applicants must submit the following:

1. A letter of application, including a statement of personal interest in pursuing a Certificate in Restorative Justice. This statement should include the applicant's short- and long-term goals and how this certificate might help to achieve them.

2. At least one confidential letter of recommendation from a professional reference (current or former faculty members, current or former work supervisors, or community leaders) speaking to the applicant's interests and abilities relevant to the Certificate in Restorative Justice.

Prospective students not already enrolled in a GSU graduate program must submit a completed application by June 1st for fall-semester admission. Additional material such as a scholarly writing sample may be requested by the admissions committee or submitted voluntarily by an applicant toward admission consideration. The admissions committee takes into consideration strong letters of recommendation from professional references that attest to the applicant's writing and communication skills and examples of their leadership ability.

Students already enrolled in the Education, CJUS, PSJS, or other GSU graduate degree programs who are interested in pursuing the Certificate in Restorative Justice must simply meet with their academic advisor to formally indicate their interest in doing so.

Certificate Requirements

Completion of the certificate in restorative justice practice requires successful completion of the following courses with a "B" average (3.0 GPA) or better across all five courses.

Core Course (12 Hours)

- PSJS - 6250 Community Justice (3)
- CJUS - 6500 Restorative Justice Practices (3)
- CJUS - 8400 Justice Systems and the Community (3)
- PSJS - 8150 Contemporary Theories of Social Justice (3)

Elective (3 Hours)

Select one of the following:

- CJUS - 6340 Restorative Justice Education (3)
- PSJS - 6440 Environmental Justice (3)
- PSJS - 6650 Empowering Community: From Self to Service (3)

Total - 15 Hours

Social Sciences Education Certificate

The post-baccalaureate certificate program, offered through the College of Arts and Sciences, enables you to turn your undergraduate degree in Social Sciences into a rewarding career as a teacher on the secondary level. Social Science teachers guide their students through complex subject matter to help them understand their place in the world. Social Sciences aids students in supporting the public good by acting as informed and reasoned citizens in our culturally diverse world.

Outstanding Preparation

The sequence of course work is approved by the Illinois State Board of Education and leads to an initial high school licensure in Social Sciences. You can also obtain an endorsement for teaching in middle school. To be recommended for an Illinois State Board of Education teaching license, you 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. You must complete a student teaching requirement in Social Sciences and meet other requirements for certification through approved programs in the Licensure of Teachers and Other School Professionals section of the catalog.

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 Social Science 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-4380, and upper level Social Sciences courses.
7. earn a grade of "B" or better in EDUC-4999 Student Teaching: Senior Capstone;
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 (35 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) / or
- SPED - 6101 Survey of Students with Exceptionalities (3)
- EDCP - 2101 Introduction to Educational Technology (3) / or
- 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 - 4380 Methods of Teaching in Social Science I (3)
- EDUC - 4390 Methods of Teaching in Social Science II (3)
- EDUC - 6301 Secondary Microteaching 1 (1)
- EDUC - 6302 Secondary Microteaching 2 (1)
- SOSOC - 4080 Social Sciences Special Topics (3)
- EDUC - 4999 Student Teaching: Senior Capstone (12)

Additional Requirements

Students may need to complete additional general education or Social Science courses if their undergraduate degree coursework did not meet the requirements of the approved Governors State University program for the endorsement in Social Science Education.

Minimum Total - 24 Hours at GSU

Division of Science, Mathematics, and Technology

Bachelor of Arts

Mathematics, B.A.

The College of Arts and Sciences undergraduate major in Mathematics has two paths - one which provides a substantial and broad background in mathematics and the other with a focus in actuarial science. The first path 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. The second path is an Actuarial Science concentration. It 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.

Program Expected Student Outcomes

Upon completing the Bachelor of Arts in Mathematics program:

1. The student can apply a wide range of strategies to solve problems in mathematics and statistics and in the applications of mathematics and statistics;
2. The student can compose and communicate mathematical and statistical thinking clearly to peers, faculty and others by using the language of mathematics to express thoughts and ideas;
3. The student can demonstrate how mathematical ideas build and connect to one another to produce a related whole;
4. The student can make use of a variety of representations to model and interpret physical, social, and mathematical phenomena;
5. The student can use a variety of appropriate technologies to solve problems in mathematics and statistics;
6. The student can recognize reasoning and proof as fundamental aspects of mathematics, and can develop and evaluate mathematical arguments and proofs;
7. The student can compose a culminating project that demonstrates an ability to synthesize and integrate coursework work in mathematics.

Degree Requirements, BA

Degree Requirements listed here are for students pursuing an undergraduate degree in mathematics **without** selecting the concentration in Actuary Science. Students must meet all Bachelor's Degree Requirements. For transfer students please refer to the GSU transfer guides for a listing of recommended courses.

General Education (37 - 41 Hours)

The following courses must be taken to meet major and general education requirements:

- Life Science with Laboratory (4)
- MATH - 2290 Calculus I (4)
- PHYS - 2171 University Physics I (3)
- PHYS - 2172 University Physics I Lab (1)

Required Courses: (30 hours)

- MATH - 2292 Calculus II (4)
- MATH - 2294 Calculus III (4)
- MATH - 2449 Linear Algebra (3)
- MATH - 3099 Junior Seminar: Discrete Mathematics (3)
- MATH - 4133 Number Theory (3)
- MATH - 4241 Analysis I: Real Variables (3)
- MATH - 4451 Modern Algebra (3)
- MATH - 4993 Mathematics Senior Capstone (3)
- PHYS - 2181 University Physics II (3)
- PHYS - 2182 University Physics II Lab (1)

Required Course Category Selective (9-10 hours)

Select One Course from Each Category for a total of 9-10 hours:

Category 1:

- MATH - 4250 Applied Statistics - Time Series (3)
- MATH - 4557 Probability (3)
- STAT - 4219 Statistical Methods (3)
- Other, as approved by Program Coordinator

Category 2:

- MATH - 4229 Advanced Calculus (3)
- MATH - 4243 Analysis II: Complex Variable (3)
- Other, as approved by Program Coordinator

Category 3:

- MATH - 4337 Modern Geometry (3)
- MATH - 4373 Topology (3)
- Other, as approved by Program Coordinator

Mathematics Selectives (15-17 hours)

Take any of the courses not already taken from Category 1, 2, or 3 above.

- MATH - 2271 Differential Equations (3)
- MATH - 4080 Special Topics In Mathematics (3)
- MATH - 4171 History of Mathematics (3)
- MATH - 4350 Foundations of Actuarial Science (4)
- MATH - 4450 Theory of Interest (4)
- MATH - 4637 Mathematics Laboratory (3)
- MATH - 4700 Independent Study (1-4)
- MATH - 4800 Mathematics Internship (1-4)
- Other, as approved by Program Coordinator

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 - 2100 Introduction to Computing (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)
- PHYS - 2500 Robotics I (3)
- Other, as approved by Program Coordinator

Elective (18-26 Hours)

May include credit-hours needed to meet minor requirements.

Total - 120 Hours

Degree Requirements, Concentration in Actuarial Science

General Education Requirements (39 Hours)

Included within the 39 hours are the following courses (or equivalents - with Academic Advisor approval):

- Life Science Course - see Academic Advisor for suggested course
- MATH - 2290 Calculus I (4)
- ECON - 2301 Principles of Microeconomics (3)
- ECON - 2302 Principles of Macroeconomics (3)
- PHYS - 2171 University Physics I (3)
- PHYS - 2172 University Physics I Lab (1)

Required Courses (50 hours)

- MATH - 2271 Differential Equations (3)
- MATH - 2292 Calculus II (4)
- MATH - 2294 Calculus III (4)
- MATH - 2449 Linear Algebra (3)
- MATH - 3099 Junior Seminar: Discrete Mathematics (3)
- MATH - 4229 Advanced Calculus (3)
- MATH - 4241 Analysis I: Real Variables (3)
- MATH - 4250 Applied Statistics - Time Series (3)
- MATH - 4350 Foundations of Actuarial Science (4)
- MATH - 4450 Theory of Interest (4)
- MATH - 4557 Probability (3)
- MATH - 4637 Mathematics Laboratory (3)
- MATH - 4800 Mathematics Internship (1-4)
- PHYS - 2181 University Physics II (3)
- PHYS - 2182 University Physics II Lab (1)
- STAT - 4219 Statistical Methods (3)

Actuary Science Concentration Course Requirements (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 (10 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 approved by the Illinois State Board of Education, leads to the Initial Secondary License qualifying students to teach Secondary 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 of methods related to the middle school. Students should contact their advisor for specific course requirements.

Recommendation for an Illinois State Board of Education teaching license requires passage of the Subject-Matter Knowledge examinations of the Illinois Licensure Testing System, and the national education Teacher Performance Assessment (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.

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. complete EDUC-2310 (or equivalent) with a grade of "B" or better; and
4. Attend Secondary Education Orientation.

All candidates for Illinois teacher licensure at Governors State University are required to submit to a criminal background check prior to their initial field experience in the schools. For more information on this testing visit www.certifiedbackground.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 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: Senior Capstone (12). An application for admission to student teaching must be submitted to the Director of Educator Preparation in the College of Education. The application must be submitted by December 1 for the fall term and March 1 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-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

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 2.5 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 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-4360 and EDUC 4370;
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. 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 edTPA;
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 (39 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)
- 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)

- 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 - 3099 Junior Seminar: Discrete Mathematics (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 - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)
- EDUC - 4360 Principles of Secondary Mathematics Education (3)
- EDUC - 4370 Teaching Secondary School Mathematics (3)
- EDUC - 4999 Student Teaching: Senior Capstone (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

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 pharmaceuticals, biotechnology, education, microbiology, and the

environment. Students also are prepared for advancement to medical, dental, and veterinary studies, or for graduate level work in biology, including the master's program in Environmental Biology at GovState.

Program Student Learning Outcomes

Upon completion of the BS in Biology program, students will:

1. Demonstrate knowledge of biology content areas including molecular, organismic and population biology.
2. Communicate ideas in a scientific style that is clear and logically organized.
3. Identify and refine their academic and career goals.

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 (4)

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 - 3341 Genetics Laboratory (1)
- 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.

Program Student Outcomes

Upon completion of the BS in Teacher Education program, students will be able to:

1. Understand how students learn and develop scientific knowledge.
2. Plan for engaging all students in science learning with lessons aligned with state and national science standards.
3. Maintain a safe and ethical learning environment for all living organisms in and out of the classroom.
4. Provide evidence to show that P-12 students' understanding of major science concepts, principles, theories and laws have changed as a result of instruction by the preservice teacher.

Teacher Licensure

This program approved by the Illinois State Board of Education, leads to the Initial Secondary License qualifying students to teach Secondary 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 of methods related to the middle school. Students should contact their advisor for specific course requirements.

Recommendation for an Illinois State Board of Education teaching license requires passage of the Subject-Matter Knowledge examinations of the Illinois Licensure Testing System, and the national education Teacher Performance Assessment (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.

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. complete EDUC-2310 (or equivalent) with a grade of "B" or better, and
4. Attend the Secondary Education Orientation.

All candidates for Illinois teacher licensure at Governors State University are required to submit to a criminal background check prior to their initial field experience in the schools. For more information on this testing visit

www.certifiedbackground.com. Consult with your advisor for information concerning the related GSU policies and procedures.

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/

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 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 Educator Preparation in the College of Education. The application must be submitted by December 1 for the fall term and March 1 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, EDUC-4340, and BIOL-4080 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 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 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 GPA of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in biology, chemistry, physics, and earth/space science 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 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, EDUC-4340, and BIOL-4080.
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 edTPA;
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.

General Education Requirements for Teacher Licensure, Initial Secondary License, Biology (46 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)
- MATH - 2281 Applied Calculus (4)

Required Courses (88 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 - 4080 Special Topics in Biology (3)
- BIOL - 4990 Undergraduate Research I (1)
- BIOL - 4992 Undergraduate Research II (1)
- EDUC - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)
- EDUC - 4330 Principles of Science Education (3)
- EDUC - 4301 Secondary Microteaching 1 (1)
- EDUC - 4340 Teaching Secondary School Science (3)
- EDUC - 4302 Secondary Microteaching 2 (1)
- 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.

Program Expected Student Outcomes

Upon completion of the BS in Chemistry program, students will:

1. Acquire foundational knowledge in each of the five traditional subdisciplines of chemistry.
2. Develop problem-solving skills to proficiently conduct chemistry-related work.
3. Utilize modern library search tools to identify and access literature.
4. Perform chemical analyses using modern instrumentation.
5. Adhere to current safety practices to properly handle chemicals and instruments.
6. Describe concepts and results *via* reports and presentations.

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 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 calculus-based physics with laboratory, and eight hours of calculus.

General Education Requirement (37-41)

The following courses (or the equivalent) are required to meet general education and major requirements:

- CHEM - 1141 General Chemistry I (3)
- CHEM - 1142 General Chemistry I Lab (1)
- MATH - 2290 Calculus I (4)

Required Courses (67 Hours)

- CHEM - 1143 General Chemistry II (3)
- CHEM - 1144 General Chemistry II Lab (1)
- CHEM - 3099 Chemistry Junior Seminar (3)
- CHEM - 3233 Analytical Chemistry (3)
- CHEM - 3234 Analytical Chemistry Laboratory (1)

- 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)
- 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 - 4331 Biochemistry (3)
- CHEM - 4332 Biochemistry 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 - 4743 Instrumental Analysis (3)
- CHEM - 4744 Instrumental Analysis Laboratory (1)
- CHEM - 4841 Materials Chemistry (3)
- CHEM - 4965 Senior Capstone and Thesis in Chemistry (3)
- CPSC - 3148 Computer Programming: Java (3)
- MATH - 2271 Differential Equations (3)
- MATH - 2292 Calculus II (4)
- PHYS - 2171 University Physics I (3)
- PHYS - 2172 University Physics I Lab (1)
- PHYS - 2181 University Physics II (3)
- PHYS - 2182 University Physics II Lab (1)
- STAT - 4219 Statistical Methods (3)

Chemistry Selectives (6 Hours)

Select six hours from the following courses:

- CHEM - 4080 Special Topics In Chemistry (3)
- CHEM - 4333 Analytical Biochemistry (2)
- CHEM - 4334 Analytical Biochemistry Laboratory (1)
- CHEM - 6145 Environmental Chemistry (3) NOTE: If selecting this course, student must meet with Academic Advisor for permission to enroll in graduate level course.

Electives (6-10 Hours)

Note: Chemistry students who are preparing for a graduate study in the physical sciences or engineering are encouraged to take MATH - 2294 Calculus III (4), MATH - 2449 Linear Algebra (3), or MATH - 4243 Analysis II: Complex Variable (3).

Total - 120 Hours

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 approved by the Illinois State Board of Education, leads to the Initial Secondary License qualifying students to teach Secondary 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 of methods related to the middle school. Students should contact their advisor for specific course requirements.

Recommendation for an Illinois State Board of Education teaching license requires passage of the Subject-Matter Knowledge examinations of the Illinois Licensure Testing System, and the national education Teacher Performance Assessment (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.

Admission to Chemistry 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. complete EDUC-2310 (or equivalent) with a grade of "B" or better, and
4. Attend the Secondary Education Orientation.

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

Student Handbook

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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 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 Educator Preparation in the College of Education. The application must be submitted by December 1 for the fall term and March 1 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 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, EDUC-4340, and BIOL-4080 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 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 GPA 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 and space science 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 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, EDUC-4340, and BIOL-4080;
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. show evidence of having passed edTPA;
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.

General Education Requirement for Teacher Licensure, Initial Secondary License Chemistry (59 Hours)

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)
- General Biology with Laboratory (8)

Required Courses (69 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 - 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 - 6145 Environmental Chemistry (3)
- CHEM - 6146 Environmental Chemistry Laboratory (1)

- CHEM - 4331 Biochemistry (3)
- CHEM - 4332 Biochemistry Laboratory (1)
- BIOL - 4080 Special Topics in Biology (3)
- EDUC - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)
- EDUC - 4330 Principles of Science Education (3)
- EDUC - 4301 Secondary Microteaching 1 (1)
- EDUC - 4340 Teaching Secondary School Science (3)
- EDUC - 4302 Secondary Microteaching 2 (1)
- 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 - 129 Hours

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.

Program Expected Student Outcomes

The Program Objectives for the BS in Computer Science program are:

1. Obtain and apply the fundamental understanding of algorithms, data structures, networking, database concepts, operating systems, and programming languages to problems requiring computer solutions.
2. Demonstrate the ability to enhance technical skills through life-long learning.
3. Demonstrate the ability to apply the principles and practice of software design to real problems.
4. Have a sound foundation and ability to apply principles in Computer Science.
5. Work and communicate effectively, either independently or in a team, to solve problems using computer science principles.
6. Demonstrate the ability to apply the principles and applications to addressing challenges in computer science related real research problems.

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 (4)

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 Introduction 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: 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 Business Intelligence (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 Bachelor of Science in 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.

Program Expected Student Outcomes

Upon completion of the BS in Information Technology program, students will be able to:

1. Analyze a complex technology problem and apply the proper principles of technology to determine the cause and recommended solution.
2. Compose, implement and evaluate a proposed technology solution to meet the given set of requirements.
3. Demonstrate effective communication skills within a variety of professional contexts.
4. Illustrate professional responsibilities and make informed recommendations in technology practices based on legal and ethical best practices.
5. Operate effectively both individually and part of a team in activities specific to the course.

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

Minor

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 (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

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, and submit transfer courses to the advisor for the minor for approval by the first week of the term of intended graduation.

Required Courses (21 Hours)

- CPSC - 2100 Introduction to Computing (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 - 4148 Advanced Programming Using Java (3)
- CPSC - 4345 Database Systems (3)

Total - 21 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-2290) and Calculus II (MATH-2292) 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

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. This degree also serves to enhance the credentials of existing professionals by providing advanced coursework covering practical and theoretical aspects of analytical chemistry and provides hands-on training with advanced instrumentation. The degree is enhanced by capstone requirements in which students can choose from the following capstone projects: laboratory-based research, literature-research, an internship, or a thesis. In addition, the degree prepares students to pursue doctoral studies in chemistry and related fields. Students also have an option to pursue an MS in Analytical Chemistry with a concentration in Business designed for students interested in broadening their skills in chemistry and developing a foundation of principles in business to enhance their capabilities as scientists working in a corporate environment. The Business concentration may serve as a preliminary preparation for students interested in an MBA degree.

Faculty at Governors State University have strong teaching and research backgrounds in analytical chemistry and related fields, and are prepared to engage students in advanced coursework and independent or collaborative research projects. Our expertise includes chromatography (GC, HPLC), spectroscopy (IR, NMR), mass spectrometry (GC/MS, LC/MS), electrochemistry, environmental chemistry, molecular modeling, analytical biochemistry, proteomics/genomics, photo-oxygenation, fullerene chemistry, solid-state chemistry, and gas phase ion chemistry.

Program Expected Student Outcomes

1. Develop advanced problem-solving skills.
2. Apply advanced instrumentation to carry out experiments and chemical analyses.
3. Adhere to current safety practices to properly handle chemicals and instruments.
4. Carry out an independent research project.
5. Present outcome

Required Preparation

Applicants having a bachelor's degree in chemistry or in a related field are encouraged to apply. Students with degrees other than chemistry will be required to take CHEM-3233/CHEM-3234, CHEM-3533, CHEM-3641, and CHEM-4155. Students taking pre-requisite courses must receive grades of "C" or better in the courses and must maintain overall GPA of 3.0 as part of the university's graduate requirement.

Laboratory-Research, Literature-Research, Thesis or Internship Capstone Project

This degree requires a capstone project that shall consist of an approved proposal, independent research, and a written and oral presentation.

In the literature-research or laboratory-research capstone (4 cr.) the student initiates an investigation of a current topic in chemistry by writing a proposal. The student performs an in-depth study of the current literature or a hands-on investigation of the topic and prepares a written report and delivers an oral presentation [Literature: CHEM - 8930 Graduate Chemistry Literature Project (1-3) and CHEM - 8997 Research Presentation in Chemistry (1)];

Laboratory: CHEM - 8950 Graduate Research Project (1-3) and CHEM - 8997 Research Presentation in Chemistry (1)].

In the internship capstone (4 cr.) the student identifies an internship sponsor, completes an internship application and proposal, and, once accepted, completes the internship under the joint guidance of the site supervisor and the GovState faculty sponsor. The student prepares a final written report and delivers an oral presentation [CHEM - 8940 Internship (1-3) and CHEM - 8997 Research Presentation in Chemistry (1)].

In the thesis capstone (7 cr.) the student will develop a thesis proposal and perform research under the supervision of a faculty member and a degree committee. The student will prepare a final manuscript and defend the work via a written thesis and an oral presentation. The thesis capstone is recommended for a student who has strong research interests and/or intends to pursue doctoral studies [CHEM - 8959 Graduate Thesis Literature Search (1), CHEM - 8960 Graduate Thesis Project (1-5), and CHEM - 8997 Research Presentation in Chemistry (1)].

Admission to Candidacy

1. completed the required preparation listed above;
2. completed the Required Courses listed 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.

Degree Requirements

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

Required Courses (15 Hours)

- CHEM - 5035 Chemistry Workshop (1) - *Chemical Safety*
- CHEM - 6333 Analytical Biochemistry (2)
- CHEM - 6334 Analytical Biochemistry Lab (1)
- CHEM - 6733 Chromatography (3)
- CHEM - 6734 Chromatography Laboratory (1)
- CHEM - 6743 Spectroscopic Characterization (3)
- CHEM - 6744 Spectroscopic Characterization Laboratory (1)
- CHEM - 8157 Methods Development (3)

Focus Area:

Select from one of the two areas below:

Chemistry Selectives (13 - 16 Hours)

Students must take at least 8 credits of selectives at the 7000 - 8000 level. Students choosing the thesis capstone option are only required to take 13 hours of selectives. All other capstone options require 16 hours of selectives.

- CHEM - 5035 Chemistry Workshop (1)
- CHEM - 6552 Chemistry Software and Molecular Modeling (1)
- CHEM - 6752 Practical Chemistry Instruction (1)
- CHEM - 7741 Advanced Spectroscopic Methods (2)
- CHEM - 7742 Advanced Spectroscopic Methods Laboratory (1)

- CHEM - 8057 Special Topics: Chemistry (3)
- 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)
- BIOL - 6530 Biotechnology (2)
- BIOL - 6531 Biotechnology Laboratory (1-2)
- BIOL - 6641 Toxicology (3)

Business Concentration (16 Hours)

a. Choose from Chemistry Selectives (4 cr.)

b. Business Foundation Courses (9 cr.)

- ECON - 6100 Foundations of Economics (3)
- MGMT - 6700 Foundations of Managerial Statistics (3)
- ACCT - 6100 Foundations of Accounting (3)

c. Business Selectives (3 cr.) - select one of the following or a course approved by advisor.

- MGMT - 7400 Operations Management Strategies & Techniques (3)
- MGMT - 7500 Organization Behavior in the Global Context (3)
- MKTG - 7100 Strategic Marketing (3)

Capstone Project (4 or 7 Hours)

Select one of the following capstone projects:

Literature-Research Capstone (4 cr.)

- CHEM - 8930 Graduate Chemistry Literature Project (1-3)
- CHEM - 8997 Research Presentation in Chemistry (1)

Laboratory-Research Capstone (4 cr.)

- CHEM - 8950 Graduate Research Project (1-3)
- CHEM - 8997 Research Presentation in Chemistry (1)

Internship Capstone (4 cr.)

- CHEM - 8940 Internship (1-3)
 - CHEM - 8997 Research Presentation in Chemistry (1)
- Thesis Capstone (7 cr.)*

- CHEM - 8959 Graduate Thesis Literature Search (1)
- CHEM - 8960 Graduate Thesis Project (1-5)
- CHEM - 8997 Research Presentation in Chemistry (1)

Total - 35 Hours

Biology, M.S.

The College of Arts and Sciences offers a graduate major in Biology that prepares students as professional biologists who will be prepared either to enter the job market in biotechnology, management and policy or ecology; or to continue education in the health professions or further graduate school. All students share core courses that train them in the practice of graduate-level scholarship and in the design and analysis of research; and shared selective courses emphasize applied principles and methods in fields such as toxicology, biochemistry, GIS and biotechnology.

In accordance with their interests and career plans, and in consultation with an academic advisor, students may choose one of three directed topics-Biotechnology, Management and Policy, or Ecology-each of which entails several specific required courses. Students then may further tailor their degree coursework by choosing selective courses in topics ranging from native landscaping, zoology and botany to conservation genetics and bioinformatics. Each student will complete a graduate capstone experience in accordance with the directed topic and in consultation with her/his advisor. The capstone experience may be independent research culminating in a graduate project or thesis, a professional internship or a meta-analysis project.

Graduates may obtain employment in biological and related fields or pursue advanced degrees. A number of graduates work as biologists, natural resource managers or laboratory scientists at corporations or at county, state, and national parks. Other employment opportunities include work in environmental consulting, habitat assessment or science policy. The curriculum also serves certified secondary school biology teachers who wish to develop an ecological or biotechnology focus.

Faculty research interests range widely and include topics such as microbial ecology, forest and prairie ecology, ecological restoration, rodent population dynamics, conservation genetics, development of targeted drug therapies, environmental toxicology and comparative physiology, plant physiology, ecosystem ecology, environmental policy, and curriculum development in biology education.

Program Student Expected Outcomes

Upon completion of the MS in Biology program, students will be able to:

1. Demonstrate knowledge of biology content areas including molecular, organismic and population biology.
2. Improve critical thinking skills.
3. Use a scientific and scholarly approach to answer a question or solve a problem in the discipline.
4. Identify and refine their academic and career goals.

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 Biology M.S. program 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 (STAT4219/6219), and four hours each of organic chemistry with lab, ecology with lab, microbiology with lab, and either animal or plant physiology with lab. Additional coursework in chemistry may be recommended in consultation with the graduate academic advisor.

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 CPSC2005 or equivalent will be required with a grade of "C" or better.

Capstone Options

As part of this degree program, students must choose among a research thesis or project option, a professional internship or a meta-analysis project as a capstone experience.

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.

The capstone internship is supervised work with a public land management or regulatory agency, a private consulting firm or biotech company.

In the meta-analysis project option, students identify a project related to one or more courses of the master's degree, conduct an in-depth current literature search, conduct a hypothesis-driven meta-analysis, and prepare a final report with discussions including their own conclusions on future developments; students also make a formal presentation of their meta-analysis project. The minimum time for the meta-analysis project is two terms.

Admission to Candidacy

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

1. **Required Preparation:** Complete the required preparation course work listed above with a grade of "C" or better in each course.
2. **Degree Plan:** Meet during the first 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, the program academic advisor, and the chair of the Science Division.
3. **Research, Capstone Internship or Meta-Analysis Project Proposal:** Identify a major advisor from among the full-time Biology or Chemistry faculty and prepare a formal research or capstone internship proposal. This proposal should be a comprehensive statement of the student's intended thesis/project research or capstone internship project, and must be approved by a committee of the major advisor and a minimum of two other faculty. Approved research or capstone internship proposals must be filed with the program academic advisor at least one year before the student's expected date of graduation. Approved meta-analysis project proposals must be filed with the program academic advisor at least two academic terms 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 Core Courses (10 Hours)

- BIOL - 7110 Graduate Seminar (1-4) * register for 4 credit hours
- BIOL - 7400 Introduction to Biological Research (2)
- STAT - 8820 Experimental Design for the Natural Sciences (4)

Required Directed Courses (6-10 Hours)

Select one of the following directed topics:

Biotechnology

- BIOL - 6530 Biotechnology (2)
 - BIOL - 6531 Biotechnology Laboratory (1-2)
 - CHEM - 6333 Analytical Biochemistry (2) *
 - CHEM - 6334 Analytical Biochemistry Lab (1) *
- * CHEM - 4331 Biochemistry (3) and CHEM - 4332 Biochemistry Laboratory (1) are prerequisites.

Environmental Management and Policy

- 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)

Ecology

- BIOL - 6657 Ecological Methods: Populations (2)
- BIOL - 6660 Ecological Methods: Communities (2)
- BIOL - 8860 Ecosystem Ecology (2)

Capstone Experience Options (3 - 7 Hours)

Select one of the following options:

Research Thesis Option

- BIOL - 8990 Graduate Thesis/Project (1 - 6) * register for 6 credit hours
- BIOL - 8998 Research Presentation (1)

Research Project Option

- BIOL - 8990 Graduate Thesis/Project (1 - 6) * register for 2 credit hours
- BIOL - 8998 Research Presentation (1)

Meta-Analysis Project Option

- BIOL - 8990 Graduate Thesis/Project (1 - 6)

* register for 2 credit hours

- BIOL - 8998 Research Presentation (1)

Professional Internship Option

- BIOL - 8970 Capstone Internship (1-4) * register for 4 credit hours
- BIOL - 8995 Internship Presentation (1)

Selectives (9-16 Hours)

- BIOL - 6310 Sustainable Buildings (3)
- BIOL - 6320 Land Use Planning (3)
- BIOL - 6330 Native Landscaping (3)
- BIOL - 6522 Ornithology (2)
- BIOL - 6523 Ornithology Laboratory (1)
- BIOL - 6530 Biotechnology (2) * required course in Biotechnology directed topic
- BIOL - 6531 Biotechnology Laboratory (1-2) * required course in Biotechnology directed topic
- BIOL - 6536 Environmental Hydrology (2)
- BIOL - 6537 Environmental Hydrology Laboratory (1)
- BIOL - 6555 Mammalogy (2)
- BIOL - 6556 Mammalogy Laboratory (1)
- BIOL - 6560 Plant Systematics (2)
- BIOL - 6561 Plant Systematics Laboratory (1)
- BIOL - 6570 Immunology (3)
- BIOL - 6585 Ecological Restoration (3)
- BIOL - 6590 Aquatic Ecology (2)
- BIOL - 6591 Aquatic Ecology Laboratory (1)
- BIOL - 6615 Geographical Information Systems (3)
- BIOL - 6641 Toxicology (3)
- BIOL - 6700 Conservation Genetics (2)
- BIOL - 6701 Conservation Genetics Lab (1)
- BIOL - 8840 Microbial Ecology (2)
- BIOL - 8841 Microbial Ecology Laboratory (1)
- CHEM - 6145 Environmental Chemistry (3)
- CHEM - 6146 Environmental Chemistry Laboratory (1)

Students may select other graduate-level science courses as approved by the academic advisor.

Total Credit Hours with Research Thesis Capstone: 32 Hours

Total Credit Hours with Research Project Capstone: 35 Hours

Total Credit Hours with Meta-Analysis Project Capstone: 35 Hours

Total Credit Hours with Professional Internship Capstone: 35 Hours

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.

Program Expected Student Outcomes

Students of a MS in computer science degree at GSU are expected to have the following outcomes:

1. Integrate concepts, tools, and theories to find technology-based solutions to problems;
2. Apply professional skills to model, analyze, and design components or systems that meet technical specification;
3. Apply concepts of software architectures for different development projects;
4. Utilize concepts to dissect and identify system limitation in terms of threats and vulnerabilities;
5. Work and communicate effectively, either independently or in a team, to solve problems using computer science principles;
6. Demonstrate an understanding the broad social, ethical, and professional issues of contemporary computer science practice;
7. Prepare the students with the necessary research background in Computer Science.

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 Introduction 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 - 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

Information Technology, M.S.

The Master of Science in Information Technology is designed to help students advance problem-solving skills by integrating and utilizing IT technology. It is designed to provide a depth of knowledge to analyze, plan, configure, integrate, implement, administrate and harden/secure information systems. The degree program introduces advanced concepts in areas, such as:

- Advanced network operating systems;
- Unified communication solutions;
- Advanced open source software systems;
- Infrastructure design and management;
- Operating Systems and Application Hardening.

Program Objectives

The objectives of the program are to allow students to:

Learn through abstraction and work effectively, by

- Developing expertise in both theory and practice;
- Focusing on conceptual process of how to complete required tasks;
- Evaluating current technology on how to address problems methodically.

Utilize information technologies for problem-solving and life-long learning, by

- Analyzing issues by following industry best practices;
- Applying solutions to challenges creatively and effectively;
- Designing policies and procedures to mitigate future issues.

Collaborate effectively in teams, by

- Working on enhancing students' soft skills while expanding their communication abilities and team collaboration;
- Facilitating course projects where students need to leverage their team members' strengths to solve relatable issues.

Admission Requirements

In addition to the university's admission requirements, the minimum admission requirements for the program is having earned a BS in the field of Information Technology (or related fields). It is beneficial for an applicant to have a minimum of two years of professional work experience in order to make sure that prospective candidates can grasp the underlying concepts that provide the foundation for program concentrations.

If a student does not meet the admission/prerequisite requirements, they may be granted conditional admission by completing the following three undergraduate level (or equivalent) prerequisite courses:

- CPSC - 4342 Introduction to Computer Networks (3)
- CPSC - 4570 Windows Systems (3)
- CPSC - 4580 Information Security (3)

Students with experience in the field may opt to take the final exam for each of the above courses as opposed to taking the course. Students that demonstrate competency with the subject matter by taking and passing the final exam for each course with a score of 70% or higher, will not need to take the prerequisite course. The exam can only be taken once. The exam score will be used as evidence of proficiency in the content area. Please note: *If a student needs to enroll in these undergraduate courses in order to be accepted into the MS in Information Technology, the undergraduate courses are NOT part of the MA degree, therefore, federal financial aid cannot be used to cover the cost of the pre-requisite courses.*

Degree Requirements

The focus of this graduate program is to prepare students with the advanced skills based on fundamental knowledge in Information Technology, as they pursue their career interest in one of the two concentrations: infrastructure administration or cybersecurity.

The focus for each concentration includes:

Infrastructure Management

- Effectively develop policy and procedures for large-scale enterprise networks
- Manage equipment (servers, switches, and routers) to ensure effectiveness of a data communication system
- Leveraging current technology to manage both voice and data networks
- Advanced management of servers, operating systems, and network operating system environments

Cybersecurity

- Implement preventive measures to secure both data at rest and in transit
- Protecting information from cyber threats, cyber warfare, and cyber terrorists
- Strengthening existing infrastructures by reducing vulnerabilities and exploits
- Protecting business and individuals from digital based attacks

Core Courses (9 Credit Hours)

Both Concentrations: The following courses are mandatory for all students

- IT - 7020 Fundamentals of Security Management (3)
- IT - 7120 Distributed Systems & Network Security (3)

Infrastructure Management Concentration: Choose one of the following courses

- IT - 7265 Information Technology Project & Team Management (3)
- IT - 7035 Infrastructure Management & Design (3)

Cybersecurity Concentration: Choose one of the following courses

- IT - 7030 Cybersecurity Fundamentals (3)
- IT - 7230 Cyber Attack Methodologies (3)

Elective Courses (18 Credit Hours)

Required for both concentrations:

- IT - 7450 Cloud Integrity Assurance (3)
- IT - 7540 Wireless Penetration Testing (3)
- IT - 7740 Operating System & Application Hardening (3)

Infrastructure Administration Concentration: Select three from the following courses

- IT - 7412 Configuring Advanced Windows Server (3)
- IT - 7462 Special Topics in Infrastructure Management (3)
- IT - 7514 Designing & Implementing a Server Infrastructure (3)
- IT - 7520 Implementing Cisco Network Security (3)
- IT - 7521 Unified Communication Solutions (3)
- IT - 7535 Oracle Linux Administration (3)

Cybersecurity Concentration: Select three from the following courses

- IT - 7000 Social Engineering Concepts (3)
- IT - 7202 Health Care Security Framework (3)
- IT - 7455 Advanced Security Practitioner (3)
- IT - 7582 Applied Cryptography (3)
- IT - 7605 Advanced Network Forensics and Analysis (3)
- IT - 7750 Fundamentals of Biometric Security (3)

Required Courses (6 Credit Hours)

- IT - 7980 Research Thesis (3)
- IT - 7990 Graduate Capstone (3)

Total Credit Hours - 33

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.

Program Expected Student Outcomes

Upon completing the Master of Science in Mathematics program, students will have demonstrated with an acceptable measure the ability to:

1. Apply a wide range of strategies to solve problems in mathematics and statistics and in the applications of mathematics and statistics;
2. Integrate related knowledge and pose questions across a wide range of mathematics, applied mathematics and statistics;
3. Demonstrate how mathematical ideas build and connect to one another to produce a related whole;
4. Communicate mathematical and statistical thinking clearly to peers, faculty and others;
5. Use the language of mathematics to express thoughts and ideas;
6. Use a variety of representations to model and interpret physical, social, and mathematical phenomena;
7. Develop and evaluate mathematical arguments and proofs;
8. Recognize reasoning and proof as fundamental aspects of mathematics;
9. Demonstrate knowledge of the historical development of mathematics including contributions from diverse cultures;
10. Use the knowledge of mathematics to select and use appropriate technological tools, including spreadsheet, dynamic graphing tools, computer algebra systems, statistical packages, and graphing calculators; and
11. Prepare and present a culminating research thesis/project that demonstrates an ability to synthesize and integrate graduate coursework work in 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) 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 - 6241 Analysis of Real Numbers (3)
- MATH - 6337 Modern Geometry (3)
- MATH - 6373 Topology (3)
- MATH - 6637 Mathematics Laboratory (3)
- MATH - 7121 Combinatorics 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 listed below may be substituted for the elective courses with approval of the program coordinator:

- Finance
- Economics
- Computer Science
- Education

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. Information regarding licensure or certification in this field is found on the Professional Licensure or Certification section of this catalog. 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 (18 hours)

- MATH - 8250 Applied Statistics - Time Series (4)
- MATH - 8350 Foundations of Actuarial Science (4)
- MATH - 8450 Theory of Interest (4)
- 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: * Required if not taken at the undergraduate level

Required Sequence Requirements (9 hours)

- ACCT - 6100 Foundations of Accounting (3)
- ECON - 7500 Managerial Economics and Forecasting (3)
- FIN - 7101 Financial Management (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 - 37 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.

Program Expected Student Outcomes

Upon completing the MS in Mathematics with a concentration in Teacher Education program, students will have demonstrated with an acceptable measure the ability to:

1. apply a wide range of strategies to solve problems in mathematics and statistics and in the applications of mathematics and statistics;
2. integrate related knowledge and pose questions across a wide range of mathematics, applied mathematics and statistics;
3. demonstrate how mathematical ideas build and connect to one another to produce a related whole;
4. communicate mathematical and statistical thinking clearly to peers, faculty and others;
5. use the language of mathematics to express thoughts and ideas;
6. use a variety of representations to model and interpret physical, social, and mathematical phenomena;
7. develop and evaluate mathematical arguments and proofs;
8. recognize reasoning and proof as fundamental aspects of mathematics;
9. demonstrate knowledge of the historical development of mathematics including contributions from diverse cultures;
10. use the knowledge of mathematics to select and use appropriate technological tools, including spreadsheet, dynamic graphing tools, computer algebra systems, statistical packages, and graphing calculators; and
11. plan coherent, relevant, standards-aligned and differentiated instruction that incorporates theories, research, and knowledge of Math content.

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 of this 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 Student Teaching: Senior Capstone (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.

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.

Recommendation for an Illinois State Board of Education teaching license, requires passage of the Subject-Matter Knowledge examination of the Illinois Licensure Testing System, and the national education Teaching Performance Assessment (edTPA).

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 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 credit-hours in methods related to middle school. Students should contact their academic advisor for specific course requirements.

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 2.75 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 complete EDUC-2310 (or equivalent) with a grade of "B" or better.

All candidates for Illinois teacher licensure at Governors State University are required to submit to a criminal background check prior to their initial field experience in the schools. For more information on this testing visit www.certifiedbackground.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 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/Secondary_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 Educator Preparation in the College of Education. The application must be submitted by December 1 for the fall term and March 1 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, EDUC-6340, and BIOL-6080 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. 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, physics, and earth/space science courses with a grade of "C" or better;
5. have a G.P.A. of 3.0 or higher for 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, EDUC-6340, and BIOL-6080;
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 edTPA;
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) *or*
- SPED - 6101 Survey of Students with Exceptionalities (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 - 6301 Secondary Microteaching 1 (1)
- EDUC - 6340 Teaching Secondary School Science (3)
- EDUC - 6302 Secondary Microteaching 2 (1)
- BIOL - 6080 Special Topics in Biology (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 - 30 Hours

A minimum of 24 credit-hours must be earned at Governors State University.

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: Senior Capstone: Chemistry.

Recommendation for an Illinois State Board of Education teaching license, requires passage of the Subject-Matter Knowledge examination of the Illinois Licensure Testing System, and the national education Teaching Performance Assessment (edTPA).

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 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 credit-hours in methods related to middle school. Students should contact their academic advisor for specific course requirements.

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 complete EDUC-2310 (or equivalent) with a grade of "B" or better.

All candidates for Illinois teacher licensure at Governors State University are required to submit to a criminal background check prior to their initial field experience in the schools. For more information on this testing visit www.certifiedbackground.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, 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 Student Handbook available via the student portal on the GovState 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: Senior Capstone, an application for admission to student teaching must be submitted to the Director of Educator Preparation in the College of Education. The application must be submitted by December 1 for the fall term and March 1 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 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-6330, EDUC-6340, and BIOL-6080 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. 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 2.75 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, earth/space sciences, and physics courses with a grade of "C" or better;
5. have a G.P.A. of 3.0 or higher for 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, EDUC-6340, and BIOL-6080;
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 edTPA;
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)

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 - 6301 Secondary Microteaching 1 (1)
- EDUC - 6340 Teaching Secondary School Science (3)
- EDUC - 6302 Secondary Microteaching 2 (1)
- BIOL - 6080 Special Topics in Biology (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

A minimum of 24 credit-hours must be earned at Governors State University.

Data Analytics Certificate

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

The Digital Forensics Certificate offered through the College of Arts and Sciences, is designed 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 Certificate in Digital Forensics will provide theoretical and practical knowledge in the recovery and analysis of electronically stored information (ESI). The program will consist of eight courses covering operating systems, and, topics in both information security and digital forensics. Students completing this certificate program will be prepared to use digital data tools and technologies to support the collection, classification, evaluation, and analysis of evidence that is in the form of electronically stored information.

Admission Requirements

Students must meet the university requirements for graduate certificate admission.

While there are no specific courses required for admission into this certificate program, there may be prerequisite courses based off of the GSU catalog in place at the time of admission.

Certificate Requirements

In order to receive the Digital Forensics Certificate 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.

Required Courses (24 Hours)

- IT - 4455 Securing Operating Systems (3)
- CPSC - 6535 Introduction to the UNIX System (3)
- CPSC - 6540 Digital Forensics (3)
- CPSC - 6542 Contemporary Issues-Digital Forensics (3)
- CPSC - 6584 Special Topics in Information Security (3) * This course must be taken twice. Each course will address a different topic in Information Security. Total - 6 credit hours.
- CPSC - 6622 Special Topics in Digital Forensics (3)
- CPSC - 6570 Windows Systems (3)

Total - 24 Hours

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: Senior Capstone: 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: Senior Capstone (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 II: Learning, Assessment and Classroom Management (3)
- EDUC - 6360 Principles of Secondary Mathematics Education (3)
- EDUC - 6370 Teaching Secondary School Mathematics (3)
- EDUC - 4999 Student Teaching: Senior Capstone (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

Post-Baccalaureate Certificate in Computer Programming

The Computer Programming Certificate provides for the knowledge and understanding of modern computer programming. This eight course program offers practical knowledge of the fundamentals of computer programming logic and development, the methods of underlying principles of Object Oriented Programming, database fundamentals of data storage and retrieval, and program implementation in multiple high-level languages. Students completing this program will understand how to apply appropriate modern design and development methods to produce efficient and stable computer programs and systems.

Admission Requirements

Students must meet the university requirements for graduate certificate admission.

While there are no specific courses required for admission into this certificate program, there may be prerequisite courses based off of the Governors State University catalog in place at the time of admission.

Certificate Requirements

In order to receive the Computer Programming Certificate, students must complete each required course with a grade of "B" or better to submit the application for award of certificate to their faculty advisor.

Required Courses (24 Hours)

- CPSC - 3145 Computer Programming: C++ (3)
- CPSC - 3310 Introduction To Object-oriented Programming (3)
- CPSC - 4137 Web Applications (3)
- CPSC - 4345 Database Systems (3)
- CPSC - 4435 Secure Programming (3)
- CPSC - 6530 Mobile App Developments (3)
- CPSC - 6548 Computer Programming: Java (3)
- CPSC - 6648 Advanced Programming Using Java (3)

Total - 24 Hours

College of Business

Sonia Dalmia, Dean

Ujvala Rajadhyaksha, Associate Dean

Faculty in the College of Business

Division of Accounting, Finance, Management Information Systems, and Economics

Alice Keane, Chairperson

Professors

Carlos Ferran

Evelina Mengova

Associate Professors

Dalsang Chung

Alice Keane

William Kresse

Anton Lewis

Brian McKenna

Michael Williams

Assistant Professors

Chevonne Alston

Katherine Carl

Robert Garcia

Mucahit Kochan

Sebastien Mary

Junyao Yang

Senior Lecturers

Jeffrey Alfano

Michael Trendell

Division of Management, Marketing, and Entrepreneurship

TBD, Chairperson

Professors

Olumide Ijose

Ujvala Rajadhyaksha

Uday Shinde

Stephen Wagner

Jun Zhao

Associate Professors

Tingting He

Hyunkyu "Sean" Jang

Praggyan Mohanty

Gokce Sargut

John Simon

Feng Tian

Chelsea Vanderpool

Assistant Professors

Hye (Hailey) Park

Lecturers

Tricia Kerns (Senior Lecturer)

Cecil Wagner

Professors Emeritus for the College of Business

David Curtis

Akkanad Issac*

Marsha Katz*

Virginio Piucci

TJ Wang

William Wilkinson*

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 the Association to Advance Collegiate Schools of Business (AACSB).

Announcements

Students are responsible for communicating with academic advisors, regularly checking GovState 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 in 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, in the Undergraduate Academic Advising Center, 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 meet with and Advisor in the Undergraduate Academic Advising Center 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 and final attempt.
- 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 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

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 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 COB 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 to Advance Collegiate Schools of Business (AACSB)

Announcements

Students are responsible for communicating with academic advisors, regularly checking GovState 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 GovState 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's 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+", "C", "C-" and no grades below "C-".
- 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 below a "C-" 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.

The Bachelor of Arts degree in Economics offered through the College of Business prepares students for careers that require an in-depth understanding of the forces of the economy. Economists study changes occurring in various countries, as well as individual sectors of an economy. You will learn how to research and analyze economic issues, conduct surveys and collect data, and analyze data using mathematical models and statistical techniques, and more.

Program Expected Student Outcomes

Disciplinary Knowledge

1.1 Learners will be able to identify and connect the appropriate concepts and theory from the field of Economics to real-world issues.

1.2 Learners will be able to identify and correctly apply appropriate empirical and statistical methods in the analysis of economic problems.

Effective Communication

2.1 Learners will be proficient at locating, evaluating, and using information effectively to develop well-organized written communication.

2.2 Learners will develop and deliver clear and well-organized oral presentations.

Ethics and Values

3.1 Learners will recognize basic concepts and theories related to business ethics and social responsibility.

3.2 Learners will recognize the ethical dilemmas and social responsibility in a business situation and recommend courses of actions to address the issues.

Global Perspective

4.1 Learners will be able to explain the main *international economic concepts and theory*.

4.2 Learners will be able to apply appropriate quantitative methods used in international economic theory and practice to analyze international economic issues.

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)

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)

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 (4)
- MGMT - 2100 Principles of Business Management (3)
- MGMT - 3099 Business Ethics and Social Responsibility (3)
- MIS - 2101 Basics of Information Technology (3)

Economics Core Courses (15 Hours)

- ECON - 3099 International Economics (3)
- ECON - 3301 Intermediate Microeconomics (3)
- **Or** ECON - 3404 Managerial Economics: The Economics of the Firm (3)
- ECON - 3302 Intermediate Macroeconomics (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 - 3111 Economics of the European Union (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 - 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 (28 - 29 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 Accounting, B.S. 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 Accounting, B.S. and M.S.. See the relevant section of this catalog for more information on the Accounting, M.S. program.

Program Expected Student Outcomes

1. Functional Business Knowledge

1.1 Learners will demonstrate broad functional knowledge across all areas of business.

1.2 Learners will apply appropriate technological tools in support of business decision-making.

2. Effective Business Communication

2.1 Learners will write clear, concise, and well-organized business reports.

2.2 Learners will produce and deliver professional quality oral presentations.

3. Ethics and Values

3.1 Learners will recognize basic concepts and theories related to business ethics and social responsibility.

3.2 Learners will recognize the ethical dilemmas and social responsibility in a business situation and recommend courses of actions to address the issues.

4. Global Business Issues

4.1 Learners will understand the complexities of the cultural, economic, regulatory, and social environments as they impact business in a global economy.

4.2 Learners will develop viable alternatives and make effective decisions in an international business setting.

5. Technical Accounting Knowledge

5.1 Learners will demonstrate knowledge of financial accounting

5.2 Learners will demonstrate knowledge of managerial accounting

5.3 Learners will demonstrate knowledge of taxation

5.4 Learners will demonstrate knowledge of auditing

5.5 Learners will demonstrate knowledge of accounting information systems

Professional Licensure Disclosure:

Federal law requires GovState to disclose information related to the educational requirements for licensure and certification in U.S. state and jurisdictions.

The Accounting, B.S. at GovState meets the educational requirements to sit for the four sections of the CPA exam in the state of Illinois. Students may also need 150 total credit hours to sit for the exam. Additional information about the educational requirements as well as the licensure requirements after passing the CPA exam are available on the Illinois Board of Examiners website: <https://www.ilboe.org/>

GovState has not made determination for licensure in other states and jurisdictions. Please visit <https://nasba.org/stateboards/> to find each state's licensure requirements. Students should note that many states and jurisdictions may also require 150 total credit hours and work experience being licensed.

5-Year MSA Admission Requirements - Special Sequence for students enrolled in the GovState Accounting, B.S.:

Students enrolling in the Accounting, B.S. program with the long term goal of completing a Master of Science in Accounting (MSA), may consider enrolling in the 5-Year MSA track. Special Admission requirements for this track are listed in the Accounting, M.S. page of this catalog. Students interested in pursuing this track should meet with their Undergraduate Academic Advisor to assure that the program of study reflects this 5-Year MSA option.

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)
- 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)

Business Core Courses (45 Hours)

All core courses for this major are offered as face-to-face and as online courses. When scheduling classes, the "course type" column will indicate if the course is offered online for that term.

- 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 (4)
 - 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 Systems (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 - 4501 Fraud Examination (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.

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 Systems (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 MATH - 2100 Elementary Statistics (3)

- MATH - 2281 Applied Calculus (4)
- BUS - 3700 Business Statistics (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: The Economics of the Firm (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

Financial Planning Minor

The financial planning minor from the College of Business is designed for students seeking knowledge and skills in financial planning including personal finance, tax planning, employee benefits, retirement and estate planning, and insurance and risk management.

Requirements for the Minor

- ACCT - 2110 Financial Accounting (3)
- ACCT - 4251 Tax I (3)
- ACCT - 4260 Estate Planning (3)
- ACCT - 4265 Employee Benefits and Retirement Planning (3)
- FIN - 3110 Principles of Financial Management (3)
- FIN - 3501 Investments (3)
- FIN - 4100 Financial Planning Capstone (3)
- FIN - 4201 Insurance and Risk Management (3)
- MATH - 2100 Elementary Statistics (3)

Total - 27 Credit 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, networking, and information security techniques used in organizations. The MIS minor is 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 - 3601 Telecommunications and Distributed Data Systems (3)
Programming Course - choose one (3)
- IT - 3210 Introduction to Scripting Languages (3)
- CPSC - 3148 Computer Programming: Java (3)
- Or approved programming course.

Total - 18 Hours

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 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.

Program Expected Student Outcomes

1. Accounting Acumen and Strategic Decision Making

1.1 Learners will demonstrate proficiency in accounting knowledge and concepts.

1.2 Learners will analyze business problems and recommend solutions by applying knowledge of financial accounting, managerial accounting, taxation, and auditing.

1.3 Learners will be able to communicate business challenges and solutions to key stakeholders

2. Technology Skills

2.1 Learners will apply technology to meet the needs of the accounting profession.

2.2 Learners will demonstrate proficiency in data analysis and visualization tools.

3. Ethical Awareness and Competence

3.1 Learners will understand various influences on, and be able to apply various approaches to, ethical decision-making.

3.2 Learners will demonstrate social and ethical awareness in a complex business environment.

4. Global Perspective

4.1 Learners will apply accounting knowledge and skills to generate solutions to address complex global business challenges

4.2 Learners will demonstrate an understanding of multi-national accounting settings

Professional Licensure Disclosure:

Federal law requires GovState to disclose information related to the educational requirements for licensure and certification in U.S. state and jurisdictions.

The M.S. in Accounting at GovState meets the educational requirements to sit for the four sections of the CPA exam in the state of Illinois. Additional information about the educational requirements as well as the licensure requirements after passing the CPA exam are available on the Illinois Board of Examiners website: <http://www.ilboe.org/>.

GovState has not made determination for licensure in other states and jurisdictions. Please visit <https://nasba.org/stateboards/> to find each state's licensure requirements. Many states and jurisdictions may also require 150 total credit hours and work experience being licensed.

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. five years of relevant full time work or equivalent experience that includes one or more of the following: managing people, projects, and/or budgets. Waiver requests will be reviewed and approved on a case by case basis upon verification and committee approval; or
4. meet the requirement for Guaranteed Admission to the MSA (GAMSA) program for GovState 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 GovState with a minimum of 3.25 from those accounting courses taken at GovState; 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 must complete preparatory course work for the MSA program if necessary. Required preparation coursework may be completed prior to admission to the MSA program or upon admission into the program. A bachelor's degree in accounting from an ACBSP or AACSB accredited accounting program typically satisfies all or most of the required preparation requirement, although an undergraduate accounting degree is not required to enter the MSA program. Academic advisors will evaluate transcripts to determine prior coursework that meets required preparation for the MSA program. Students must meet a "B" grade average across the following prerequisite coursework:

- 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 Systems (3)
- ACCT - 4251 Tax I (3)
- ACCT - 4354 Auditing I (3)
- BLAW - 2100 Business Law I (3)
- BLAW - 3100 Business Law II (3)
- A finite mathematics or applied calculus course
- A written communication course

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.

5-Year MSA Admission Requirements - Special Sequence for students enrolled in the GovState Accounting, BS

The 5-Year MSA will prepare students for professional accounting positions in public accounting firms as well as other positions in industry, government, and nonprofit organizations. Students will earn their BS degree at GovState after completing 120 credit hours and their MS degree after completing 33 additional credit hours. **Undergraduate Accounting majors at Governors State University may elect to enroll in this track, once they have reached "junior" status.**

Admission requirements include:

- Minimum 3.25 GPA in all GovState undergraduate course work, including transfer credits, with no grade lower than a "C" in any course;
- Minimum of 60 hours of GovState and transfer credit course work successfully completed (meaning no grade lower than a "C");
- Completion of 4 courses (12 hours) with a minimum GPA of 3.25 from the following:
- ACCT - 3111 Cost Accounting I (3), ACCT - 3151 Intermediate Accounting I (3), ACCT - 3152 Intermediate Accounting II (3), ACCT - 3252 Accounting Information Systems (3), ACCT - 4251 Tax I (3), ACCT - 4354 Auditing I (3).
- Apply in the first semester after acquiring "junior" status and include a statement of intent, letters of recommendation, and a current resume.

Students interested in pursuing this track should meet with their Undergraduate Academic Advisor to assure that the program of study reflects this 5-Year MSA option.

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 Financial Management (3)
- MGMT - 7400 Operations Management Strategies & 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 - 6501 Fraud Examination (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 approved College of Business courses numbered 7000 or above. Courses must be approved by an academic advisor. Students **may not count** ACCT - 7101 Strategic Management Accounting (3) toward the Master of Science in Accounting degree program.*

Total - 33 Hours

Business Analytics, M.S.

The College of Business offers a graduate major in Business Analytics leading to a degree of Master of Science in Business Analytics. The Master of Science in Business Data Analytics program is designed to prepare students to use data to add value to organizations. Business analytics is the intersection of business and data science. Data allows organizations to make better decisions, improve business performance, and create efficiencies in business operations. Organizations benefit by improving their ability to compete and formulate strategy in a competitive marketplace that is constantly changing.

A bachelor's degree in Business Analytics 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.

Program Expected Student Outcomes

1: Analytical Proficiency

1.1 Learners will demonstrate proficiency in the use of **tools** to **prepare data** for and **conduct** effective analysis.

1.2 Learners will identify and use appropriate **methods** to conduct effective analysis.

2: Informed Decision Making

2.1 Learners will interpret and apply analytics results to support informed decisions that solve business problems.

2.2 Learners will recognize the social and ethical impact of data-driven decision making.

3: Communicating with Impact

3.1 Learners will create **professional oral presentations** that communicate results to stakeholders in an effective, consumable, and actionable way.

3.2 Learners will create **professional written reports** that communicate data-driven insights effectively to non-technical stakeholders that facilitate informed decision-making.

4: Collaboration and Teamwork

4.1 Learners will apply **project management tools** and **techniques** to deliver results.

4.2 Learners will **work collaboratively** in a team towards a shared goal.

Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. the applicant's transcript should document completion of a bachelor's degree in an area such as business analytics, computer science, engineering, information technology, management information systems, math, or a closely related area. Applicants without one of the above related undergraduate degree may be required to demonstrate technical knowledge via work experience or a technical proficiency skills assessment.
2. a GMAT or GRE score from tests administered within five years of the date of admission*;
3. two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former supervisor, community leader);
4. a two page, double spaced statement of intent which discusses personal short and long term career goals and reasons for pursuing a MS in Business Analytics 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 Business Analytics; and
5. 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
2. a graduate degree from a regionally accredited college or university; or
3. five years of relevant full-time work experience that includes one or more of the following: managing people, projects, and/or budgets. Waiver requests will be reviewed and approved on a case-by-case basis upon verification and committee approval; or

4. meet the requirement for Guaranteed Admission to the Business Analytics (GABA) program for GSU undergraduate students including:
 - business students having completed 12 hours (4 courses) in core business courses (ECON-3404; FIN-3110; MIS-3101; MGMT-3400; MGMT-3500; BUS-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; Or computer science, health informatics, or IT students having completed 12 hours (4 courses) in upper division coursework; And
 - having or maintaining a 3.0 GPA or higher in last 60 hours of the undergraduate degree.

Current undergraduate students may only apply for GABA 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 GABA students may waive the letters of recommendation special admission requirement.

Required Preparation

Admission to the program requires an undergraduate degree in business analytics, computer science, engineering, information technology, health informatics, math, or a closely related area. Students admitted to the program will be required to demonstrate technical knowledge in the areas of spreadsheet skills, database skills, and basic programming. Required preparation technical knowledge may be demonstrated via prior coursework, work experience, or professional certifications. Students are not able to demonstrate required preparation for spreadsheet skills, database skills, and programming may be required to complete online self-paced modules during the first term of study.

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 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.

Business Core Requirements (15 hours)

- BAN - 6100 Foundations of Business for Business Analytics (3)
- MGMT - 6700 Foundations of Managerial Statistics (3)
- MIS - 6201 Information Systems Project Management (3)
- MIS - 7101 Information Systems and Technology (3)
- MIS - 7700 ERP Systems (3)

Analytics Core Requirements (18 hours)

- BAN - 7101 Business Analytics (3)
- BAN - 7201 Data Visualization (3)
- BAN - 8101 Predictive Analytics (3)
- MIS - 7401 Database Development and Application (3)
- CPSC - 6730 Big Data Analytics (3)
- CPSC - 6790 Data Mining and Business Intelligence (3)

Capstone Experience (3 hours)

- BAN - 8900 Business Analytics Capstone (3)

Internship for Academic Credit (optional 3 hours)

Students in the program may choose to complete an internship (BAN - 8880 Business Analytics Internship (1-3)) for academic credit during the final year of study. The optional internship is an additional 3 credit hours to the 36 hour degree program.

Total Credit Hours - 36 Hours

Graduate Certificate

Business Analytics Certificate

The Graduate Certificate in Business Analytics is designed to prepare students with foundational concepts in business analytics including problem solving and analytics techniques, as well as use of several software tools and datasets for reporting, visualizations, and descriptive and predictive analytics.

The certificate is offered through the College of Business and is open to professionals and graduate students from any program. Coursework in the certificate may also be applied to the MS in Business Analytics, although additional admission requirements may have to be met.

Special Admissions Requirements

1. a **baccalaureate degree** from a regionally accredited institution with a cumulative G.P.A of **3.0 or higher**. This G.P.A. requirement may be waived if the applicant has completed a master's degree or other post-baccalaureate certificates from a regionally accredited institution.
2. the applicant's **transcript** should document completion of a bachelor's degree in an area such as business analytics, computer science, engineering, information technology, management information systems, math, or a closely related area. Applicants without one of the above related undergraduate degrees may be required to demonstrate technical knowledge via work experience or a technical proficiency skills assessment.
3. a one-page, double spaced **statement of intent** which discusses personal goals and reasons for pursuing a certificate in business analytics and how the certificate is going to help reach those goals. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills; and
4. a professional **resume**

Prerequisites

- Statistics Course (descriptive and inferential statistics, including hypothesis testing, normal distribution theory, regression analysis)
- Basic programming (variables, syntax, objects, libraries/modules/packages)
- Basic spreadsheet analysis (formulas, charts, pivot tables),
- Basic database skills (fields, tables, queries).

Prerequisites may be waived if the student is able to demonstrate proficiency through equivalent coursework, work experience, or certifications.

Required Courses (12 Hours)

In order to receive the Business 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.

- BAN - 6100 Foundations of Business for Business Analytics (3)
- BAN - 7101 Business Analytics (3)
- BAN - 7201 Data Visualization (3)
- BAN - 8101 Predictive Analytics (3)

Division of Management, Marketing and Entrepreneurship

Bachelor of Arts

Business Administration, B.A.

Today's complex fast paced business environment requires 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.

5-Year MBA Option

Students enrolling in the Business Administration, BA program, with the long-term goal of completing a Master of Business Administration (MBA), may consider enrolling in the 5-Year MBA track. Special Admission requirements for that track are listed in the Business Administration, M.B.A. page of this catalog.

Program Expected Student Outcomes

Functional Business Knowledge

1.1 Learners will demonstrate broad functional knowledge across all areas of business.

1.2 Learners will apply appropriate technological tools in support of business decision-making.

Effective Business Communication

2.1 Learners will write clear, concise, and well-organized business reports.

2.2 Learners will produce and deliver professional quality oral presentations.

Ethics and Values

3.1 Learners will recognize basic concepts and theories related to business ethics and social responsibility.

3.2 Learners will recognize the ethical dilemmas and social responsibility in a business situation and recommend courses of actions to address the issues.

Global Business Issues

4.1 Learners will understand the complexities of the cultural, economic, regulatory, and social environments as they impact business in a global economy.

4.2 Learners will develop viable alternatives and make effective decisions in an international business setting.

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)

All core courses for this major are offered as face-to-face and as online courses. When scheduling classes, the "course type" column will indicate if the course is offered online for that term.

- 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 (4) *
- 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: The Economics of the Firm (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 (4)

** Students who complete MATH - 2281 Applied Calculus (4) 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 (1-3)

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 (15 Hours)

Required (9):

- MKTG - 3200 Consumer Behavior (3)
- MKTG - 4300 Marketing Research (3)
- MKTG - 4500 Managing Market Strategies (3)

Select two courses from the following (6):

- MKTG - 3500 Digital Marketing (3)
- MKTG - 3800 Professional Selling (3)
- MKTG - 4200 Promotional Strategies (3)
- MKTG - 4400 Marketing Channel Management (3)
- MKTG - 4450 Marketing Analytics (3)
- MKTG - 4600 International Marketing Strategies (3)
- MKTG - 4700 Customer Relationship Management (3)
- MKTG - 4880 Internship (3)

Electives (15-17 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)

Required (9):

- MGMT - 4400 Supply Chain Management (3)
- MGMT - 4410 Quality Management (3)
- MGMT - 4440 Lean Manufacturing and Six Sigma Techniques (3)

Select two courses from the following (6):

- MGMT - 4420 Production and Inventory Control Systems (3)
- MGMT - 4430 Service Operations Management (3)
- MGMT - 4880 Internship (3)
- MGMT - 4901 Project 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 (A.A.S.) 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 (A.A.S.) 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.

Program Expected Student Outcomes

Functional Business Knowledge

- 1.1 Learners will demonstrate broad functional knowledge across all areas of business.
- 1.2 Learners will apply appropriate technological tools in support of business decision-making.

Effective Business Communication

- 2.1 Learners will write clear, concise, and well-organized business reports.
- 2.2 Learners will produce and deliver professional quality oral presentations.

Ethics and Values

3.1 Learners will recognize basic concepts and theories related to business ethics and social responsibility.

3.2 Learners will recognize the ethical dilemmas and social responsibility in a business situation and recommend courses of actions to address the issues.

Global Business Issues

4.1 Learners will understand the complexities of the cultural, economic, regulatory, and social environments as they impact business in a global economy.

4.2 Learners will develop viable alternatives and make effective decisions in an international business setting.

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)

All core courses for this major are offered as face-to-face and as online courses. When scheduling classes, the "course type" column will indicate if the course is offered online for that term.

- 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

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. This program is offered in two formats, on campus and online. Check with program advisor for details.

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.

Program Expected Student Outcomes

Functional Business Knowledge

1.1 Learners will demonstrate broad functional knowledge across all areas of business.

1.2 Learners will apply appropriate technological tools in support of business decision-making.

Effective Business Communication

2.1 Learners will write clear, concise, and well-organized business reports.

2.2 Learners will produce and deliver professional quality oral presentations.

Ethics and Values

3.1 Learners will recognize basic concepts and theories related to business ethics and social responsibility.

3.2 Learners will recognize the ethical dilemmas and social responsibility in a business situation and recommend courses of actions to address the issues.

Global Business Issues

4.1 Learners will understand the complexities of the cultural, economic, regulatory, and social environments as they impact business in a global economy.

4.2 Learners will develop viable alternatives and make effective decisions in an international business setting.

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 (3)

Total - 121 Hours

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)

ELECTIVES (6 Hours)

Select two (2) 3-credit hour Upper Division Business Courses (courses at the 3000 or higher level).

Total - 24 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)
- MGMT - 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

- MKTG - 2100 Introduction to Marketing Management (3)
- MKTG - 3200 Consumer Behavior (3)
- MATH - 2100 Elementary Statistics (3)
- MKTG - 4500 Managing Market Strategies (3)

Selectives

Choose two (2) from the following courses:

- MKTG - 3500 Digital Marketing (3)
- MKTG - 3800 Professional Selling (3)
- MKTG - 4200 Promotional Strategies (3)
- MKTG - 4300 Marketing Research (3)
- MKTG - 4400 Marketing Channel Management (3)
- MKTG - 4600 International Marketing Strategies (3)
- MKTG - 4700 Customer Relationship Management (3)

Total - 18 Hours

Master of Science

Human Resource Management, M.S.

The **College of Business** offers a graduate major in Human Resource Management leading to the degree of Master of Science in Human Resource Management (MS in HRM) This degree program prepares students for positions of middle and top-level leadership. It is a specialized program of study designed for students with preparation in a variety of fields such as business, psychology, sociology and communications. A broad core of courses provides an in-depth understanding of human resource management operations and management. In addition, selective courses provide a working understanding of the major business functions.

The MS in HRM at GovState is offered as both a face-to-face or a fully online and highly interactive specialized master's degree in business program. All courses are taught by accessible and dedicated full-time faculty members who are experts in their fields.

Program Expected Student Outcomes

Human Resource Expertise

1.1 Learners will apply broad-based HR knowledge to develop strategically- aligned responses to enhance organizational effectiveness.

1.2 Learners will analyze data using information technology resources to direct and evaluate HR decisions.

Values Driven Leadership

2.1 Learners will generate effective solutions that align with organizational values and professional ethical standards for HR.

2.2 Learners will appraise complex organizational situations and justify the appropriate change management initiatives.

Effective Communication

3.1 Learners will craft messages for high visibility organizational issues and communicate them effectively using various modalities.

4. Global and Cultural Acumen

4.1 Learners will integrate perspectives on cultural differences to ensure cross-cultural harmony and organizational success.

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. Two confidential letters of recommendation from professional references (e.g., current or former college faculty member, current or former work supervisor, community leader);
2. Current resume;
3. 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 MS in HRM degree.
 1. Please address the following questions within your letter of intent:
 1. What are your personal short- and long-term career goals?
 2. What are your reasons for pursuing an MS in HRM degree at this time?
 3. How do you plan to commit to starting and completing an MS in HRM 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.
 4. Discuss your level of self-discipline, planning, and organizational skills and impact on family, work, or finances.
 5. 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.
4. GPA Requirements - Applicants shall meet one of the following:
 1. A cumulative G.P.A. of 3.0 or higher from a regionally accredited college or university.
 2. A cumulative G.P.A. of 2.75 and a G.P.A. of 3.0 in the last 60 hours of course work from a regionally accredited college or university.

3. A cumulative G.P.A. of 2.75 from a regionally accredited college or university and at least 5 years HR experience in a complex organization.
5. GMAT/GRE not required for this program.

Master's Final Project

MGMT - 8910 Integrative Human Resource Management Strategies (3) is the capstone course of the MS in HRM program. It is designed, through intensive case analysis and study, to integrate the various human resource management functions and to demonstrate the student's overall knowledge and skills. Application for enrollment in MGMT-8910 is required and available in the College of Business 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 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 prerequisite competencies with a grade of "C" or higher and overall G.P.A. of 3.0 or higher;
4. apply for candidacy after earning a minimum of nine and a maximum of 15 graduate credit-hours (beyond 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 the collegial graduation requirements listed above.

Prerequisite Competencies

Written communications (English Composition and Speech Communication) or the equivalent of BUS - 3200 Business Communications (3).

Some of the required coursework listed under "Required Courses" and "Business Courses" have graduate level prerequisite coursework. 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 the prerequisite requirements. Below are the graduate level prerequisite courses and their undergraduate equivalent courses which may be used to satisfy the prerequisite requirements as stated in the course descriptions:

- ACCT - 6100 Foundations of Accounting (3) (Undergraduate equivalent courses include ACCT-2110 and ACCT-2111)
- ECON - 6100 Foundations of Economics (3) (Undergraduate equivalent courses include ECON-2301 and ECON-2302)
- MGMT - 6700 Foundations of Managerial Statistics (3) (Undergraduate equivalent courses include MATH-2100 and BUS-3700)

Required Courses (24 Hours)

- MGMT - 7300 Human Resource Management Strategies (3)
- MGMT - 7310 Strategic Organizational Staffing (3)
- MGMT - 7320 Strategic Human Resource Development Systems (3)
- MGMT - 7330 Human Resources Analytics And Performance Management (3)
- MGMT - 7340 Strategic Human Resource Compensation (3)
- MGMT - 7500 Organization Behavior in the Global Context (3)
- MGMT - 8300 Labor Management Relations (3)
or
- MGMT - 8301 Legal Issues in HRM (3)
- MGMT - 8500 Leadership Dynamics (3)

Final Project (3 Hours)

- MGMT - 8910 Integrative Human Resource Management Strategies (3)

Business Courses (9 Hours)

Students are required to select nine hours (3 courses) from the list below. Business selectives prepare students to work with functional managers to meet their people management and related advisory needs. *Select three of the following courses:*

- MGMT - 7200 Problems in Business Ethics (3)
- MGMT - 7400 Operations Management Strategies & Techniques (3)
- MGMT - 7600 International Business (3)
- MGMT - 7601 IHRM (3)
- MGMT - 8880 Internship (3)
- FIN - 7101 Financial Management (3)
- MKTG - 7100 Strategic Marketing (3)
- MIS - 7101 Information Systems and Technology (3)

Total Credit Hours: 36 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 middle and top level 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 GovState is offered as both a face-to-face or a fully online and highly interactive general management program. Students in the face-to-face program are required to select a specialization at the time of application. Students opting for the Supply Chain specialization will complete all courses online. Other specializations

are Finance, Leadership, Business Analytics, and General Management. Many of the courses offered in these specialization are available online. All courses are taught by accessible and dedicated full-time faculty members who are experts in their fields.

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. five years of relevant full-time work experience, with a minimum of 2 years as a manager or an individual contributor with responsibility for resources such as people, budgets, and equipment. Waiver requests will be reviewed and approved on a case by case basis upon verification and committee approval; or
4. meet the requirement for Guaranteed Admission to the MBA (**GAMBA**) program for GovState 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 GovState with a minimum of 3.25 GPA 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.

5-Year MBA Admission Requirements - Special Sequence for students enrolled in the GovState Business Administration, BA

The 5-Year MBA will prepare students for middle management positions in various industries. Students will earn their BA degree at GSU after completing 120 credit hours and their MBA degree after completing 36 credit hours. Students will have the option of concentrating in any of the BA concentration areas (Entrepreneurship, Finance, Human Resource Management, Management, Management Information System, Marketing and Operations, and Supply Chain Management) and to specialize in any of the MBA specialization areas (Business Analytics, Supply Chain Management, Finance, Leadership, or General Management specialization) in their 5th year of study. Students admitted through the 5-Year MBA track, will be required to complete 2 internships or similar experiential projects, to help them acquire relevant work experience. **Undergraduate Business Administration majors at Governors State University may elect to enroll in this track, once they have reached "junior" status.** Admission requirements include:

1. Minimum 3.25 GPA in all GSU undergraduate course work, including transfer credits, with no grade lower than a "C" in any course;
2. Minimum of 60 hours of GovState and transfer credit course work successfully completed (meaning no grade lower than a "C");
3. Completion of 4 courses (12 hours) with a minimum GPA of 3.25 from the following: ECON - 3404 Managerial Economics: The Economics of the Firm (3), FIN - 3110 Principles of Financial Management (3), MIS - 3101 Management Information Systems (3), MGMT - 3400 Production and Operations Management (3), MGMT - 3500 Organizational Behavior (3), BUS - 3700 Business Statistics (3).
4. Apply in the first semester after acquiring "junior" status and include a statement of intent, letters of recommendation, and a current resume.

Students interested in pursuing this track should meet with their Undergraduate Academic Advisor to assure that the program of study reflects this 5-Year MBA option.

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 College of Business 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 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 "B" 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 15 graduate credit-hours (beyond foundation and prerequisite coursework) and successful completion of both Professional Development

Seminar I and Professional Development Seminar II. 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.

Program Competency Goals

Upon graduation, students should be able to:

- Business Knowledge: Integrate knowledge and skills across various functional areas of business.
- Analytical and Critical Thinking: Determine solutions to business challenges by applying technology.
- Responsible Leadership: Assess and analyze the potential impact of ethical issues in business contexts.
- Global Perspective: Evaluate, and propose solutions to, complex global business challenges.

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

Students are required to have earned a "B" in an undergraduate course in the following:

1. calculus - MATH - 2281 Applied Calculus (4) or equivalent; or MATH - 2109 Finite Mathematics (3) and BUS - 2200 Quantitative Methods in Business and Economics (1); and
2. written communications (ENGL- 1010 Writing Studies II or equivalent) or BUS-3200 Business Communications
3. Oral Communication - COMM-1000 Public Discourse or equivalent.

Admitted students may be required to complete any of the GSU courses, if necessary.

Foundation Courses (9 Hours Required):

***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. Completed Undergraduate courses (with a grade of "B" or higher) that may be used to opt out of a foundation course are noted below:**

- **ACCT-6100 Foundations of Accounting (3); (ACCT 2110 and ACCT-2111) or Equivalent**
- **ECON-6100 Foundations of Economics (3): (ECON-2301 and ECON-2302) or Equivalent**
- **MGMT-6700 Foundations of Managerial Statistics (3): (MATH-2100 and BUS-3700) or Equivalent**

Required Courses (25 Hours)

- MGMT - 7100 Professional Development Seminar (1)

- ACCT - 7101 Strategic Management Accounting (3)
- ECON - 7500 Managerial Economics and Forecasting (3)
- FIN - 7101 Financial Management (3)
- MGMT - 7400 Operations Management Strategies & 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)

Specialization (9 Hours)

A student has two options: (1) select a specialization from among those listed below; (2) select nine hours from any College of Business courses numbered 7000 or above to customize a specialization.

Specialization Options:

a. Business Analytics

The business analytics specialization enables students to leverage the power of big data to gain actionable business insights and improve decision-making.

- BAN - 7101 Business Analytics (3)
- BAN - 8101 Predictive Analytics (3)
- MIS - 7401 Database Development and Application (3)

b. Finance

The finance specialization prepares students for the challenges of leadership positions in business, government, and industry as they relate to the functional area of 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. Leadership

The leadership specialization prepares students for leading people, groups, teams, and organizations to meet individual and organizational goals. *Select three of the following courses:*

- MGMT - 7200 Problems in Business Ethics (3)
- MGMT - 7320 Strategic Human Resource Development Systems (3)
- MGMT - 8500 Leadership Dynamics (3)
- MGMT - 8530 Managing Change and Innovation in Complex Organizations (3)

d. Supply Chain Management (Delivered 100% Online)

The supply chain management specialization assists you in identification, acquisition, access, positioning, and management of resources an organization requires to meet its strategic goals. Select three from the courses below:

- MGMT - 8400 Global Supply Chain Management (3)
- MGMT - 8401 Lean Six Sigma for Supply Chain (3)
- MGMT - 8410 Logistics, Transportation and Warehouse Management (3)
- MGMT - 8430 Strategic Procurement and Materials Management (3)
- MGMT - 8440 Project Management (3)
- MGMT - 8460 Operations Planning and Inventory Management (3)

e. General Management (Delivered 100% online)

The Specialization will be taught 100% online. The general management specialization prepares you for the role of a general manager in a business or nonprofit organization in dynamic contexts. Select three of the following courses:

- MGMT - 8500 Leadership Dynamics (3)
- MGMT - 8530 Managing Change and Innovation in Complex Organizations (3)
- MGMT - 8540 Power, Politics and Organizational Culture (3)
- MGMT - 8551 Risk Analysis for the General Manager (3)
- MGMT - 8560 Organizational Theory and Design (3)

Total - 46 Hours*

* Note: The 46 hours (Graduate Core and Selectives). Includes the 9 hours of Graduate Foundation that may be waived on a course-by-course basis with adequate 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 foundation requirements.

Graduate Certificate

General Management Graduate Certificate

A graduate certificate targeting entry level managers (and above) and individuals with at least 2 years of experience in a supervisory role in any industry and sector i.e. public, nonprofit (including educational institutions at all levels) and private. Certificate is open to individuals with an undergraduate degree from a regionally accredited university regardless of major. Graduates will acquire advanced skills, knowledge and competencies in managing their career, people, teams, and operations while acquiring insights into the role of the marketing and information technology functions in delivering an organization's mission.

Admission Materials

To be considered for admission, applicants must hold a bachelor's degree from a regionally accredited college or university. Previous academic history, letters of recommendation, demonstrated motivation and aptitude to undertake graduate-level work, and professional experience are all taken into consideration. To apply:

- Minimum 3.0 cumulative GPA from a regionally accredited university in any undergraduate degree major
- Transcripts from each undergraduate and graduate degrees completed

- Professional resume
- One letter of recommendation
- Complete online application

Prerequisite Competency

Written communication. Undergraduate course in written composition (English Composition and Speech Communication) or business communication

Certificate Requirements

Completion of all required courses with an overall B minimum; a maximum of one C grade is permissible.

Required Courses (16 Hours)

- MGMT - 7100 Professional Development Seminar (1)
 - MKTG - 7100 Strategic Marketing (3)
 - MIS - 7101 Information Systems and Technology (3)
 - MGMT - 7300 Human Resource Management Strategies (3)
 - MGMT - 7400 Operations Management Strategies & Techniques (3)
 - MGMT - 7500 Organization Behavior in the Global Context (3)
- Total 16 Hours

College of Education and Human Development

Shannon Dermer, Dean

Faculty in the College of Education and Human Development

Division of Education and Leadership

Marlon Cummings, Chairperson

Professors

Tim Harrington

Steven Russell

Xiaobo She

Associate Professors

David Conrad

Matt Cooney

Marlon Cummings

Katy Hisrich

Glenna Howell

Jeannine Klomes

Megan McCaffrey

Lisa Pennington

Li-Wei Peng

Amy Vujaklija

Assistant Professors

Mina Chun

Christopher Dignam

Amy Kelly

Cheun-Yeong Lee

Quincy Martin III

Steven Sharp

Lecturers

Judy Cunningham
Siobhan Dalrymple
Dorothea Fitzgerald
Raquel Herrera-Byrne
Saundra Mickles
Kimberly Peterz
Evie Plofsky

Professor Emeritus

Sondra Estep

Visiting Professor

Erin Thomson

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Vicki Gregory, Administrative Assistant

Division of Psychology and Counseling

Danel Koonce, Chairperson

Professors

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Patricia Robey

Associate Professors

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Sasha Cervantes
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Danel Koonce
Timothy Pedigo

Lamise Shawahin

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Maria Valgoi

Leonis Wright

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Eman Tadros

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Lecturers

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Bonnie Dickey

Amanda Evans

Vic Fuller

Kim Jaroszewski

Molli E. Mercer

Jennifer Miroballi

Tracey Kim Snow

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Naomi Fenton, Graduate Advisor

College Support

Amy Vujaklija, Director

Melinda Elliot, Assessment Coordinator

Professor Emeritus for the College Education and Human Development

Marcus Ahmed

Joanne Anania

Jane Andringa

Rachel Berg

Linda Buyer

Jon Carlson

JP Dave

Sandi Estep

Jeff Kaiser

Diane Kjos

David Matteson

Karen Peterson

Suzanne Prescott

Robert Press

Linda Proudfit

Vinicio Reyes

Colleen Sexton

Sandra Whitaker

Addison Woodward

Leon Zalewski

Undergraduate Programs Overview

The College of Education and Human Development prepares teachers and psychology related professional 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). Students seeking licensure for the Middle Grades will find information within the Elementary Education Program. In addition, the College of Education and Human Development offers a Bachelor of Arts program in Psychology 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 and Human Development 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 detailed in the [Admission Information](#) section of this catalog and found at website <http://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 (which includes Middle Grades licensure), Early Childhood Education, and post-baccalaureate licensure in Early Childhood Education, Secondary Science, Secondary Mathematics, Secondary English Education, Secondary Social Science, and endorsements in Bilingual/ESL, and Special Education through certificates or course requirements. The Educational Preparation Provider Unit (EPPU) of the College of Education and Human Development is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is approved by the Illinois State Board of Education (ISBE) to offer programs of study leading to the licensure, endorsements, and designations detailed in the [Licensure of Teachers and Other School Professionals](#) section of this catalog. The Secondary Education Program details are found in the [College of Arts and Sciences](#) section of this catalog as the secondary programs are strongly aligned to content within the licensure discipline.

Degree Requirements for Undergraduate Programs

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

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

Graduate Programs Overview

The College of Education and Human Development prepares counselors, psychologists, teachers, and school administrators to function effectively in a variety of instructional, guidance and counseling, and leadership roles. 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 and Human Development offers two doctoral programs: a Ph.D. in Counselor Education and Supervision and an Ed.D. in Interdisciplinary Leadership.

The graduate programs in School Counseling, School Psychology, and Educational Administration (Principal Leadership at MA Level and Superintendent in the Ed.D. for Interdisciplinary Leadership) 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 Educational Preparation Provider Unit (EPPU) of the College of Education and Human Development is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is approved by the Illinois State Board of Education (ISBE) to offer programs of study leading to the licensure, endorsements and designations detailed in the Licensure of Teachers and Other School Professionals section of this catalog. The Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

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 and Leadership

Bachelor's Degree Programs

Early Childhood Education, B.A.

The College of Education and Human Development offers an undergraduate major in Early Childhood Education that prepares future teachers for teaching children birth through age eight with three study track options: Option 1 (licensure), 2 (Director's Credential, non-licensure) and 3 (licensure for the incumbent workforce). Students in each option obtain a bachelor's degree in Early Childhood Education. Students in each option who successfully complete the program earn a Bachelor's degree in Early Childhood Education. Students in Option 1 and 3 are eligible to apply for a teaching license, while students in Option 2 are not able to apply for a teaching license. Options 1 and 3 are approved by the Illinois State Board of Education (ISBE) for recommendation of Initial Licensure in Early Childhood Birth - 2nd Grade by entitlement. Students must meet other requirements for licensure as listed in the Licensure of Teacher and Other School Professionals section of the catalog.

Option 1 and 2: The baccalaureate degree in Early Childhood Education is offered for traditional candidates in a mostly face-to-face format. Courses in option 1 and 2 are offered predictably in the daytime, evening, and online over a period of four fall/spring semesters and one summer, enabling candidates who wish to be employed part- or full-time until their final semester, which consists of full-time student teaching or practicum.

Option 3: An alternative pathway to the B.A. in Early Childhood Education and licensure is offered through our Incumbent Workforce Program for candidates employed as teachers in a childcare center or as a paraprofessional in a school with which we have established a Memoranda of Understanding (MOU). These agreements with partner school districts permit candidates to continue their work in schools during the day while completing evening/online/hybrid classes over a period of five fall/spring semesters and two summers. Through the MOU, the school agrees to provide all required clinical experiences and supervision for their candidate. This slower-paced program permits candidates to maintain the highest quality in their work as early childhood teachers or paraprofessionals, as well as in their course and clinical work toward Early Childhood licensure. Individuals interested in this program should contact the program advisor.

Degree and Certifications

Earned degree and certifications for each option are as follows:

Option 1 (licensure) and Option 3 (licensure for the incumbent workforce)

- Bachelor's degree in Early Childhood Education
- Illinois Professional Educator License (PEL) with endorsements:
 - Early Childhood Education (Birth to Grade 2)
 - ESL (K-12)
 - Early Childhood Special Education Approval

- *Gateways to Opportunity* credentials:
 - Early Childhood, Level 5
 - Infant/Toddler, Level 3

Option 2 - Director's Credential (non-licensure)

- Bachelor's degree in Early Childhood Education
- *Gateways to Opportunity* credentials:
 - Early Childhood, Levels 1-5
 - Infant/Toddler, Levels 1-3
 - Director, Level 1

Program Requirements

All candidates in this program (Option 1, 2, and 3) must complete 49-52 hours of General Education coursework, 12 hours of Introductory coursework, 42 hours of Professional Education coursework, and 18 hours of Teacher Specialization coursework (ESL) to meet the 121 minimum credit hours for graduation. All options require over 300 hours of clinical experience in the field, in addition to student teaching or practicum.

Program Learning Outcomes

- Apply educational learning theory and research to practical classroom settings.
- Create welcoming, safe, and organized classroom learning environments that support their individual growth and achievement.
- Integrate standards, best practices, and principles of cultural competency into early childhood educational planning, teaching, and learning.
- Evaluate, reflect, and critique their own course and fieldwork with the intention of improving their practice.
- Build meaningful relationships with instructors, peers, educational professionals, and children to promote community, collaboration, and positive social change.

Admission to Teacher Education

After meeting the university admission requirements, students must meet the following additional requirements to become a candidate in the Early Childhood Education program:

- be admitted to Governors State University and be in good academic standing;
- present official transcripts showing a cumulative G.P.A. of 2.5 or higher on a 4.0 scale in all undergraduate work attempted from a 2 or 4 year institution;
- must earn a grade of at least a "C" in all general education courses used for program requirements;
- must earn a grade of at least a "B" or better in identified transferable teacher education courses. Identified courses must have been taken within six years of admission to GSU;
- receive a positive recommendation from the Early Childhood Education faculty;

Degree Requirements:

Candidates must meet all university requirements for a bachelor's degree, except candidates not part of the Early Childhood Consortium (Options 1 and 2) must complete the 49-52 hour General Education requirement for teacher licensure instead of the University General Education requirement.

Candidates must also:

- attain a GPA of 2.75 or better in all General Education coursework, earning a grade of at least a "C" in all courses;
- attain a GPA of 3.0 or better in all Professional Education coursework, earning a grade of at least a "B-" in all courses;
- attain a GPA of 3.0 or better in all Teaching Specialization (ESL) coursework, earning a grade of at least a "B-" in all courses;
- complete all course work at Governors State University within five calendar years;
- successfully complete all key assessments
- successfully complete all field experience hours and assessments
- receive a positive rating on Summative Student Teaching Evaluation (or Practicum Evaluation for Option 2) with a grade of at least a B-
- Earn a passing score on the edTPA or CPast assessment (Option 1 and 3 only)
- complete and submit the GovState approved Criminal Background Check and trainings (FERPA, Mandated Reporting, Behavior Intervention/Conflict Resolution, and Emergency Response) prior to the initial field experience in the schools. Some assigned field site locations may, due to state licensing, require students to submit a brief physical exam, including a TB test, as well as a fingerprint background check;
- earn satisfactory scores on assessments of professional dispositions; demonstrate professional dispositions in all interactions with faculty/staff and students, as well as teachers and children in schools during field experiences
- be in good standing with the university and program
- maintain satisfactory candidate progress as defined in the Early Childhood Education Program Handbook;
- remain in positive progression via the Early Childhood Education Student Progress Committee

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 Undergraduate Early Childhood Education Student Handbook.

To continue in the program, candidates must earn a grade of "B" or better in all coursework. Candidates can be dismissed from the program for not earning a grade of "B" or better in all program coursework, as well as for dispositional and professionalism issues.

The faculty may permit a candidate to continue conditionally. In such cases, faculty reviews of the candidate's records 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, other faculty, etc.) each semester, and the students are informed accordingly of the conditions necessary for them to be transferred to good standing status. When conditions are met, the candidates are transferred to good standing status. Conditional continuation is an option for program decisions. Candidates neglecting to meet state requirements for teacher licensure are not eligible to progress conditionally.

Admission to Student Teaching (Options 1 and 3) or Practicum (Option 2)

Before enrolling in student teaching or practicum, candidates must:

- Complete at least 49-52 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;
- 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 course
- Complete all coursework (BBED courses) in the Teaching Specialization (ESL) with a G.P.A. of 3.0 or higher, with a grade of "B" or better in each course
- Complete and document a minimum of 100 clock-hours of pre-student teaching field experiences;
- Receive a positive recommendation from Early Childhood Education faculty.
- For Option 1 only: verify successful completion of the Early Childhood Content Area (107) Exam of the Illinois Certification Testing System

Option 1 candidates: A student teaching application certifying that the first six of these requirements have been met must be submitted to the Coordinator of Field Experiences by the provided deadline. Candidates should work with their Program Advisors in preparing this application.

Option 2 candidates: Finding a placement for practicum and either taking or registering for EDEC4820 must be completed the semester before starting practicum.

NOTE: Student teaching is not offered during the summer session. Practicum may or may not be offered during the summer session.

Teacher Licensure Requirements - ISBE (Option 1 and 3)

In order to obtain a teaching license and any endorsements, candidates must complete the degree and program requirements listed. Candidates must also meet the requirements listed in the Licensure of Teachers and Other School Professionals section of this catalog. Candidates are responsible for submitting all documentation to the Illinois State Board of Education (ISBE). To be recommended for licensure by Governors State University, candidates must:

- apply for licensure within 6 months of completing the program;
- complete and provide documentation for at least 300 hours of clinical field experiences (not including student teaching)
- complete and provide documentation for all Professional Education and Teaching Specialization (ESL) coursework with a grade of at least a "B-" in all program coursework, including EDEC 4999 Student Teaching;
- earn a passing score on the edTPA portfolio or C-Past evaluation;
- earn a passing score on the ILTS Early Childhood Content Area Exam, prior to student teaching

Degree Requirements

General Education Requirement for Options 1 and 2 (49-52 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 courses should be taken at the lower-division level.

The General Education requirements listed below meet the criteria towards a degree from Governors State University and the criteria for a teaching license from the Illinois State Board of Education (ISBE).

- Math: 6 hours

- Science: 10 hours (3 life, 3 earth, 3 physical, 1 lab)
 - Life Science: Biology
 - Earth Science: Astronomy, Geography, Geology
 - Physical Science: Chemistry, Physics
 - Science Lab: Physics, Chemistry, Biology
- Written communication: 6 hours
- Oral communication/speech: 3 hours
- Health: 3 hours
- World Geography: 3 hours
- Psychology: 3 hours
- American Government: 3 hours
- U.S. History: 3 hours
- Interdisciplinary Humanities: 3 hours
- Literature: 3 hours
 - Children's Literature
- Fine Arts: 3 hours
- *Non-Western Humanities or Third World Culture: 3 hours (only if not counted elsewhere)

NOTE: At least one three-credit course must be taken in non-Western or Third World cultures from either humanities or social science.

General Education Coursework - Option 3

- 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;
- Health: one course (3 semester hours);
- Humanities and Fine Arts: three courses (9 semester hours) with ENGL-2131 and 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.

Coursework for Early Childhood Education - Option 1 and 3

Professional Education Coursework for Option 1 and 3 (54 Hours)

- EDUC - 2310 Foundations of Education (3)
- EDUC - 2330 Educational Psychology I: Growth and Development of Children and Adolescents (3)
- SPED - 2100 Survey of Students with Exceptionalities (3)
- EDCP - 2101 Introduction to Educational Technology (3)
- EDEC - 3099 Developmentally Appropriate Practices In ECE (4)
- EDUC - 3410 Classroom Management (1)
- EDUC - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)
- EDEC - 3570 Assessment And Differentiated Instruction In Early Childhood (3)
- EDEC - 3590 STEAM In Education (3)
- EDEC - 4550 Family, Community, And Culture (3)

- EDEC - 4551 Field Experience I, Infant, Toddler, And Family (1)
- EDEC - 4560 Curriculum, Literacy, & Exceptional Learners In Preprimary Grades (3)
- EDEC - 4561 Field Experience 2, Preprimary (1)
- EDEC - 4570 Literacy In Early Childhood Education (3)
- EDEC - 4571 Field Experience 3, Literacy In Primary (1)
- EDEC - 4580 Mathematics, Science, Social Studies In Early Childhood Education (3)
- EDEC - 4581 Field Experience 4, Mathematics, Science, And Social Studies (1)
- EDEC - 4999 Student Teaching in Early Childhood Education (12)

Teacher Specialization Coursework (ESL) for Option 1 and 3 (18 Hours)

- BBED - 4501 Teaching English as a Second Language (3)
- BBED - 4520 Foundations of Bilingual and ESL Education (3)
- BBED - 4525 Assessment of Language Minority Students (3)
- BBED - 4530 Methods and Materials for Teaching in Bilingual Programs (3)
- BBED - 4538 Cross-cultural Education (3)
- BBED - 4977 Reading Strategies in the Bilingual and ESL Classroom (3)

NOTE: Option 1 incorporates at least 100 clock-hours of clinical experience required for Illinois State teacher licensure, prior to student teaching.

Coursework for Early Childhood Education - Option 2

Professional Course Work Requirement for Option 2 (60 Hours)

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

- EDUC - 2310 Foundations of Education (3)
- EDUC - 2330 Educational Psychology I: Growth and Development of Children and Adolescents (3)
- SPED - 2100 Survey of Students with Exceptionalities (3)
- EDCP - 2101 Introduction to Educational Technology (3)
- EDEC - 3099 Developmentally Appropriate Practices In ECE (4)
- EDUC - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)
- EDEC - 3570 Assessment And Differentiated Instruction In Early Childhood (3)
- EDEC - 3590 STEAM In Education (3)
- EDEC - 4470 Guidance of Young Children (3)
- EDEC - 4550 Family, Community, And Culture (3)
- EDEC - 4551 Field Experience I, Infant, Toddler, And Family (1)
- EDEC - 4560 Curriculum, Literacy, & Exceptional Learners In Preprimary Grades (3)
- EDEC - 4561 Field Experience 2, Preprimary (1)
- EDEC - 4570 Literacy In Early Childhood Education (3)
- EDEC - 4571 Field Experience 3, Literacy In Primary (1)
- EDEC - 4580 Mathematics, Science, Social Studies In Early Childhood Education (3)
- EDEC - 4581 Field Experience 4, Mathematics, Science, And Social Studies (1)
- EDEC - 4820 Leadership and Management in Early Childhood (3)
- EDEC - 4899 Practicum in Early Childhood (3-9)

Teacher Specialization Coursework for Option 2 (18 Hours)

- BBED - 4501 Teaching English as a Second Language (3)
- BBED - 4520 Foundations of Bilingual and ESL Education (3)
- BBED - 4525 Assessment of Language Minority Students (3)
- BBED - 4530 Methods and Materials for Teaching in Bilingual Programs (3)
- BBED - 4538 Cross-cultural Education (3)
- BBED - 4977 Reading Strategies in the Bilingual and ESL Classroom (3)

NOTE: *Note: Option 2 incorporates at least 100 clock-hours of clinical experience prior to practicum.

Academic Advising

From admission to graduation, your academic advisor is your partner towards success. The Division of Education provides professional academic advisors to serve the needs of all of its candidates. Your program's academic advisor is the ideal first contact for:

- individuals considering transfer into this degree program
- newly admitted candidates who need to develop a plan of study, including evaluation of transfer credits
- continuing candidates who have questions or comments on program policies, procedures, and requirements
- individuals considering transfer into this degree program.

Contact Information

Undergraduate Academic Advisor for Early Childhood Education: Eileen Lally

Office: C3388

Phone: 708-534-4399

Email: elally@govst.edu

Advisor Expectations

Your advisor is here to answer any questions you have and help you navigate the requirements needed for the program. Your advisor will:

- Review your application and transcripts, as well as help you with transferring credits
- Communicate the programs curriculum, requirements, policies and procedures
- Determine your study plan based on course offerings and program schedule, including personal schedules
- Provide you with an outline of your program and courses
- Help you with registering for classes
- Encourage and support you in fulfilling your academic goals

Student Expectations

Once you are admitted, make sure you reach out to your advisor for guidance throughout your program. Students are responsible for talking to their advisor regularly and keeping up with their study plan. As a student, you are expected to carry out the following responsibilities to ensure you receive the adequate advising services you need for success:

- Keep track of all of your advising materials
- Come to advising appointments prepared with questions

- Fully understand your degree requirements and how to access university and program policies and procedures
- Be fully aware of all deadlines. Check the University Academic Calendar regularly
- Accept responsibility for your actions, decisions, and academic performance
- Check your GovState email regularly

Information and guidelines about advising can be found at Academic Advising at GSU.

Elementary Education, B.A.

The College of Education and Human Development offers the undergraduate major in Elementary Education leading to the B.A. in Elementary Education and an Illinois Professional Educator License (PEL) in elementary grades (1-6). Elementary Education majors may also pursue dual licensure at the middle grades (5-8) level with an additional 3-credit methods course in the area of the teaching specialization (English Language Arts, Mathematics, Science, Social Sciences). Required general education courses expand candidates' knowledge of the subject matter content in elementary school curricula while professional education courses provide preparation for teaching and an understanding of students' development and learning. Our program, nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP), includes a combination of classroom instruction, intensive pre-student teaching field experiences, and 15-week semester of supervised full-time student teaching.

The baccalaureate degree in Elementary Education is offered in a primarily face-to-face daytime program. Professional education courses are scheduled predictably, two-three days per week, over a period of four fall/spring semesters and one summer, enabling candidates to be employed part- or full-time if they wish until their final student teaching semester.

Program Learning Outcomes

The Elementary Education faculty have adapted the standards of our national accrediting body, the Council for the Accreditation of Educator Preparation (CAEP), as the goals for our program graduates. Our Elementary Education graduates will develop and apply these skills, abilities, and pedagogically sound practices:

- **Understanding and Addressing Each Child's Developmental and Learning Needs.** Candidates will use their understanding of child growth and development, individual differences, and diverse families, cultures, and communities to plan and implement inclusive learning environments, providing each child with equitable access to high quality learning experiences that allow them to meet high standards. They will work collaboratively with families to gain a holistic perspective of children's strengths and needs and how to motivate their learning.
- **Understanding and Applying Content and Curricular Knowledge for Teaching.** Candidates will demonstrate and apply understandings of major concepts, skills, and evidence-based best practices as they interpret disciplinary curricular standards and related expectations within and across the content areas of literacy, mathematics, science, social studies, creative arts, health, and physical education.
- **Assessing, Planning, and Designing Contexts for Learning.** Candidates will assess students, plan instruction, and design classroom contexts for learning. Candidates will use formative and summative assessments to monitor students' learning and guide instruction and will plan learning activities to promote a full range of competencies for each student. They will differentiate instructional materials and activities to address all learners' diversities. Candidates will foster engagement in learning by establishing and maintaining social norms for classrooms and will build interpersonal relationships with students that generate motivation and promote social and emotional development.
- **Supporting Each Child's Learning Using Effective Instruction.** Candidates will make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices employing print and appropriate digital resources. Instruction will be delivered using a cohesive sequence of lessons and employing effective

instructional practices, including explicit instruction, effective feedback, whole class activities as well as flexible grouping arrangements, and individual instruction to support effective instruction and improved learning for every child.

- Developing as a Professional. Candidates will promote the learning and development of every child through the candidates' participation in reflective self-study, opportunities for problem-focused professional learning, as well as more general involvement in the professional community. Candidates will work independently and collaboratively with families, communities, and other education professionals to help every learner succeed. Candidates will exhibit academic integrity and high ethical standards.

Candidate Handbook

Additional information is available in the Elementary and Middle Grades Education Program Handbook.

Admission to Teacher Education

After meeting the university admission requirements, students must meet the following requirements to become a candidate 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 3.0 or higher in all undergraduate work attempted;
- earn a grade of "B-" or better in EMED-3321 Effective Teaching for Diverse Students and Effective Teaching Laboratory (4) and EMED-3333 Educational Linguistics (3) taken at Governors State University;
- submit an application for teacher candidacy; and successfully complete the GovState-approved Criminal Background Check, FERPA, DCFS, and all other required trainings prior to initial field experience in the schools (Note: Some field sites may also require students to provide a report of a brief physical exam, including a TB test, as well as to submit to the school's own fingerprint background check);
- demonstrate professional dispositions through classroom interactions and/or interviews with faculty/staff; receive a positive recommendation from the Elementary Education faculty to continue in the program.

For more information on the criminal background check, please contact the Director of Educator Preparation in the Division of Education and Human Development. Consult with the Elementary Education advisor for information concerning related GovState policies and procedures.

Candidate Progress

The Elementary Education faculty monitor and evaluate candidate progress continually. The section entitled "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 and Middle Grades Education Program Candidate Handbook;

Conditional Continuation

The Elementary Education faculty may permit a candidate to continue conditionally. In such cases, faculty review the candidate's records to identify evidence that the candidate is likely to be successful in the program. Candidates are informed in writing of the conditions necessary for them to be transferred to good standing status. The status of a candidate allowed to continue conditionally is reviewed by the faculty each term. When conditions have been met, the candidate is informed in writing of the transfer to good standing status.

Consequences for failing to meet established and agreed upon conditions for continuation may include dismissal from the program. Candidates will not be admitted to student teaching unless they are in good standing status.

Teacher Licensure Requirements - Illinois State Board of Education

Our nationally CAEP-accredited program is approved by the Illinois State Board of Education (ISBE) for recommendation of the Professional Educator License endorsed in Elementary Grades (1-6) by entitlement. To be recommended for licensure by Governors State University, candidates must:

- complete 49-51 credits of general education earning the designated GPA; complete 66 credits of professional education course work in Elementary Education with a grade of at least a B- in every course, including EMED-4999 Student Teaching;
- complete 18 credits in an area of teaching specialization, Bilingual Education, ESL Education, English/Language Arts, General Science, Mathematics, Social Science;
- pass, prior to student teaching, the Illinois Licensure Testing System Elementary (Grades 1-6) Education Content Test (305) and any other state required examinations.

Admission to Student Teaching

All general education, professional education, and teaching specialization course work as well as the Illinois Licensure Testing System Elementary Content Test must be completed before the candidate's student teaching semester begins. For those students who intend to student teach in a content area at the middle-grades level, all middle grades endorsement requirements must also be completed before the student teaching semester. Note that students who elect a teaching specialization in Bilingual Education or ESL Education must have completed additional requirements (see below).

To be admitted to student teaching, candidates must:

- complete all professional education courses with a grade of B- or better; complete the 49-51 credits of general education requirements with a GPA of 2.75 or higher;
- document 100 clock hours of pre-student teaching field experiences in conjunction with required professional education courses (Note: For candidates electing a teaching specialization in ESL Education, an additional 100 clock hours of field experience must also be documented (200 total hours of required field experience). For candidates electing a teaching specialization in Bilingual Education, an additional practicum is required, and an additional 100 hours of field experience must also be documented (300 total hours of required field experience));
- complete the required 15 credits in the teaching specialization content with a GPA of 2.75 or higher and the related methods course with a grade of B- or better; receive a positive recommendation from the Elementary Education faculty;
- and verify successful completion of the Elementary Grades (1-6) Content Test (305) of the Illinois Licensure Testing System, and if appropriate, the Middle Grades (5-8) Content Test in English Language Arts (201); Middle Grades (5-8) Test in Mathematics (202); Middle Grades (5-8) Test in Science (203); or Middle Grades (5-8) Test in Social Science (204). There is no required content test for the ESL Education teaching specialization; however, there is a language content test for candidates with a teaching specialization in Bilingual Education (Foreign/World Language Content Area Test, test code number varies by language); submit a Student Teaching Application to studentteachingapplications@govst.edu by February 1 for spring student teaching placement and October 1 for fall student teaching placement in accordance with the Schedule of Important Dates.

Candidates must verify for the Director of Educator Preparation that each of these requirements has been met by June 1 of the semester preceding fall student teaching and by November 1 of the semester preceding spring student teaching. Candidates must work with the program advisor in preparing the application for student teaching one year prior to the student teaching experience.

Note: Student teaching is not offered during the summer session.

Degree Requirements

Candidates must meet all university requirements for a bachelor's degree, except candidates must complete the 49-51 hour General Education Requirement for the Professional Educators License with an Elementary Endorsement (Grades 1-6) instead of the University General Education Requirement.

Candidates must also:

- * earn a grade of B- or higher in all professional education courses (66 hours required).
- * maintain a G.P.A. of 2.75 or higher in all general education courses (49-51 hours required).
- * maintain a G.P.A. of 2.75 in the required 15 credits of the teaching specialization courses and earn a grade of B- or better in the related methods course.
- * complete at least one three-hour course in non-Western or Third World cultures.
- * complete all course work at GSU within five calendar years or demonstrate that older coursework addressed currently taught theories and research.
- * maintain satisfactory candidate progress as defined in the *Elementary and Middle Grades Education Program Candidate Handbook*.
- * receive a positive recommendation from the Elementary Education faculty.

General Education Requirement for the Professional Educators License with an Elementary Endorsement (Grades 1-6): 49-51 Hours

Course work acceptable for meeting these requirements must be college level work and may not include remedial courses even if college credit has been 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. Students will complete:

- Written Communication (6 Hours)
- Oral Communication (3 Hours)
- Biological Science, Physical Science, Earth Science, and at least one 1 hour laboratory associated to at least one science lecture course (10-12 Hours)
- Mathematics (9 Hours)
- Social and Behavioral Sciences (9 Hours)
- Humanities (9 Hours)
- Fine Arts (3 Hours)

Please see the General Education Course Section for a list of courses that meet these requirements.

Teaching Specialization: 18 Hours

In consultation with a program advisor, candidates will select 18 hours of course work, in an area of specialization which includes: English, General Science, Mathematics, or Social Sciences. At least 9 specialization hours are to be upper-division courses; no more than 9 hours are to be courses also used to satisfy general education (GE) requirements; and only one 3-hour professional education (PE) methods course is to be included in this 18 hour total. Please meet with the program advisor for assistance with courses for the Teaching Specializations listed below.

Professional Education Courses for Elementary Education: 68 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: (56 Hours)

- EDUC - 3550 Applying Educational Psychology (3)
- EMED - 3199 Professional Development Seminar I: The Mindful Educator I (3)
- EMED - 3321 Effective Teaching for Diverse Students and Effective Teaching Laboratory (4)
- EMED - 3333 Educational Linguistics (3)
- EMED - 3400 Field Experience I (1-3)
- EMED - 3404 Developmental Reading in the Elementary Grades (3)
- EMED - 3405 Literacy Across the Curriculum in the Elementary Grades (3)
- EMED - 3420 Teaching the Creative Arts in the Elementary Grades (3)
- EMED - 3425 Professional Development Seminar II: 21st Century Learning (1)
- EMED - 3880 Teaching Physical Education and Health in the Elementary and Middle Schools (3)
- EMED - 4400 Field Experience II: Teaching Science, Mathematics, and Social Studies in the Elementary School (1-3)
- 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 - 4450 Language Arts Assessment and Differentiated Instruction in the Elementary Grades (3)
- EMED - 4999 Field Experience III: Student Teaching and Final 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 (5-8) Endorsement for Elementary Candidates" below and consult your advisor.)

Total: 123-135 Hours

Teaching Specializations

In consultation with a program advisor, candidates will select 18 hours of course work in the area of specialization, English, General Science, Mathematics, or Social Sciences. At least 9 specialization hours are to be upper-division courses; no more than 9 hours are to be courses also used to satisfy general education (GE) requirements; and only one 3-hour professional education (PE) methods course is to be included in this 18 hour total.

Bilingual/ESL Education

Required Courses (18 Hours)

- BBED - 4501 Teaching English as a Second Language (3)
- BBED - 4520 Foundations of Bilingual and ESL Education (3)
- BBED - 4525 Assessment of Language Minority Students (3)
- BBED - 4530 Methods and Materials for Teaching in Bilingual Programs (3)

- BBED - 4538 Cross-cultural Education (3)
 - BBED - 4977 Reading Strategies in the Bilingual and ESL Classroom (3)
- Total: 18 Hours

Total 18 Hours

English

Required Courses (15 Hours)*

- EMED - 3333 Educational Linguistics (3) (PE)
- 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 one 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)

OR

Genre Selective (3 Hours)

Select one 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 - 4500 Play Analysis (3)
- ENGL - 4550 Shakespeare's Plays (3)

***NOTE:** If recommended courses in either Selective 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 3-hour professional education (PE) methods course is included in this total. Thus, of the total 18 hours required for this specialization, 9 hours 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 the Professional Education (PE) methods course at the middle grades level (EMED - 4453 Teaching English Language Arts in the Middle Grades (3), EMED - 4455 Teaching Science in the Middle Grades (3), EMED - 4457 Teaching Mathematics in the Middle Grades (3), EMED - 4459 Teaching Social Studies in the Middle Grades (3)) 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.

Selective (6 Hours)

Select 6 additional hours of English 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 one 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 are to be courses also used to satisfy general education (GE) requirements, and only one 3-hour professional education (PE) methods course is to be included in this total. Thus, of the total 18 hours required for this specialization, 12 hours 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 the Professional Education (PE) methods course at the middle grades level (EMED - 4453 Teaching English Language Arts in the Middle Grades (3), EMED - 4455 Teaching Science in the Middle Grades (3), EMED - 4457 Teaching Mathematics in the Middle Grades (3), EMED - 4459 Teaching Social Studies in the Middle Grades (3)) 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.

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 two from the following*:

- MATH - 2100 Elementary Statistics (3)
- MATH - 2150 Discrete Mathematics (3)
- MATH - 2281 Applied Calculus (4)
- 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 above are unavailable, substitutions may be made with advisor's or coordinator's approval.

Total - 18 Hours

No more than 9 hours are to be from courses used to satisfy general education (GE) requirements, and only one 3-hour professional education (PE) methods course is to be included in this total. Thus, of the total 18 hours required for this specialization, 12 hours 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 the Professional Education (PE) methods course at the middle grades level (EMED - 4453 Teaching English Language Arts in the Middle Grades (3), EMED - 4455 Teaching Science in the Middle Grades (3), EMED - 4457 Teaching Mathematics in the Middle Grades (3), EMED - 4459 Teaching Social Studies in the Middle Grades (3)) 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.

Social Science

Required Course (3 Hours)

- EMED - 4406 Teaching Social Studies in the Elementary Grades (3) (PE)

Anthropology (3 Hours)

Select one from the following*:

- ANTH - 1100 Cultural Anthropology (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 one 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 one 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 one from the following*:

- SOC - 3150 Self and Society (3)
- SOC - 3200 Class 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 are to be courses also used to satisfy general education (GE) requirements, and only one 3-hour professional education (PE) methods course is to be included in this total. Thus, of the total 18 hours required for this specialization, 12 hours 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 the Professional Education (PE) methods course at the middle grades level (EMED - 4453 Teaching English Language Arts in the Middle Grades (3), EMED - 4455 Teaching Science in the Middle Grades (3), EMED - 4457 Teaching Mathematics in the Middle Grades (3), EMED - 4459 Teaching Social Studies in the Middle Grades (3)) 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.

Middle Grades (Grades 5-8) Licensure

Middle Grades Licensure 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)

Middle Grades Licensure 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, Elementary Education undergraduate candidates must complete all requirements for licensure in Elementary Education as well as the appropriate middle-grade-specific course 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 of this catalog.

Professional Education Courses for Middle Grades Education: 3 Hours

Select one 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. Only one Professional Education (PE) methods course at the middle grades level (EMED-4453 English Language Arts OR EMED-4455 Science OR EMED-4457 Mathematics OR EMED-4459 Social Studies), 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.

In addition to passing the Illinois Licensure Testing System Content Test for Elementary Education (305), Elementary Education candidates pursuing middle grades (5-8) endorsement must also pass the Illinois Testing Licensure System Content Test in one of the middle grades content areas:

- Middle Grades (5-8) Test in Language Arts (201);
- Middle Grades (5-8) Test in Mathematics (202);
- Middle Grades (5-8) Test in Science (203);
- Middle Grades (5-8) Test in Social Science (204).

Total Credit Hours for Elementary and Middle Grades Dual Licensure: 127 - 133 Hours

Total Credit Hours for Secondary and Middle Grades Dual Licensure: 123 - 137 Hours

Students seeking initial licensure in a Secondary content area should meet with their Academic Advisor to identify course requirements for Middle Grades endorsement.

Master's Degree Programs

Early Childhood Education, M.A.

The College of Education and Human Development offers a graduate degree in Early Childhood Education that allows individuals who have a bachelor's degree in any area to earn initial licensure with an endorsement for teaching birth to grade 2. This program is approved by the Illinois State Board of Education for recommendation of the Initial Early Childhood License by entitlement (Professional Educator Licensure in EC, Birth to Grade 2), as well as the Early Childhood Special Education Approval.

Degree and Certifications

Degree Earned

- Master of Arts (M.A.) in Early Childhood Education

Certifications Earned

- Illinois Professional Educator License (PEL)
- Early Childhood Endorsement, Birth to Grade 2
- Early Childhood Special Education Approval Endorsement, Birth to Grade 2
- Illinois Gateways Credentials
 - Early Childhood, Levels 1-6
 - Infant-Toddler, Levels 1-3

Program Expected Learning Outcomes

1. **Child Development:** Graduates should demonstrate a deep understanding of child development theories and milestones, including physical, cognitive, social, emotional, and language development, across the early childhood years at an 85% proficiency level.
2. **Curriculum Planning and Implementation:** Graduates should be able to design and implement developmentally appropriate curriculum and learning experiences that promote the holistic development of young children at an 85% proficiency level. This includes planning activities and lessons that are engaging, hands-on, and aligned with early learning standards.
3. **Play-Based Learning:** Graduates should demonstrate an understanding of the importance of play in young children's learning and be able to create and facilitate play-based learning environments that encourage exploration, creativity, problem-solving, and social interaction at an 85% proficiency level.
4. **Literacy and Language Development:** Graduates should demonstrate knowledge of effective strategies and approaches to support early literacy and language development, including phonemic awareness, vocabulary development, emergent reading and writing skills, and fostering a love for reading at an 85% proficiency level.
5. **Mathematics and Numeracy:** Graduates should be able to teach foundational mathematical concepts and skills appropriate for young children, including number sense, counting, patterns, measurement, and basic mathematical operations at an 85% proficiency level.
6. **Assessment and Observation:** Graduates should be skilled in using a variety of assessment and observation methods to gather data on children's learning and development at an 85% proficiency level. They should be able to use assessment data to inform their instruction and individualize learning experiences.

7. Inclusion and Diversity: Graduates should demonstrate an understanding and appreciate the diverse needs and backgrounds of young children and their families. They should be able to create inclusive and culturally responsive learning environments and adapt instruction to support children with diverse abilities and backgrounds at an 85% proficiency level.

8. Family and Community Engagement: Graduates should possess and demonstrate effective strategies for building positive relationships and partnerships with families and caregivers. They should be able to communicate and collaborate with families to support children's learning and well-being at an 85% proficiency level.

9. Professionalism and Reflective Practice: Graduates should demonstrate professionalism, ethical behavior, and a commitment to ongoing professional growth. They should engage in reflective practice, continuously assessing and improving their teaching practices to meet the evolving needs of young children at an 85% proficiency level.

10. Research & Skills: Graduates should demonstrate an understanding of current issues and use research to support their knowledge in the field and apply it to practice. They should be able to demonstrate graduate-level skills related to writing, technology-use, and presenting.

Admission Requirements

To be admitted into the Early Childhood Education post-BAC program, candidates must meet the university admission criteria for entry into graduate school, as well as meet these admission criteria:

- have earned a bachelor degree from an accredited university
- have earned a cumulative GPA of 2.75 or higher in all undergraduate work attempted and a grade of at least a "B-" in current graduate coursework
 - Candidates with a GPA of 2.4 to 2.74 may be considered and admitted with conditions, which means the candidate must earn a "B-" or above in all coursework during the first 2 semesters in the program in order to continue in the program.
- have completed and have earned a grade of at least a "B-" in all prerequisite coursework (EDUC 2310, EDUC 2330, ENGL 2131, EDCP 2101, SPED 2100) or evidence of currently taking the courses

Application

To apply to the ECE MA program, candidates must meet the university admission requirements. Additionally, applicants must provide:

- an application to the Early Childhood Education Program
- official transcript(s) showing a bachelor's degree and a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and a grade of at least a "B-" in current graduate coursework
- current, up-to-date, resume
- valid teaching license (PEL)

Program Requirements

All candidates in this program must complete 40 hours of program coursework at the graduate level (this does not include the 15 hours of prerequisite coursework - 5 courses) to meet the 40 credit hours for graduation. All candidates must complete over 120 hours of clinical experience in the field, in addition to student teaching. Candidates must also earn a passing score on the ILTS EC Content Exam.

Degree Requirements

Candidates must meet all university requirements for a master's degree. Additionally, candidates must also:

- attain a GPA of 3.0 or better in all Professional Education coursework, earning a grade of at least a "B-" in all courses;
- complete all course work at Governors State University within five calendar years;
- successfully complete all key assessments;
- successfully complete all field experience hours and assessments;
- receive a positive rating on Summative Student Teaching Evaluation with a grade of at least a "B-";
- earn a passing score on the edTPA or C-Past assessment;
- complete and submit the GovState approved Criminal Background Check and trainings (FERPA, Mandated Reporting, Behavior Intervention/Conflict Resolution, and Emergency Response) prior to the initial field experience in the schools. Some assigned field site locations may, due to state licensing, require students to submit a brief physical exam, including a TB test, as well as a fingerprint background check;
- earn satisfactory scores on assessments of professional dispositions; demonstrate professional dispositions in all interactions with faculty/staff and students, as well as teachers and children in schools during field experiences;
- be in good standing with the university and program;
- maintain satisfactory candidate progress as defined in the Early Childhood Education Program Handbook;
- remain in positive progression via the Early Childhood Education Student Progress Committee
- display, or be judged as developing, the dispositions expected of graduate students as listed in the section, Licensure of Teachers and Other School Professionals

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.

To continue in the program, candidates must earn a grade of at least a "B-" in all coursework. Candidates can be dismissed from the program for not earning a grade of at least a "B-" in all program coursework, as well as for dispositional and professionalism issues.

The faculty may permit a candidate 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, other faculty, 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 candidates 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. Candidates neglecting to meet state requirements for teacher licensure are not eligible to progress conditionally.

Admission to Student Teaching

All coursework must be completed before the candidate's student teaching semester begins. Candidates must also pass the Illinois Licensure Testing System (ILTS) Early Childhood Content Exam prior to student teaching. Before enrolling in student teaching or practicum, candidates must:

- submit the application for student teaching by the deadline;

- attain a GPA of 3.0 or better in all Professional Education coursework, earning a grade of at least a "B-" in all courses;
- complete and document a minimum of 120 clock-hours of clinical field experiences prior to student teaching;
- be in good standing with the university;
- receive a positive recommendation from Early Childhood Education faculty;
- earn a passing score on the Early Childhood Content Area Exam of the Illinois Certification Testing System (ILTS)

Candidacy

To qualify for candidacy, a student must:

- hold a Bachelor's degree with a G.P.A. of 2.75 or higher
- complete all prerequisite coursework equivalent to EDUC-2310, EDUC-2330, ENGL-2131, EDCP-2101, SPED-2100, earning a grade of "B" or better
- have Criminal Background Check clearance (from GovState approved site)
- complete all trainings within 6 months of application (FERPA, mandatory reporting, and emergency response)
- display, or be judged as developing, the dispositions expected of graduate students as listed in the section, Licensure of Teachers and Other School Professionals
- be recommended for candidacy by the Early Childhood Education program faculty

Teacher Licensure Requirements - ISBE

In order to obtain a teaching license and any endorsements, candidates must complete the degree and program requirements listed. Candidates must also meet the requirements listed in the Licensure of Teachers and Other School Professionals section of this catalog. Candidates are responsible for submitting all documentation to the Illinois State Board of Education (ISBE). To be recommended for licensure by Governors State University, candidates must:

- apply for licensure within 6 months of completing the program;
- complete and provide documentation for at least 120 hours of clinical field experiences (not including student teaching);
- complete and provide documentation for all Professional Education and Teaching Specialization (ESL) coursework with a grade of at least a "B-" in all program coursework, including EDEC 8999 Student Teaching;
- earn a passing score on Pass the edTPA portfolio or C-Past evaluation;
- earn a passing score on the ILTS Early Childhood Content Area Exam prior to student teaching

Degree Requirements

Prerequisite Courses

The following courses must be completed (or the equivalency, approved by advisor) prior to starting any coursework in the program:

- EDUC - 2310 Foundations of Education (3)
- EDUC - 2330 Educational Psychology I: Growth and Development of Children and Adolescents (3)
- EDCP - 2101 Introduction to Educational Technology (3) Or Graduate Level
- EDCP - 6101 Introduction to Educational Technology (3)
- SPED - 2100 Survey of Students with Exceptionalities (3) Or Graduate Level
- SPED - 6101 Survey of Students with Exceptionalities (3)
- ENGL - 2131 Literature for Children and Adolescents (3)

Program Coursework (40 Cr. Hrs.)

- EDEC - 6099 Developmentally Appropriate Practices in Early Childhood Education (4)
- EDEC - 6550 Family, Community, and Culture (3)
- EDEC - 6551 Field Experience I: Infants & Toddlers (1)
- EDEC - 6560 Curriculum, Literacy, & Exceptional Learners in Preprimary Grades (3)
- EDEC - 6561 Field Experience 2: Preprimary Grades (1)
- EDEC - 6570 Literacy in Early Childhood Education (3)
- EDEC - 6571 Field Experience 3: Literacy in Primary Grades (1)
- EDEC - 6580 Math, Science, and Social Studies in Early Childhood Education (3)
- EDEC - 6581 Field Experience 4: Math, Science, & Social Studies in Primary Grades (1)
- EDUC - 7410 Classroom Management (1)
- EDUC - 7440 Educational Psychology II: Learning, Assessment, & Classroom Management (3)
- EDEC - 7570 Assessment and Differentiated Instruction in Early Childhood Education (3)
- EDEC - 8810 Research and Issues in Education I (3)
- EDEC - 8811 Research and Issues in Education II (1)
- EDEC - 8999 Student Teaching (1-12) (register for 9 cr.hrs.)

Total - 40 Hours

Total semesters: 5 (2 years)

Course Modality: Hybrid (face-to-face and online/remote)

Academic Advising

Academic Advising

From admission to graduation, your academic advisor is your partner towards success. The Division of Education provides professional academic advisors to serve the needs of all of its candidates. Your program's academic advisor is the ideal first contact for:

- individuals considering transfer into this degree program
- newly admitted candidates who need to develop a plan of study, including evaluation of transfer credits
- continuing candidates who have questions or comments on program policies, procedures, and requirements
- individuals considering transfer into this degree program.

Contact Information

Graduate Academic Advisor for Early Childhood Education: Carla Johnson

Office: G378

Phone: 708-235-3989

Email: cjohnson@govst.edu

Advisor Expectations

Your advisor is here to answer any questions you have and help you navigate the requirements needed for the program. Your advisor will:

- Review your application and transcripts, as well as help you with transferring credits
- Communicate the programs curriculum, requirements, policies and procedures
- Determine your study plan based on course offerings and program schedule, including personal schedules
- Provide you with an outline of your program and courses
- Help you with registering for classes
- Encourage and support you in fulfilling your academic goals

Student Expectations

Once you are admitted, make sure you reach out to your advisor for guidance throughout your program. Students are responsible for talking to their advisor regularly and keeping up with their study plan. As a student, you are expected to carry out the following responsibilities to ensure you receive the adequate advising services you need for success:

- Keep track of all of your advising materials
- Come to advising appointments prepared with questions
- Fully understand your degree requirements and how to access university and program policies and procedures
- Be fully aware of all deadlines. Check the University Academic Calendar regularly
- Accept responsibility for your actions, decisions, and academic performance
- Check your GovState email regularly

Information and guidelines about advising can be found at Academic Advising at GovState.

Educational Administration, M.A.

The graduate major in Educational Administration offered through the College of Education and Human Development provides students the option of acquiring the background and specific skills necessary for employment as an elementary or secondary school principal. 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 Licensure of Teachers and Other School Professionals section of this catalog, leads to the Illinois Principal endorsement on the initial Professional Educator License.

Program Requirements for Principal Leadership Admission

There is a selection process for acceptance into the Principal Leadership Cohort. Evidence that the candidate has met the Program Selection Criteria must be submitted with the university application via the online application system. The program selection criteria include:

- undergraduate minimum GPA of 2.75 OR scores from the Graduate Record Examination (GRE) of 300 General Test including a score of "4" or higher on the Writing Subtest;
- submission of official transcripts from all previously attended colleges;
- a letter of application expressing interest in the program with supporting reasons;
- letter of recommendation from a school administrator who can attest to leadership potential (do not submit directly; the system will send an email to the administrator requesting he/she upload the letter)
- valid IL Professional Educator License (download from ELIS account, print as a pdf, upload into application system);
- a letter from the school district (Verification of Employment) verifying two years of full-time teaching experience on a valid Illinois Professional Educator License; and
- once selected, you will be required to provide evidence of continued employment as a teacher to meet the 4 year teaching requirement for principal licensure.

Program Learning Outcomes

1. Earn Specific Program Accreditation (SPA) status through the Council for the Accreditation of Educator Preparation (CAEP) and maintain national recognition.
2. Increase program enrollment to address the school leadership pipeline shortage through strategic marketing, admissions support, cohort placement, and partnerships that motivate diverse educators to pursue leadership preparation.
3. Redesign the curriculum to align with the ISBE Culturally-Responsive Teaching and Leading standards (CRTL) and anticipated regulatory changes to Illinois Part 30 rules for principal preparation programs.
4. Engage in coordinated scholarship and service to develop leadership preparation and accelerate school improvement for regional, state, and national stakeholders.

Transfer Credit

No more than nine credits (25%) from coursework taken at institutions of higher learning may be approved for transfer credit. Courses may be accepted pending transcript and syllabi review by the program faculty and graduate advisor, following University policy and the guidelines found in the Educational Administration Student Handbook.

Conditional Continuation

During the first course, EDAD-7801, the students are required to complete a **professional portfolio** demonstrating their current impact on student learning and teacher leadership which includes a **successful oral interview and a written scenario**. After the student has 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 internship courses without achieving good standing status.

Admission to Candidacy

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, EDAD-7802, and 6 additional credit hours of required courses, each with a grade of B- or better.

Students must submit to the Division of Education Graduate Advisor an application for candidacy in the term that they expect to have completed the 12 credit-hours listed above. It must be submitted by the 30th of the first month of the term, e.g. September 30th, January 30th, May 30th. Contact the Academic Advisor for the application.

To qualify for candidacy, a student must

- have completed EDAD-7801, EDAD-7802, and 6 additional credit hours of required courses, each with a grade of B- or better;
- 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 from the EDAD program coordinator.

Degree Requirements

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

In addition, in order to qualify for graduation from this program, all students must:

1. successfully complete 36 hours of required course work including supervised internship;
2. pass all required examinations for Principal as Instructional Leader licensure in Illinois;
3. successfully complete initial qualification training to become a qualified evaluator of certificated personnel in Illinois schools (note - there is an additional charge students pay directly to an ISBE approved professional development provider); and
4. 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 Supervision and Evaluation (3)
- EDAD - 7902 Leadership for Learning (3)

- EDAD - 7907 Finance, Management, and Operations for Effective Schools (3)
- EDAD - 8101 School Improvement Process (3)
- EDAD - 8102 Leading All Students (3)
- EDAD - 8206 Principal Internship I (3)
- EDAD - 8103 School Law (3)
- EDAD - 8207 Principal Internship II (3)
- EDAD - 8105 Engaging the Community (3)
- EDAD - 8208 Principal Internship III (3)

Total 36 Hours

Multicategorical Special Education, M.A.

The College of Education and Human Development 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, ID, 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.

To be recommended for licensure, the student must present evidence of having passed the examinations required by the Illinois State Board of Education. Currently those include SPED Licensure Content Test 163, LBSI Content Test 155, and edTPA. To earn the LBSI endorsement on a current license, a candidate must pass the LBSI Content Test 155.

Option I: Students Holding a Professional Educator License for Teaching

Students holding a Professional Educators License for Teaching will complete three Practica (SPED - 8400 Special Education Practicum I (1), SPED - 8500 Special Education Practicum II (1), and SPED - 8963 Special Education Practicum III (1)) in lieu of student teaching.

Option II: Students without Teaching License

Students who do not hold a Professional Educator License for Teaching must have a bachelor's degree and complete SPED - 6999: Student Teaching. 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 submit to the College of Education and Human Development a supplemental application packet containing:

- transcripts showing a cumulative G.P.A. of 2.5 with a 3.0 or higher in content area courses and all grades in graduate course work at a "B" or better;

- submit a writing sample;
- for Option I: a valid Illinois or comparable out-of-state Professional Educator License for Teaching;
- for Option II: candidates must successfully complete the following 9 credit course prerequisites with a C or better: Foundations in Education, Educational Psychology II, and Survey of Students with Exceptionalities;
- complete FERPA and Mandatory Reporter training; and
- Criminal background clearance.

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.

Program Learning Outcomes

1. The program will prepare candidates to practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
2. The program will prepare candidates to use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
3. The program will prepare candidates to apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
4. The program will prepare candidates to assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Further, the program will prepare candidates to evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
5. The program will prepare candidates to use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Further, the program will prepare candidates to use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. In addition, the program will prepare candidates to use whole group instruction, flexible grouping, small group instruction, and individual instruction. Finally, the program will prepare candidates to teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
6. The program will prepare candidates to create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. The program will prepare candidates to follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
7. The program will prepare candidates to apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

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.

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 GovState website - College of Education and Human Development 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 GovState 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 and Leadership.

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.

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)

- EDUC - 6320 Teaching Mathematics to Low-Achieving Students (3)
- EDUC - 8463 Reading Remediation in the Classroom (3)
- SPED - 8114 Action Research (3)
- SPED - 8200 Learning Characteristics of Learners with Exceptionalities (3)
- SPED - 8311 Applied Behavior Analysis Basic Principles (3)
- SPED - 8350 Methods for Teaching Learners with Exceptionalities (3)
- SPED - 8351 Assistive Technology (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 (39 Hours)

- EDUC - 6320 Teaching Mathematics to Low-Achieving Students (3)
- EDUC - 8463 Reading Remediation in the Classroom (3)
- SPED - 6999 Special Education Student Teaching (9)
- SPED - 8114 Action Research (3)
- SPED - 8200 Learning Characteristics of Learners with Exceptionalities (3)
- SPED - 8311 Applied Behavior Analysis Basic Principles (3)
- SPED - 8350 Methods for Teaching Learners with Exceptionalities (3)
- SPED - 8351 Assistive Technology (3)
- 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)

Total - 39 Hours

Director of Special Education Endorsement Coursework

The College of Education and Human Development at Governors State University offers the following ISBE approved courses for the Director of Special Education Endorsement on an Illinois professional educator license. In order to obtain the endorsement, you must meet the ISBE licensure requirements outlined at www.isbe.net. For more information on the process to obtain this endorsement please contact the program advisor.

Required Courses (12 Hours)

- SPED - 8350 Methods for Teaching Learners with Exceptionalities (3)
- SPED - 8805 Special Education Law (3)
- SPED - 8806 Administration and Supervision of Special Education (3)
- EDAD - 8205 Special Education Finance (3)

LBSI Endorsement

This set of courses are for those with an initial license seeking a subsequent endorsement for LBSI.

Required Courses (12 Hours)

- SPED - 6101 Survey of Students with Exceptionalities (3)
- SPED - 8200 Learning Characteristics of Learners with Exceptionalities (3)
- SPED - 8350 Methods for Teaching Learners with Exceptionalities (3)
- SPED - 8619 Psychological Diagnosis of Learners with Exceptionalities (3)

Doctoral Degree Programs

Interdisciplinary Leadership, Ed.D.

The College of Education and Human Development 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 three 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 field of education in the area of K-12 school district superintendent or as a higher education administrator, and as not-for-profit leaders. 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 project.

Admission Requirements

Applicants will meet with an admissions committee comprised of at least three faculty prior to acceptance into the program. Applicants will be evaluated 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 Principalsip.

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. two 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
4. an interview with a faculty admissions committee.

Academic Advisor and Faculty Advisor

Upon admission to the Ed.D. program in Interdisciplinary Leadership, students will be assigned an academic advisor who will assist with the coordination of the students' plan of study and necessary paperwork that is to be filed with the appropriate GovState office for issues related to admission, candidacy, and graduation matters.

Students will also be assigned a faculty advisor who responsible for mentoring the doctoral student in their area of concentration, and through the qualifying exam. Upon successful completion of the comprehensive exam, students may select a new advisor to guide them through their capstone project. As students' specialized interest(s) develop, the faculty advisor may change according to the procedures outlined in the Program Handbook.

Program Learning Outcomes

1. Identify and analyze the theories, research, policies, and practices related to the study of educational and non-profit leadership
2. Understand, evaluate, and apply leadership and organizational theory and inquiry knowledge and skills to problems of policy and practice of educational and non-profit leadership.
3. Design, conduct, and present clear and coherent research that contributes to understanding and solving problems of practice on multiple levels of educational and non-profit leadership.
4. Articulate core values and model the guiding principles of high-quality leadership, including, but not limited to: commitment to social justice; understanding of ethical responsibilities of leadership; effective and respectful interaction with others of similar and diverse cultures, values, and perspectives.

Program Requirements

Continuous Enrollment - Students must register for a minimum of six 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 Examination, and prior to capstone proposal.

Capstone Project - Consists of quantitative or qualitative inquiry into a topic of interest related to students' primary area of study. Continually reviewed by a doctoral committee composed of three to four tenured/ tenure track faculty members. Students work with their faculty advisor.

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 - 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)

Superintendent (33 Hours)

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

- SUPT - 9103 Curriculum and Assessment (3)
- SUPT - 9104 Facilities and Sustainability (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 capstone project defense, applied for graduation, and paid all fees.

Graduate Certificates

Early Childhood Education for Currently Licensed Teachers Certificate

GovState Post-B.A. leading to ISBE Early Childhood Endorsement

The College of Education and Human Development designed this program for those who already possess a teaching license (Professional Educator License - PEL) and wish to pursue a subsequent endorsement in Early Childhood Education (birth to grade 2). This set of a minimum of eight courses (19 hours) meets the ISBE requirements for a subsequent endorsement in Early Childhood Education (birth through 2nd grade). Details on licensure are included in the Licensure of Teachers and Other School Professionals section of this catalog.

Special Admission Requirements

To be admitted into the Early Childhood Education post-BAC program, candidates must meet the be In addition to meeting the university admission criteria, as well as applicants must meet the following admission criteria:

- have earned a bachelor's degree from an accredited university
- have earned a cumulative GPA of 2.75 or higher in undergraduate work (bachelor's degree)
- hold a valid teaching license - Professional Educator License (PEL)

Application

To apply to the ECE post-BAC program, candidates must meet the university admission requirements. Additionally, applicants must provide:

- an application to the Early Childhood Education Program - Post-BAC, EC Endorsement;
- official transcripts showing a bachelor's degree and cumulative G.P.A. of 2.75 or higher;
- current, up-to-date, resume;
- valid teaching license (PEL)

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 (2 courses) to the entitlement/licensure requirements. A grade of at least a "B-" must be earned in the courses. Courses must also have been completed no longer than 8 years prior to application for admission to the Early Childhood Education Endorsement Post-BAC certificate program. Petitions and documents (such as course syllabi) for these applied credits must be submitted before or at the same time as application. No courses taken at another institution after admission to the entitlement/certificate ECE program may be applied. The Early Childhood Education faculty will evaluate all petitions for transfer of coursework, and only courses potentially equivalent to specific GovState Early Childhood courses as listed will be considered.

Additional Approval Considerations

Candidates wishing to apply to ISBE for the optional Special Education Approval that can be placed on an ISBE teaching license (PEL) must complete the additional courses below:

- EDEC - 8810 Research and Issues in Education I (3)
- SPED - 6101 Survey of Students with Exceptionalities (3)

Those who complete the entitlement endorsement in Early Childhood Education (grades birth to grade 2) 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.

Academic Advising

From admission to graduation, your academic advisor is your partner towards success. The Division of Education provides professional academic advisors to serve the needs of all of its candidates. Your program's academic advisor is the ideal first contact for:

- individuals considering transfer into this degree program
- newly admitted candidates who need to develop a plan of study, including evaluation of transfer credits
- continuing candidates who have questions or comments on program policies, procedures, and requirements
- individuals considering transfer into this degree program.

Contact Information

Academic Advisor: Carla Johnson

Office: G378

Phone: 708-235-3989

Email: cjohnson@govst.edu

Advisor Expectations

Your advisor is here to answer any questions you have and help you navigate the requirements needed for the program. Your advisor will:

- Review your application and transcripts, as well as help you with transferring credits
- Communicate the programs curriculum, requirements, policies and procedures

- Determine your study plan based on course offerings and program schedule, including personal schedules
- Provide you with an outline of your program and courses
- Help you with registering for classes
- Encourage and support you in fulfilling your academic goals

Student Expectations

Once you are admitted, make sure you reach out to your advisor for guidance throughout your program. Students are responsible for talking to their advisor regularly and keeping up with their study plan. As a student, you are expected to carry out the following responsibilities to ensure you receive the adequate advising services you need for success:

- Keep track of all of your advising materials
- Come to advising appointments prepared with questions
- Fully understand your degree requirements and how to access university and program policies and procedures
- Be fully aware of all deadlines. Check the University Academic Calendar regularly
- Accept responsibility for your actions, decisions, and academic performance
- Check your GovState email regularly

Information and guidelines about advising can be found at Academic Advising at GSU.

Required Courses (19 Hours)

- EDEC - 6099 Developmentally Appropriate Practices in Early Childhood Education (4)
- EDEC - 6550 Family, Community, and Culture (3)
- EDEC - 6551 Field Experience I: Infants & Toddlers (1)
- EDEC - 6560 Curriculum, Literacy, & Exceptional Learners in Preprimary Grades (3)
- EDEC - 6561 Field Experience 2: Preprimary Grades (1)
- EDEC - 6570 Literacy in Early Childhood Education (3)
- EDEC - 6571 Field Experience 3: Literacy in Primary Grades (1)
- EDEC - 7570 Assessment and Differentiated Instruction in Early Childhood Education (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.

Post-Baccalaureate Certificate in Bilingual/English as a Second Language Education

Educators holding a Professional Educator License (PEL) or License with Stipulations endorsed in a teaching field, can add The Bilingual (BIL) and/or English as a Second Language (ESL) as an endorsement. The Bilingual/ESL can be added within the grade range of the license currently held by the educator by meeting the following requirements:

- 18 semester hours of credit for ESL
- 21 semester hours of credit for BIL which includes the 18 hours required for the ESL and:
 - 100 clock hours (or 3 months teaching experience) in a bilingual setting
 - Appropriate Target Language Proficiency (see ILTS website for test number) or English Language Proficiency test (ILTS 055)

This set of six-seven courses (18-21 credit hours) offered through the College of Education and Human Development 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.

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.
- Formally apply to this certificate program.

After meeting the university admission requirements, submit to the College of Education and Human Development 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

Course Requirements for Sequence in ESL Endorsement (18 Hours)

- BBED - 6501 Teaching English as a Second Language (3)
- BBED - 6520 Foundations of Bilingual and ESL Education (3) *Note: this course 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)
- BBED - 6538 Cross Cultural Education (3)
- BBED - 7977 Reading Strategies in the Bilingual and ESL Classroom (3)

Additional Course Requirements for BIL Endorsement (3 Hours)

- BBED - 8100 Practicum in Bilingual and ESL (3)

Total: 18 - 21 Credit Hours

Post-Baccalaureate Certificate in Online Teaching

The use of the Internet to deliver education and training in fully-online and web-enhanced formats has grown in all sectors of our economy, creating a need for professionals who possess the skills to develop curriculum and facilitate high-quality online learning. This certificate program in online teaching, offered through the College of Education and Human Development, 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 Teaching (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 Teaching (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

Post-Bachelor's Certificate in Early Childhood Education SPED Approval

The College of Education and Human Development designed this program for those who already possess a teaching license (Professional Educator License - PEL) and wish to pursue a subsequent endorsement to earn the Early Childhood SPED Approval. This set of a minimum of six courses (18 hours) meets the ISBE requirements for a subsequent endorsement Early Childhood Education SPED Approval (birth to grade 2). Details on licensure are included in the Licensure of Teachers and Other School Professionals section of this catalog.

Admission Requirements

To be admitted into the Early Childhood Education post-BAC program, candidates must meet the university admission criteria, as well as meet the following criteria:

- have earned a bachelor's degree from an accredited university;
- have earned a cumulative GPA of 2.75 or higher in undergraduate work (bachelor's degree);
- hold a valid teaching license - Professional Educator License (PEL)

Application

To apply to the ECE post-BAC program, candidates must meet university admission requirements. Additionally, applicants must provide:

- an application to the Early Childhood Education Program - EC Post-BAC, SPED Approval;
- official transcripts showing a bachelor's degree and cumulative G.P.A. of 2.75 or higher;
- current, up-to-date, resume;
- valid teaching license (PEL)

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 (2 courses) to the entitlement/licensure requirements. A grade of at least a B- must be earned in the course. Courses must have been completed no longer than 8 years prior to application for admission to the Early Childhood Education EC SPED Approval Post-BAC program. Petitions and documents (such as course syllabi) for these applied credits must be submitted before or at the same time as application. No courses taken at another institution after admission to the entitlement/certificate ECE program may be applied. The Early Childhood Education faculty will evaluate all petitions for transfer of coursework, and only courses potentially equivalent to specific GovState Early Childhood courses as listed will be considered.

Additional Approval Considerations

Candidates wishing to apply to ISBE for the optional EC Endorsement (birth to grade 2) that can be placed on an ISBE teaching license (PEL) must complete the additional courses below:

- EDEC 6099 - Developmentally Appropriate Practices in Early Childhood Education (4)
- EDEC 6551 - Field Experience 1: Infants & Toddlers (1)
- EDEC 6561 - Field Experience 2: Preprimary Grades (1)
- EDEC 6571 - Field Experience 3: Literacy in Primary Grades (1)

Note: Prior to recommendation for entitlement leading to certification in Early Childhood Education, all candidates must document passing the ILTS Early Childhood Content Exam.

Those who complete the entitlement endorsement in Early Childhood Education (grades birth to grade 2) 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.

Academic Advising

From admission to graduation, your academic advisor is your partner towards success. The Division of Education and Leadership provides professional academic advisors to serve the needs of all of its candidates. Your program's academic advisor is the ideal first contact for:

- individuals considering transfer into this degree program
- newly admitted candidates who need to develop a plan of study, including evaluation of transfer credits
- continuing candidates who have questions or comments on program policies, procedures, and requirements
- individuals considering transfer into this degree program.

Contact Information

Academic Advisor: Carla Johnson

Office: G378

Phone: 708-235-3989

Email: cjohnson@govst.edu

Advisor Expectations

Your advisor is here to answer any questions you have and help you navigate the requirements needed for the program. Your advisor will:

- Review your application and transcripts, as well as help you with transferring credits
- Communicate the programs curriculum, requirements, policies and procedures
- Determine your study plan based on course offerings and program schedule, including personal schedules
- Provide you with an outline of your program and courses
- Help you with registering for classes
- Encourage and support you in fulfilling your academic goals

Student Expectations

Once you are admitted, make sure you reach out to your advisor for guidance throughout your program. Students are responsible for talking to their advisor regularly and keeping up with their study plan. As a student, you are expected to carry out the following responsibilities to ensure you receive the adequate advising services you need for success:

- Keep track of all of your advising materials
- Come to advising appointments prepared with questions
- Fully understand your degree requirements and how to access university and program policies and procedures
- Be fully aware of all deadlines. Check the University Academic Calendar regularly
- Accept responsibility for your actions, decisions, and academic performance
- Check your GovState email regularly

Information and guidelines about advising can be found at Academic Advising at GovState.

Required Courses (18 Hours)

- SPED - 6101 Survey of Students with Exceptionalities (3)
*Course is waived if an equivalent course was taken through initial licensure preparation.
- EDEC - 6550 Family, Community, and Culture (3)
- EDEC - 6560 Curriculum, Literacy, & Exceptional Learners in Preprimary Grades (3)
- EDEC - 6570 Literacy in Early Childhood Education (3)
- EDEC - 8810 Research and Issues in Education I (3)
- EDEC - 7570 Assessment and Differentiated Instruction in Early Childhood Education (3)

Post-Master's Certificate in Superintendent Endorsement Only

The College of Education and Human Development has designed this program for educators who take courses in the Superintendent concentration (and a new year-long internship course, which will allow students to obtain the Illinois Professional Educator Endorsement for PreK-21 Superintendent licensure.

Student Learning Outcomes

Program outcomes are aligned to the National Educational Leadership

Preparation (NELP) Program Recognition Standards. The course objectives and requirements can be found in the individual syllabi.

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete the GSU Superintendent Endorsement Certificate program will apply the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Standard 2: Ethics and Professional Norms

Candidates who successfully complete the GSU Superintendent Endorsement Certificate program will advocate for ethical decisions and cultivate professional norms and culture.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete the GSU Superintendent Endorsement Certificate program will develop and maintain supportive, equitable, culturally responsive, and inclusive district cultures.

Standard 4: Learning and Instruction

Candidates who successfully complete the GSU Superintendent Endorsement Certificate program will evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

Standard 5: Community and External Leadership

Candidates who successfully complete the GSU Superintendent Endorsement Certificate program will engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

Standard 6: Operations and Management

Candidates who successfully complete the GSU Superintendent Endorsement Certificate program will develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

Standard 7: Policy, Governance, and Advocacy

Candidates who successfully complete the GSU Superintendent Endorsement Certificate program will evaluate collaborative decision making/governance and represent and advocate for district needs in broader policy conversations.

Standard 8: Internship

Candidates successfully complete the internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1-7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

Admissions 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.

In addition to meeting university admission criteria, applicants must:

- Submit a vita or resume summarizing prior education and employment history and pertinent professional activities;
- A master's degree from a regionally accredited institution in Educational Administration or Principalship and a minimum cumulative GPA of 3.0;
- Two letters of recommendation by professionals that have worked extensively with the applicant.; and
- An interview with a faculty admissions committee.

Certificate Requirements

The Post-Master's Certificate in Superintendent Endorsement Only will be awarded to students who complete the 33 credit-hour program with a grade of "B-" or better in each required course. Students must meet all Illinois licensure requirements.

The following are the required courses to complete the certificate:

- 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 Facilities and Sustainability (3)
- SUPT - 9330 Advanced School Law (3)
- SUPT - 9340 The Superintendency - Issues and Trends (3)
- SUPT - 9350 District Improvement Planning 3

Post-Master's Certificate in Teacher Leadership

The College of Education and Human Development has designed this program for educators who already possess a Professional Educators License (PEL) in Illinois and a master's degree. This sequence of six courses (18 hours) meets the ISBE requirements for entitlement leading to the Teacher Leadership subsequent endorsement. The Teacher Leadership program is ideal for those who seek formal and informal leadership in schools in roles such as department chairs, instructional coaches, and team leaders.

Licensure/Endorsement

Completion of the Teacher Leadership sequence and compliance with other requirements listed in the Teacher Licensure section of this catalog, leads to the Teacher Leadership endorsement on the initial Professional Educator License.

Admission Requirements

In order to be accepted into this Post-Master's Certificate Program, applicants must submit:

- Cumulative GPA of 2.70 OR scores from the Graduate Record Examination (GRE) of 300 General Test including a score of "4" or higher on the Writing Subtest;

- Submission of official transcripts from all previously attended colleges, including evidence of an earned master's degree;
- Letter of application expressing interest in the program with support for leadership potential;
- Letter of recommendation from a school administrator who can attest to leadership potential (do not submit directly; the application portal will send an email to the administrator requesting the letter);
- Valid IL Professional Educator License (downloaded from ELIS account, print as a pdf, upload into application);
- Verification of employment letter from a school district verifying two years of full-time teaching experience;
- During the first course, complete Conditional Continuance requirements; and
- Once selected, provide evidence of continued educator employment to satisfy the 4 year teaching requirement for principal licensure.

Certificate Completion Requirements

Transfer Credit

No more than 6 credits (25%) from coursework taken at institutions of higher learning may be approved for transfer credit. Courses may be accepted pending syllabi review by the program faculty and graduate advisor, following University policy and the guidelines found in the Educational Administration Student Handbook.

Conditional Continuation

During the first course, EDAD-7801, students are required to complete a professional portfolio demonstrating current impact on student learning and teacher leadership which includes a successful oral interview and a written scenario. After completing the course with a grade of "B" or better, 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.

Degree Requirements

The Post-Baccalaureate Certificate in Teacher Leadership will be awarded to students who complete the 18 credit-hour program with a grade of "B-" or better in each required course. Students must meet all Illinois licensure requirements. The required courses include the following:

- EDAD - 7501 Teacher Leadership (3)
- EDAD - 7801 Organizational Leadership (3)
- EDAD - 7803 Supervision and Evaluation (3)
- EDAD - 7902 Leadership for Learning (3)
- EDAD - 8101 School Improvement Process (3)
- EDAD - 8102 Leading All Students (3)

Total - 18 Hours

Division of Psychology and Counseling

Bachelor's Degree Programs

Psychology, B.A.

The College of Education and Human Development undergraduate major in Psychology offers four different paths toward degree completion. As a student in this program you may elect to choose from one of the following pathways:

1. **Psychology Concentration:** 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 2013 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.
2. **Concentration in Forensic Psychology:** 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 2013 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.
3. **Concentration in Mindfulness Studies:** 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 2013 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.
4. **Concentration in Pre-Clinical Psychology:** 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 2013 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.

GovState Learning Objectives for Undergraduate Psychology Majors, in accordance with APA's Learning Goals and Outcomes

GOAL 1: Content Knowledge and Applications

- 1.1 Describe key concepts, principles, and theories in psychological science
- 1.2 Develop a working knowledge of psychology's major subfields
- 1.3 Portray significant aspects of the history of psychological science
- 1.4 Apply psychological content to solve practical problems
- 1.5 Provide examples of psychology's integrative themes

GOAL 2: Scientific Inquiry and Critical Thinking

- 2.1 Exercise scientific reasoning to investigate psychological phenomena
- 2.2 Interpret, design, and evaluate psychological research
- 2.3 Incorporate sociocultural factors in scientific research practices
- 2.4 Use statistics to evaluate quantitative research findings

GOAL 3: Values in Psychological Science

- 3.1 Employ ethical standards in research, practice, and academic contexts
- 3.2 Develop and practice interpersonal and intercultural responsiveness
- 3.3 Apply psychological principles to strengthen community and improve quality of life

GOAL 4: Communication, Psychological Literacy, and Technology Skills

- 4.1 Interact effectively with others
- 4.2 Write and present effectively for different purposes
- 4.3 Provide evidence of psychological literacy
- 4.4 Exhibit appropriate technological skills to improve communication

GOAL 5: Personal and Professional Development

- 5.1 Exhibit effective self-regulation
- 5.2 Refine project management skills
- 5.3 Display effective judgment in professional interactions
- 5.4 Cultivate workforce collaboration skills
- 5.5 Demonstrate appropriate workforce technological skills
- 5.6 Develop direction for life after graduation

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 - all Concentrations

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 two courses are required for the major. If alternative courses are used to meet the social science and math requirements, these two courses will become part of the required course list.

- PSYC - 1101 Principles of Psychology (3)
- PSYC - 2345 Social Psychology (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 - 3099 Ethics in Psychology (3)
- PSYC - 3150 Psychology Statistics (3)
- PSYC - 3430 Abnormal Psychology (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 you take both courses, one can be used as a Psychology Elective.

Psychology Concentration

In addition to the degree requirements listed above, a student selecting this concentration is required to meet the following course requirements:

Psychology Concentration 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 - 4750 Applied Research and Statistics (3)
- PSYC - 4775 Principles of Psychological Testing (3)
- PSYC - 4840 History and Systems of Psychology (3)

Electives (43 Hours)

A minimum of 21-30 hours of elective courses must be taken at the 3000-4000 level.

Total - 120 Hours

Forensic Psychology Concentration

In addition to the General Education Requirement and Required Courses listed above for the Psychology Concentration, the Forensic Psychology Concentration also requires the following:

Required Courses (9 Hours)

- PSYC – 3820 Forensic Psychology (3)
- CJUS – 3100 Foundations of Social Justice (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)

Psychology Electives (6 Hours)

- 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 – 4750 Applied Research and Statistics (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 Credit Hours

Mindfulness Studies Concentration

In addition to the General Education Requirement and Required Courses listed above for the Psychology Concentration, the Mindfulness Studies Concentration also requires the following:

Required Courses (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 - 4750 Applied Research and Statistics (3)
- PSYC - 4775 Principles of Psychological Testing (3)
- PSYC - 4840 History and Systems of Psychology (3)

Electives (30 Hours)

Must include a minimum of 9-12 credit-hours of courses offered at the 3000 - 4000 level.

Total - 120 Credit Hours

Pre-Clinical Psychology Concentration

In addition to the General Education Requirement and Required Courses listed above for the Psychology Concentration, the Pre-Clinical Psychology Concentration also requires the following:

Required Courses (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 (3)

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 - 4750 Applied Research and Statistics (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 Credit Hours

Undergraduate Minors

Forensic Psychology Minor

An undergraduate minor in forensic psychology is offered to students majoring in other fields through the College of Education and Human Development. 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)
- PSYC - 3201 Child Development (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 and Human Development 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)

Total - 18 Hours

Psychology Minor

An undergraduate minor in Psychology is offered to students majoring in other fields through the College of Education and Human Development. 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 - 2345 Social Psychology (3) *
- PSYC - 2410 Personality Theories (3) *
- PSYC - 3430 Abnormal Psychology (3) *

Developmental/Cognitive Selective (6 Hours)

Select two courses

- PSYC - 2201 Life-span Developmental Psychology (3) *
- PSYC - 3201 Child Development (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 - 1606 Sex: What Everyone Needs to Know (3) *
- PSYC - 2102 Thinking and Writing in Psychology (4)
- PSYC - 2150 Introduction to Research Methods (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 - 4470 Introduction to Clinical Psychology (3)
- PSYC - 4475 Introduction to Family Dynamics (3)
- PSYC - 4490 Physical and Sexual Abuse of Children (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

Master's Degree Programs

Counseling, M.A.

The College of Education and Human Development offers a graduate major in Counseling with a choice of three sequences: clinical mental health counseling, marriage, couple, 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 Licensure

All three counseling sequences: clinical mental health counseling, marriage, couple, 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. 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

To be considered for admission to the counseling program, students must complete a counseling application packet, and meet the minimum requirements for admission. Admission requirements and application materials may be obtained through the MA in Counseling website: <https://www.govst.edu/counselingma/>

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 counseling program and one of its three sequences is competitive. There is no guarantee of admission just because an applicant meets or exceeds the minimum criteria.

The minimum criteria for admission consideration are described as follows.

1. Submission of all required documents by the application due date
 - Counseling Application Form
 - Statement of Character
 - One copy of official transcripts of all previous college work
 - Three personal reference forms

- If applicable: The GRE

2. One of the following academic performance standards must be met:

- Cumulative GPA of 2.75 or higher for all undergraduate coursework OR
- GPA of 3.0 or higher for the last 60 hours of undergraduate coursework
If an applicant does not meet either of the above minimum requirements, but the cumulative GPA for all undergraduate coursework attempted is between 2.5 and 2.74, a student must:
 - Attain a score of at least 155 on the verbal portions of the GRE OR
 - Take COUN 6600, COUN 6630 and ENGL 1010 (or equivalent writing course) and achieve a GPA of B- (3.0) or higher.

Applicants with a cumulative GPA below 2.5 may not be considered.

Any applicant with a cumulative GPA below 2.5 may not be considered. Applicants meeting the required criteria may be invited to an interview for further admissions consideration.

Office of Admission and Student Recruitment
Governors State University
 1 University Parkway,
 University Park, Illinois 60484;
 Phone: (708) 534-4490

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.

The application link website: <https://apply.govst.edu/apply/>

The website link to access the requirements and procedures for the MA Counseling program specifically is (note the requirements follow): <https://www.govst.edu/counseling-application/>

MA Program Learning Objectives

Eight Common-Core Learning Objectives

Professional Orientation and Ethical Practice

Explain professional functioning and identity, including collaborating with other helping professionals in an ethical and socially just manner.

Social and Cultural Diversity

Demonstrate multicultural competence working with individuals from diverse backgrounds.

Human Growth and Development

Assess client's growth and development across the lifespan related to individual and family experiences along with cultural influences.

Career Development

Explain current theories of career development and how they can be applied in counseling practice.

Counseling and Helping Relationships

Employ theoretically grounded counseling interventions to establish theory-based client outcomes.

Group Counseling and Group Work

Facilitate group dynamics and application of group theory in group counseling practice.

Assessment and Testing

Employ ethical and culturally responsive assessment practices, strategies, and interventions in counseling practice with diverse clients.

Research and Program Evaluation

Integrate ethical, culturally competent, and socially just practices into counseling research processes.

Specialty Tracks/Areas Learning Objectives

CMHC Specialty

Apply ethical and socially just counseling theories and interventions to clients presenting problems and diagnoses.

MCFC Specialty

Apply systems theories in an ethical and socially just manner to couples, marriages, and families from a diversity of cultural backgrounds.

SC Specialty

Create, implement, and evaluate data-driven school counseling programs designed to meet the academic, career, and social/emotional development of all students.

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; and
3. show proof of professional liability insurance.

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

Students may not enroll in any of the following courses until candidacy has been earned and course prerequisites are completed: COUN-6625, COUN-7722, COUN-8633, COUN-8825, COUN-8842, COUN-8844, COUN-8845, COUN-8848, COUN-8858, COUN-8859 and PSYC-7650.

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 Individual and Family Play Therapy (3)

Counseling Sequences

Select one of the following sequences:

Clinical Mental Health Counseling Sequence (27 Hours)

- ADDS - 6100 Psychopharmacology (3)
- COUN - 7633 Clinical Mental Health Counseling (3)
- COUN - 8633 Advanced Seminar in Clinical Mental Health Counseling (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 - 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, Couple, and Family Counseling Sequence (27 Hours)

- ADDS - 6100 Psychopharmacology (3)
- COUN - 6625 Sex Therapy (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 - 8848 Crisis Intervention and Trauma Counseling (3)
- COUN - 8859 Family and Couples Counseling (3)
- COUN - 8981 Counseling Internship I: Marriage and Family Counseling (3)
- COUN - 8982 Counseling Internship II: Marriage and Family Counseling (3)

School Counseling Sequence (27 Hours)

- COUN - 6638 Introduction to School Counseling (3)
- COUN - 7722 Applied School Counseling with Diverse Students (3)
- COUN - 8844 Practicum: School Counseling (K-12) (3)
- COUN - 8851 Consultation and School Staff Development (3)
- PSYC - 7650 Crisis Preparedness, Prevention, and Intervention in Schools. (3)
- COUN - 8852 College Career Coaching Academy (3)
- COUN - 8858 Development of School Counseling (3)
- COUN - 8968 Counseling Internship I: School Counseling (3)
- COUN - 8969 Counseling Internship II: School Counseling (3)

Total - 60 Hours

Psychology, M.A.

The College of Education and Human Development Master of Arts in Psychology program provides students with a strong theoretical and research base in Psychology, stressing the importance of cultural and individual differences and is 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, research, and academic 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.

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 early application deadline for Fall admission is February 15, with a final deadline of 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-2410), Cognitive Psychology (PSYC-3520) or Learning and Behavior (PSYC-3524), Abnormal Psychology (PSYC-3430), Social Psychology (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. 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);
4. 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
5. 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; and
3. receive positive endorsement from the faculty.

Required Courses (24 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 - 7320 Theories of Psychotherapy (3)
- PSYC - 8549 Advanced Research Seminar (3)
- STAT - 8260 Advanced Statistics in Behavioral Science (3)

Clinical Psychology Courses (30 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 - 7200 Substance Abuse Counseling (3)
- PSYC - 7350 Introduction To Child Psychotherapy (3)
- PSYC - 7429 Psychotherapy Techniques I (3)
- COUN - 7725 Family Systems: Theory and Practice (3)
- COUN - 7730 Life Style and Career Development (3)
- 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)

Total - 54 Hours

Specialist Degree Program

School Psychology Educational Specialist, Ed.S.

The College of Education and Human Development 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 38 hours of coursework
- 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 68 hours of coursework (30 hours beyond Master's)
- A practicum in school psychology (125 hours)
- 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 January 1 through February 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. Evidence of satisfactory professional writing and analysis by earning a grade of "B" or better in PSYC-2102 (Thinking and Writing in Psychology) or its equivalent.
5. Evidence of satisfactory understanding of basic statistics by earning a grade of "B" or better in PSYC - 3150 Psychology Statistics (3).
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.

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.

- Statistics for the Social Sciences (PSYC-3150)
- Foundations of Education (EDUC-2310)

Degree Requirements:

Master of Arts (MA) in School Psychology (38 Hours)

Educational and Psychological Foundations (15 Hours)

- SPED - 6101 Survey of Students with Exceptionalities (3)
- PSYC - 6221 Psychopathology (3)
- PSYC - 6229 Graduate Seminar in Human Development (3)
- PSYC - 6635 Seminar in Professional School Psychology (3)
- PSYC - 7240 Topics in Multicultural Psychology (3)

Data Based Decision Making and Assessment (9 Hours)

- PSYC - 6110 Measurements and Evaluation (3)
- PSYC - 7625 Psychoeducational Assessment and Intervention (3)
- PSYC - 7635 Psychodiagnostics I: Intelligence (3)

Intervention, Consultation, and Program Evaluation (14 Hours)

- PSYC - 6460 Mindfulness Studies (3)
- PSYC - 7301 Risk and Resiliency (3)
- PSYC - 7429 Psychotherapy Techniques I (3)
- PSYC - 7801 Introduction to Mindfulness in the Helping Professions (3)
- PSYC - 7802 Laboratory in Mindfulness I (2)

Total - 38 Hours

Educational Specialist (Ed.S.) in School Psychology (30 Hours beyond MA)

Educational and Psychological Foundations (3 Hours)

- PSYC - 8653 Human Neuropsychology I: Brain Function (3)

Data Based Decision Making and Assessment (6 Hours)

- STAT - 8260 Advanced Statistics in Behavioral Science (3)
- PSYC - 7645 Psychodiagnostics II: Psychobehavioral Assessment and Intervention (3)

Intervention, Consultation, and Program Evaluation (9 Hours)

- PSYC - 7650 Crisis Preparedness, Prevention, and Intervention in Schools. (3)
- PSYC - 8858 Advanced Seminar in Assessment and Intervention (3)
- PSYC - 8930 Consultation and Program Evaluation (3)

Field Experiences (12 Hours)

- PSYC - 8910 Practicum in School Psychology (3)
- PSYC - 8866 Advanced Practicum in School Psychology (3)
- PSYC - 8960 Internship in School Psychology I (3)
- PSYC - 8961 Internship in School Psychology II (3)

Total - 30 Hours

Program Total - 68 Hours

Doctoral Degree Programs

Counselor Education and Supervision, Ph.D.

The College of Education and Human Development 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.

Program Learning Objectives

Counseling:

Implement advanced ethical, theory-based, and culturally relevant practices into clinical counseling.

Supervision:

Construct and apply a scholarly supervision model in an ethical and culturally relevant manner.

Teaching:

Articulate and implement scholarly-based pedagogical and/or andragogical teaching practices with diverse student populations in counselor education.

Research and Scholarship:

Develop professional research projects and activities relevant to professional practice of counseling, counselor education, and/or supervision modalities.

Leadership and Advocacy:

Advocate for multicultural and social justice issues on behalf of the profession.

Admission Requirements

It is the student's responsibility to begin the process early and follow up with the various institutions and individuals who must submit supporting documentation.

Application Deadlines for Ph.D. in CES:

- **Fall Semester 2023**
 - Priority Reviewed Applications - January 15
 - Hard Deadline - April 16

Applications will not be accepted for the summer semester. The number of admits may be affected by accreditation standards and requirements.

Admission to the Ph.D. in Counselor Education and Supervision program is competitive. There is no guarantee of admission just because an applicant meets or exceeds the minimum criteria. To be considered for admission to the Ph.D. in Counselor Education and Supervision program, students must complete a counseling application packet, and meet the minimum criteria for admission consideration as described following.

1. Submission of all following required documents by the application due date:
 - a. Doctorate in Counselor Education and Supervision Application Form and the \$75 fee.
 - b. Statement describing personal and professional goals (see personal and professional goals statement prompt below).
 - c. One copy of official transcripts of all previous college work (see minimum Graduate level degree requirements below).
 - d. Professionally written essay addressing your professional counselor identity and integration of social justice advocacy (see professional essay prompt below).
 - e. Three letters of recommendations by professionals who hold a doctorate or master's degree in counseling or related fields.
2. Cumulative MA GPA of 3.0 higher.

After the application review, a select number of applicants will be invited to campus for an interview.

For additional information, please contact:

Office of Admission and Student Recruitment
Governors State University
1 University Parkway
University Park, Illinois 60484
(708) 534-4490

Statement of Personal and Professional Goals Statement Prompt

In your Professional Statements please address any of the below that apply to you and your experience/interests:

1. Professional activities at the local, state, national and international level (e.g.. presentations, offices held in professional organizations, serving on advisory boards, etc.)
2. Your academic potential for being successful in a doctoral program (e.g. ability to write at a professional level, knowledge of the field, research experience, research interests, knowledge of statistics, publications, etc.)
3. Clinical experience.
4. Supervisory experience.
5. Exposure to diverse populations and professional experiences.
6. Why you want to go on for a doctorate in Counselor Education and Supervision.
7. Strengths and weaknesses.

Required Graduate Level Degree Requirements

Applicants with a CACREP accredited graduate degree will automatically meet this requirement. Applicants with a master's degree in a non-CACREP accredited counseling or counseling-related program will be considered for the Ph.D. in Counselor Education and Supervision program. In addition to degree transcripts, individual course syllabi may be required to ensure that the applicant has met all the minimum requirements for the program (course work and supervised clinical training required hours). Some of the unmet requirements may be taken concurrently with the Ph.D. in CES program as long as completed within the first two years of the program.

1. Required Master Level Instruction in CACREP's Eight Entry-Level Core Curriculum (or equivalent):

Professional Counseling Orientation and Ethical Practice

Social and Cultural Diversity

Human Growth and Development

Career Development

Counseling and Helping Relationships (including Counseling Theories)

Group Counseling and Group Work

Assessment and Testing

Research and Program Evaluation

2. Required CACREP Entry-Level Professional Practice standards (or equivalent)

3. Plus at least one CACREP curricular requirements (or equivalent) of a specialty area (e.g. addiction counseling, school counseling).

Professional Essay Prompt

Note: The following will be the specific application prompt for this essay paper:

Governors State University's (GSU) Doctor of Philosophy in Counselor Education and Supervision (Ph.D. in CES) focuses on training students to be advanced clinicians, educators, researchers and scholars, and leaders enhancing advocacy in the counseling field. The specific mission of the Ph.D. in CES is:

Graduates with a Ph.D. in Counselor Education and Supervision at GSU will be prepared to be highly knowledgeable, skilled, dedicated, and ethical professionals, researchers, educators, leaders in the field, and

practitioners. Our doctoral graduates will provide leadership and expert service that enhances diverse student development in the school, family, community, and cultural contexts that advance the accountability of counseling services.

Considering GSU's Ph.D. in CES focus and mission, write a maximum 10-page double-spaced essay addressing the following:

1. How you define your professional counselor identity?
2. From this professional identity, and as a future leader in the profession how do you:
 - a. Define Social Justice?
 - b. See yourself contributing to the advocacy of the profession and for others within your Social Justice definition?

There are no right or wrong answers to these questions. We are looking for your thoughtful reflection of how you understand and see yourself in the professional counseling field and as a future educator, supervisor, researcher, scholar, leader, and advocate. Note: references from literature to support your position are encouraged, but not required. If you use citations within your paper, please provide a reference page.

Graduate Matriculation Student Status

Those interested in admission to the Ph.D. in Counselor Education and Supervision program should apply as a degree-seeking student. Graduate degree-seeking students are those who meet the established admission requirements of the university, college, and specific program for which the doctoral degree is sought. Admission to a graduate major does not carry with it, nor guarantee, admission to degree candidacy in the major.

Those who are not ready to apply for full admission to the counseling program may apply to GSU as a Graduate non-degree seeking student. Graduate non-degree seeking students are defined as those who hold a bachelor's or higher degree and have not declared a major at the time of admission. No more than six (6) credit hours earned as a graduate non-degree seeking student shall be transferable toward the requirements of any graduate degree program, and such transfer will be subject to the degree requirements in effect at the time of admission to the specific major. Graduate non-degree seeking students may not take graduate-level courses designated by division faculty as reserved for master's degree candidates only. Non-degree seeking students for the MA in Counseling program can take COUN 6600 Professional Orientation & Ethical Standards in Counseling and COUN 6630 Counseling Theories before admission to the program.

Students must follow the sequence, program, college, and university requirements and policies.

Academic Advisor and Faculty Advisor

Upon admission to the Ph.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.

Dissertation

The Dissertation is used to synthesize the knowledge and skills gained by the student as a result of his/her matriculation through the Ph.D. program in Counselor Education and Supervision. The dissertation 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 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 (three 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 and having earned a grade of B or better in all required doctoral level courses; been advanced to candidacy; passed the comprehensive exam and the oral defense; successfully completed required internship; passed the dissertation defense; applied for graduation; and paid all fees.

Program 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. For students who do not have a CACREP accredited master's degree there are pre-requisites that may require you to take additional courses during your program if you have not completed coursework in the Required Courses at Master Degree Level.

Note: Students 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.

Required Courses at Master Degree Level (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 Individual and Family Play Therapy (3)

Ph.D. in Counselor Education and Supervision

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

Professional Identity, Roles, and Ethics (12 hours)

- 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 hours)

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

Multicultural (3 hours)

- COUN - 9320 Advanced Issues in Diversity (3)

Research (12 hours)

- COUN - 8826 Research Literature in Counseling and Psychotherapy (3)
- COUN - 9370 Qualitative Research Design (3)

- STAT - 8260 Advanced Statistics in Behavioral Science (3)
- PSYC - 8549 Advanced Research Seminar (3)

Internship (6 hours)

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

Dissertation (9 hours)

- COUN - 9997 Dissertation (3)

Total Credit Hours - 48 Hours

Graduate Certificates

College Career Counseling Certificate

The College Career Counseling Certification offered by the Counseling Program in the College of Education and Human Development is designed in an online format. The curriculum includes a sequence of six 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; and
2. Have earned an undergraduate GPA of 3.0 (A=4) or higher; or
3. Have a graduate GPA of 3.0 (A=4) or higher; or have a bachelor's degree and 5+ years in higher education (resume required);
4. Fall Admission only.

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.

Certificate Requirements

Students must meet all university requirements for a certificate. Students may choose either a clinical fieldwork experience (e.g. A 100-hour practicum) or a non-clinical experience (e.g. case example), which are embedded in COUN-8852. Required for all students.

College Career Coaching Certificate Courses (18 Hours)

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

- COUN - 7620 Lifespan Developmental Issues (3)
- COUN - 7730 Life Style and Career Development (3)
- COUN - 7735 Students and the Higher Education Culture: An Introduction (3)
- COUN - 8852 College Career Coaching Academy (3)
- COUN - 8862 College Admission Counseling (3)
- COUN - 8866 Evidence-Based Strategies for College Student Success (3)

Total - 18 Hours

Mindfulness in the Helping Professions Certificate

The College of Education and Human Development 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:

- PSYC - 7801 Introduction to Mindfulness in the Helping Professions (3)
- PSYC - 7802 Laboratory in Mindfulness I (2)
- PSYC - 7803 Advanced Mindfulness in the Helping Professions (3)
- PSYC - 7804 Laboratory in Mindfulness II (2)
- PSYC - 7806 Laboratory in Mindfulness III (2)
- 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 Certificate in School Counseling

This College of Education and Human Development 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.

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. 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 (21 Hours)

Counseling Course Prerequisites

- 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 – 7847 Group Dynamics (3) *
- * or equivalent course

School Counseling Required Certificate Courses (27 Hours)

- COUN – 6638 Introduction to School Counseling (3)
- COUN – 7722 Applied School Counseling with Diverse Students (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 – 8858 Development of School Counseling (3)
- COUN – 8968 Counseling Internship I: School Counseling (3)
- COUN – 8969 Counseling Internship II: School Counseling (3)
- PSYC – 7650 Crisis Preparedness, Prevention, and Intervention in Schools. (3)

Total – minimum of 27 Hours

Post Master's Clinical Mental Health Counselor Certification

This College of Education and Human Development 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.

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 (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 and Human Development 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 Individual and Family Play Therapy (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)

Total - 18 Hours

College of Health and Human Services

Catherine Balthazar, Dean

Faculty in the College of Health and Human Services

Department of Addictions Studies and Behavioral Health

Caron Schranz, Acting Department Chairperson

Professor

Cheryl Mejta

Associate Professors

Serena Wadhwa

Assistant Professors

Courtney Kibble

Mary McClure

Claire Openshaw

Lecturers

Nancy Burley

James Golding

Peter Palanca

Community Health Program

Associate Professor

Joseph Day

Assistant Professor

Ivonne Kanko

Department of Communication Disorders

Jessica Bonner, Department Chairperson

Professors

Catherine Balthazar

Associate Professors

Jessica Bonner

Nicole Bing

Ravi Nigam

Danielle Osmelak

Angela Riccelli

Assistant Professors

Henrietta Boudros

Director of Clinical Education

Judith Platt

Lecturers

Leslie Engstrand-Guca

Elaine Reyna

Claire Thompson

Department of Health Administration and Informatics

Ning Lu, Department Chairperson

Professor

Ning Lu

Associate Professor

Kai-Wen Cheng

Natalia Rekhter

Senior Lecturers

Jennifer Groebner

Lecturers

Herbert Pitman

Kimberly Egizio

Department of Nursing

Nancy MacMullen, Department Chairperson and Director of Nursing

Professor

Catherine Tymkow

Associate Professors

Nancy MacMullen

Shirley Spencer

Assistant Professors

Tifany Jamison

University Lecturers

Runez Bender

Wyvon Blackwell

Tareylon Chairse

Shirley Comer

Marlyn Hirsch

Dianne Jamison

Patricia Knowles

Somi Nagaraj

Catherine Peoples Robinson

Georgiana Thomas

Director of Clinical Education

Tareylon Chairse

Department of Occupational Therapy

Caren Schranz, Department Chairperson

Associate Professors

Cynthia Carr

Luther King

Caren Schranz

Assistant Professor

Frank Czuba

Erin Simpson

University Lecturers

Patti Kalvelage, Senior Lecturer

Rebecca Kvasnicka, Lecturer

Academic Fieldwork Coordinator

Rebecca Kvasnicka

Professor Emeritus

Catherine Brady

Beth Cada

Department of Physical Therapy

David Diers, Interim Department Chairperson

Professor

David Diers

Roberta O'Shea

Associate Professors

Renee Theiss

Robin D. Washington

Assistant Professor

Maryleen Jones

Scott Getsoian

University Lecturers

Amy Bala

Jessica Corbus

Professor Emeritus

Russell Carter

Department of Social Work

Giesela Grumbach, Department Chairperson and Director of the M.S.W. Program

Professors

Kim Boland-Prom

Associate Professors

Anjali Buehler

Linda Campos-Moreira

Vickii Coffey

Lydia Falconnier

Lorri Glass

Giesela Grumbach

Lecturers

Lori Crowder

Trevaughn Davis-Neal

Januari Wilson - Senior Lecturer

Undergraduate Program Coordinator

Lorri Glass

Director of Community Outreach, Program Development & Academic Support

Julie Anderson

Professor Emeritus for the College of Health and Human Services

Gregory Blevins

William Boline

Catherine Brady
Elizabeth Cada
Russell Carter
Elizabeth Essex
Rupert Evans
Donna Gellatly
Paul Keys
Anne Lawrence
Robert Leftwich
Jay Lubinsky
Sandra Mayfield
Sonya Monroe
Roberta O'Shea
Linda Samson
Dale Schuitt*
William Yacullo
Maristela Zell

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, schools, private practices, and community organizations in greater Chicagoland and northwest Indiana region. Many courses are offered in both on-campus and online formats, using both traditional and innovative teaching strategies to provide engaging learning 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. 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

Accreditation information regarding undergraduate programs within the College of Health and Human Services (CHHS) can be found in the CHHS Accreditation page of their website linked here.

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, supporting career changes and professional advancement as well as preparation for initial licensure. All programs 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 Chicagoland and northwest Indiana region. Many courses are offered in both on-campus and online formats, using both traditional and innovative teaching strategies provide engaging learning experiences.

The college is organized into seven academic departments. The academic departments are the Department of Addictions Studies and Behavioral Health; Department of Communication Disorders; Department of Health Administration and Informatics; 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

Accreditation information regarding graduate programs within the College of Health and Human Services (CHHS) can be found in the CHHS Accreditation page of their website linked here.

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 Bachelor of Health Science degree in Community Health is designed to provide students with the broad-based educational background needed to design, implement, and evaluate programs and services that increase the quality, availability and effectiveness of health and wellness programs. The program has a strong underpinning in cultural understanding and sensitivity, giving you the ability to appreciate and respond to cultural and community influences on health and wellness promotion. The mission of the Community Health program is dedicated to protecting and improving the health and wellness of diverse populations with a particular focus of eliminating health disparities.

After completing a twenty eight-credit program core curriculum, students will select from three concentrations for the customization of the program. The three concentrations are: Health Promotion Across the Lifespan, Pre-Health Professions, and Foundations of Substance Abuse.

Special Admissions Requirements

Prospective students are required to have a minimum GPA of 2.0 in 24 hours of earned college credit from Governors State University or other regionally accredited institution for admission to all concentrations in the program.

Prerequisites:

Students must have completed a statistics course prior to acceptance in the program.

Application Deadlines:

- Fall Admission - July 30th
- Spring Admission - November 30th
- Summer Admission - April 15th

Degree Requirements:

Students must meet all university requirements for a bachelor's degree with a grade of "C" or better in all program required courses. Students must maintain a minimum of a 2.0 GPA in upper division course work and must satisfy all general education requirements.

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;
- 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

General Education Requirements (37 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)

- Statistics (3)

Physical and Life Sciences (7 credit hours)

- 2 courses (7 semester credits) with one course selected from the life sciences and one course from the physical sciences, including at least one laboratory course.

Humanities and Fine Arts (9 credit hours)

- At least one course from humanities and at least one course from fine arts.

Social and Behavioral Sciences (9 credits)

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

Students who are considering the "Pre-Health Professions" concentration may want to consider the courses below to meet the Social and Behavioral Sciences requirement.

- General Psychology (3)
- Life-Span Development (3)
- General Sociology (3)

Program Core Curriculum (28)

- HLSC - 3099 Introduction to Community Health (3)
- HLAD - 3106 Introduction to Epidemiology (3)
- HLSC - 3200 Foundations of Environmental Health (3)
- HLSC - 3300 Disparities and Cultural Awareness in Health (3)
- HLSC - 4100 Health Promotion (3)
- HLSC - 4150 Health Education Models and Systems (3)
- HLSC - 4300 Health and Wellness Programs (3)
- HLSC - 4500 Research Design in Community Health (3)
- HLSC - 4989 Internship Seminar (1)
- HLSC - 4990 Internship (3)

This course has as a prerequisite HLSC - 4989 Internship Seminar (1) which needs be taken **the semester before** you plan on completing your internship. Additionally, HLSC 4990, can only be taken in the final semester of the program with no more than two other courses. Finally, you must submit a completed internship application by the published deadlines below:

- Fall Semester: April 15th
- Spring Semester: September 15th
- Summer Semester: February 15th

Health Promotion Across the Lifespan (32)

- HLSC - 2100 Contemporary Issues in Health (3)
- HLSC - 2200 Global Health (3)
- HLSC - 2300 Human Sexuality (3)
- HLSC - 3400 Principles of Aging and Physical Activity (3)
- HLSC - 3500 Disasters and Public Health (3)
- HLSC - 4101 HIV: The Epidemic: Issues for Healthcare Providers, Educators, Employers, and Consumers (3)
- HLSC - 4130 Nutritional Pathways (3)
- HLSC - 4160 Public Health Communication (3)
- HLSC - 4200 Comparative Complementary and Alternative Medicine (3)
- HLSC - 4700 Leadership in Public Health (3)
- HLSC - 5512 Changing Health Behaviors (3)

Pre-Health Professions (Credit Hours Vary with the Specific Health Field)

The Pre-Health Professions concentration prepares students to meet the pre-requisites required for a variety of advanced health professions degrees such as Occupational Therapy, Physical Therapy, Physician Assistant, Public Health, Medicine, Dentistry, and Nutrition. The specific pre-requisites vary depending upon which health profession

the student intends to pursue. In consultation with the academic advisor, the student will select those courses which best meet the specific pre-requisites required by the health profession.

Foundations of Substance Abuse (32)

- HLSC - 4101 HIV: The Epidemic: Issues for Healthcare Providers, Educators, Employers, and Consumers (3)
- ADDS - 3200 Screening, Referral, and Treatment Planning (3)
- ADDS - 4100 Psychopharmacology (3)
- ADDS - 4150 Addictions: Recovery Process (3)
- ADDS - 4180 Substance Abuse: A Systems Approach (3)
- ADDS - 4220 Clinical Techniques in Substance Abuse (3)
- ADDS - 4600 Community-based Prevention (3)
- ADDS - 5100 Substance Abuse: Current Concepts (3)

NOTE: Select an additional 8 hours of elective courses from HLSC or ADDS at the upper division level.

Electives (Credit Hours vary based on Concentration)

Total - 120 Credit 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 Cultural Considerations (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

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 - Addictions Studies

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 Theoretical Models for Counseling and Addiction Related Issues (3)

- ADDS - 7600 Psychopathology and 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 for MHS in Addictions Studies - 32 credit hours

Addictions Studies, Addictions Counseling Concentration, M.H.S.

Note: This Program is subject to be changed due to a pending proposal. Please watch for changes by June 1, 2024.

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. Know the professional organizations, competencies, preparation standards and state credentials relevant to the practice of professional counseling.
2. Understand the history, philosophy and trends in both addictions and other counseling.
3. Differentiate substance use disorders from other psychopathologies.
4. Apply the diagnostic process including differential diagnosis using current diagnostic tools such as the DSM.
5. Identify developmental factors through the lifespan that influence behavioral health and addictions.
6. Incorporate evidenced-based family interventions into clinical work.
7. Apply career theories as related to lifestyle, education, decision-making, and development in both counseling and substance abuse treatment.
8. Critically evaluate research relevant to the practice of addictions and other counseling.
9. Evaluate various models of consultation and supervision of counselors.
10. Incorporate the relevant needs of culturally diverse groups and people with disabilities into clinical practice.

11. Gather and organize data systematically using a variety of screening and assessment methods that are sensitive to age, developmental level, cultural factors and gender that can be used for treatment planning, referral, service coordination, provision of services and consultation.
12. Synthesize, integrate, and apply the major theories of counseling in the conceptualization of interventions to effectively prevent, treat, and manage addictions, mental health, and other quality of life factors.

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 (60 Hours)

- ADDS - 5100 Substance Abuse: Current Concepts (3)
- ADDS - 5520 Cultural Considerations (3)
- ADDS - 6100 Psychopharmacology (3)
- ADDS - 6140 Professional Practice (3)
- ADDS - 6300 Families, Counseling Approaches, and Addiction (3)
- ADDS - 6400 Behavioral Health Across the Life Span (3)
- ADDS - 6500 Planning, Managing, and Evaluating Substance Abuse Programs (3)
- ADDS - 6900 Etiology and Epidemiology of Substance Abuse (3)
- ADDS - 7100 Screening and Assessment (3)
- ADDS - 7200 Substance Abuse Counseling (3)
- ADDS - 7300 Career Foundations and Development (3)
- ADDS - 7400 Group Techniques (3)
- ADDS - 7500 Theoretical Models for Counseling and Addiction Related Issues (3)
- ADDS - 7600 Psychopathology and Coexisting Disorders (3)
- ADDS - 8200 Seminar in Substance Abuse (3)
- ADDS - 8300 Comprehensive Examination (1)
- ADDS - 8400 Practicum in Addictions Counseling (3)
- ADDS - 8800 Internship (4)
- ADDS - 8810 Advanced Clinical Internship (4)

Total for Addictions Counseling Concentration - 60 credit hours

Graduate Certificate

Addictions Screening, Assessment, and Referral Certificate

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 - Federal Licensure Disclosure:

Federal law requires GSU to disclose information related to the educational requirements for Professional Licensure or 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 Cultural Considerations (3)
- ADDS - 7100 Screening and Assessment (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. The mission of this undergraduate program is to prepare students for successful entry into professional preparation programs in communication sciences and disorders and related fields, and to provide a high-quality foundation for careers in health sciences and education. The program provides undergraduates and post-baccalaureate students with an exceptional education in an environment of civic engagement, community service, and diversity.

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.

Professional Certification and Licensure

Professional practice as a speech-language pathologist or audiologist requires a graduate degree. The undergraduate major in CDIS contributes to the foundational knowledge that is necessary for graduate study, and includes required coursework to qualify for state licensure and national certification. The CDIS bachelor's degree curriculum thus includes the university's general education requirements for the Illinois State Board of Education (ISBE) Professional Educator License endorsed in Non-Teaching Speech-Language Pathology, as well as the specific undergraduate level content required for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). Information on Professional Licensure within Illinois is included on the Licensure of Teachers and Other School Professionals. Students interested in seeking licensure outside the state of Illinois should read the information found on the Professional Licensure or Certification page of this catalog. 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 for the CDIS major must have a grade point average (G.P.A.) of at least 2.75. Applicants must also meet the ISBE basic skills requirement by having passed the ISBE

Test of Academic Proficiency (TAP) or achieved an equivalent ACT or SAT score (as defined by ISBE; for further description of test requirements, please refer to the Student Resources section of www.govst.edu/chhs/cdis/mhs). 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 (55 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 - 3099 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 - 4600 Augmentative and Alternative Communication (3)
- CDIS - 4900 Clinical Methods in Communication Disorders (3)
- CDIS - 4901 Skill Development Lab For Clinical Methods (1)
- EDUC - 2310 Foundations of Education (3)
- EDUC - 3440 Educational Psychology II: Learning, Assessment and Classroom Management (3)
- PSYC - 1101 Principles of Psychology (3)
- PSYC - 3201 Child Development (3)
- SPED - 2100 Survey of Students with Exceptionalities (3)
- STAT - 2100 Statistics (3)
- or
- MATH - 2100 Elementary Statistics (3)

Electives (24-28 hours)

Total - 120 Hours

Master of Health Science

Communication Disorders, M.H.S.

MHS Program in CDIS Mission

The College of Health and Human Services offers a graduate major in Communication Disorders.

The mission of the graduate program in Communication Disorders is to prepare confident, critically-thinking, clinically proficient and culturally competent speech-language pathologists to work in health care, education, and private practice environments. Through an innovative, community-focused model of clinical and academic training, a foundation in evidence-based practice, and a diversity-infused curriculum, the program aims to develop civic-minded and engaged clinician-researchers.

The program provides rigorous coursework and clinical practicum experiences necessary to obtain the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association, the Professional License from the Illinois Department of Financial and Professional Regulation, and the Professional Educator License from the Illinois State Board of Education.

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.

Program Accreditation and Certification

The Master of Health Sciences (MHS) education program in speech-language pathology (residential) at Governors State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, #310, Rockville, MD 20850, 800 498-2071 or 301 296-5700.

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. This license is required for any speech-language pathologist employed in Illinois public schools. Graduates meet the ISBE requirements for Licensure through Approved Programs (entitlement).

The program in Communication Disorders is designed to serve both part-time and full-time 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 at a university with regional accreditation;
2. have completed a minimum of 15 graded credit hours of coursework in the discipline;
3. have a cumulative GPA of 3.0 or higher for all undergraduate coursework; and
4. have a G.P.A. of 3.0 or higher for all undergraduate courses attempted in the discipline.

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. successfully complete graduate Communication Disorders courses taught by at least two different faculty in Communication Disorders;
5. earn a minimum G.P.A. of 3.00 in the first nine credits of graduate Communication Disorders courses;
6. earn a grade of B or better in each course;
7. demonstrate acceptable speech, language, and hearing abilities; and
8. 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;
4. pass the IBSE Non-teaching Speech-Language Pathology exam (#232); and
5. graduate with no more than one grade of "C" in graduate Communication Disorders academic courses.

Required Courses (56 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 - 8250 Foundations of Clinical Practice (3)
- 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 - 60 Hours

Total Required with Non-Thesis Option - 57 Hours

Department of Health Administration and Informatics

Bachelor of Science

Health Informatics, B.S.

Mission

The 2+2 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 Bachelor of Science in Health Informatics (BSHI) program seeks to provide students at Governors State University (GovState) 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 GovState or the local Community Colleges; through upper-division and undergraduate courses at GovState; and through opportunities to participate in civic engagement.

The Bachelor of Science in Health Informatics program is STEM designated.

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 GovState focus areas and general education. 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 terminologies course.

Year 2 entails more courses centered on the GovState focus areas and several health informatics courses including an introduction to health informatics, healthcare organization and administration, statistics, introduction to computer technology 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-centered computing in healthcare, networks and database technology, health data analytics, computational methods, medical terminologies, implementation of electronic health records, information security, legal issues in technology and a capstone course. These courses address Academic Objectives 1 and 2.

In the GovState 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 120 credit hours are required for the BS in Health Informatics degree. For completion of the MS in Health Informatics degree a total of 153 credit hours are required (123 BS + 33 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 2.5 GPA on a 4.0 scale. In absence of a high school diploma and/or high school GPA, the following admission requirements apply:
3. Junior standing: with 60 semester credit hours of acceptable pre-professional course work completed at an accredited college/university.
 - o Minimum GPA of 2.5 (on a 4.0 scale) 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 complete the core course requirements during year 3 and 4 of the program at GSU.

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 computational, analytical, and technical 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 (37 Hours)

All General Education courses must have a **grade of "C" or better** to count toward the degree program. Please know this program looks for the following general education courses to be completed for the program:

- Communication (9 hours): Written Composition I and II (IAI C1 900 and C1901) (6 semester hours) and Oral Communication (IAI C2 900) (3 semester hours);
- Mathematics (3 hours): Statistics (IAI M1 902 or MATH-2100) (3 semester hours);
- Physical and Life Science (7-8 hours): 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 (9 hours): Ethics (IAI H4 904, PHIL-1202 or PHIL-3333) (3 semester hours); one additional course in the fine arts (3 semester hours), and one course in the the humanities or fine arts (3 semester hours); and
- Social and Behavioral Sciences (9 hours): Economics (IAI S3 901 or S3 902; ECON-2301 or ECON-2302) and two other Social and Behavioral Sciences courses (6 semester hours).

General Electives (15 Hours)

In addition to the general education requirements, students must complete 15 credits course to count toward General Elective requirements. General Electives are any courses that do not satisfy any specific course requirements of your program and which you have not previously taken.

Health Informatics Core Courses (59 Hours)

- HLAD - 3099 Healthcare Organization (3)
- HLAD - 3103 Basics of Healthcare Informatics (3)
- HLAD - 3106 Introduction to Epidemiology (3)
- HLAD - 4101 Healthcare Organizational Behavior (3)
- HLAD - 4103 Legal Aspects of Healthcare (3)
- IT - 3310 Information Technology Project Management (3)
- IT - 4540 Information Security and Assurance I (3)
- HLIN - 4501 Applied Healthcare Data Analytics (3)
- HLIN - 4502 Healthcare Technical Standards and Interoperability (3)
- HLIN - 4503 Analysis and Design of Health Information Systems (3)
- HLIN - 4504 Human-centered Computing in Healthcare (3)
- HLIN - 4099 Health Informatics Capstone (5)
- CPSC - 2005 Introduction to Computer Technology (3)
- CPSC - 3310 Introduction To Object-oriented Programming (3)
- CPSC - 4137 Web Applications (3)
- CPSC - 4190 Introduction to Software Engineering (3)
- CPSC - 4345 Database Systems (3)
- CPSC - 4530 Mobile App Developments (3)
- CPSC - 4790 Data Mining and Business Intelligence (3)

Electives (9 Hours)

Select 3 courses from the following:

- HLAD - 3101 Introduction to Healthcare Management Strategies (3)
- HLAD - 3102 Principles of Healthcare Microeconomics (3)
- HLAD - 3104 Healthcare Statistics (3)
- HLAD - 3108 Policy Politics in Healthcare (3)
- HLAD - 4105 Management in the Health Care Setting (3)
- HLAD - 4106 Healthcare Accounting (3)
- HLAD - 4107 Healthcare Human Resource Management (3)
- HLAD - 4108 Health Planning (3)
- CPSC - 4437 Web Application Development II (3)
- CPSC - 4565 3D Modeling (3)
- CPSC - 4580 Information Security (3)
- IT - 3210 Introduction to Scripting Languages (3)

Total - 120 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 electives must be completed with a grade of "C+, C, or C-" or better.

In addition, all students must complete a pre-graduation survey.

General Education Requirement (37-41 Hours)

Health Administration Application (54 Hours)

- HLAD - 3099 Healthcare Organization (3)
- 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 - 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 Health Care 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)

Electives (25-29 Hours)

Total - 120 Hours

Master of Science

Health Informatics, M.S.

Mission

The Master of Health Science in Health Informatics (MSHI) at GovState is STEM designated program that aims to prepare students for entry or mid-level management positions in the health information management profession within the healthcare system. This program is designed to equip students with the necessary knowledge and skills to become productive and proficient healthcare professionals and leaders. It focuses on developing information management skills and professional competencies, including the utilization of technology and information to transform and support healthcare delivery.

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, computational, analytical, and data analytics skills necessary to succeed in a mid-level health informatics role.

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. 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.
4. 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 advanced computational, analytical, and technical skills.
3. Explain the applications 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 and mid-level health informaticist 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:

1. have earned a grade of "B" or better in three of the following five courses: HLAD-7101, HLAD-7102, HLAD-7106, HLAD-7109, and MIS-6201 or CPSC-8820;
2. complete all prerequisite course work listed in the Required Preparation Section;
3. apply for candidacy after earning a minimum of 9 and a maximum of 15 graduate-level credit-hours;
4. demonstrate adequate oral and written communication abilities appropriate for the profession;
5. demonstrate adequate interpersonal skills appropriate for the profession; and
6. no more than one course with a grade of "C+, C, or C-" toward degree requirements. When a student made a second "C+, C, or C-" in a class, the student must repeat the "C+, C, or C-" course only once to meet the degree requirements..

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

The MSHI program at GSU requires all entering students demonstrate proficiency in the following areas of study. These deficiency courses must be satisfied prior to taking MSHI core courses:

- CPSC - 3310 Introduction To Object-oriented Programming (3)
- HLAD - 3104 Healthcare Statistics (3)

GovState students and alumni (within past 5 years) are eligible for guaranteed admission to the Master of Science in Health Informatics program with an overall GPA of 3.00 or in the last 60 hours of undergraduate study at GSU. Application to MSHI program admission is required with a copy of undergraduate transcript. Letters of recommendation, personal statement, and interview are waived.

To transfer from other graduate programs at GSU or other institutions, students must complete the formal application process and submit all required application materials for admission consideration. If admitted, transferring students who wish to request a transfer of credit hours must provide a copy of their earned bachelor's degree transcript and current graduate study transcript along with the credit transfer request at least one month prior to the start of the first semester to the MSHI Program at GovState for review and approval. No transfer credit requests will be evaluated or granted if submitted more than two weeks after the first semester at GovState starts. Students may transfer a maximum of 9 credit hours for required or deficiency courses.

Degree Requirements (33 Hours)

The student must complete all course requirements and earn a cumulative GPA of 3.0 or higher.

- HLAD - 7101 Introduction to Healthcare Organizations (3)
- HLAD - 7102 Community Health and Managerial Epidemiology (3)
- HLAD - 7106 Database Design and Administration of Healthcare System (3)
- HLAD - 7109 Health Care Informatics (3)

- MIS - 6201 Information Systems Project Management (3)
Or take
- CPSC - 8820 Planning and Management of Software Projects (3)
- HLAD - 8104 Medical Records, Information Security, and the Law (3)
Or take
- HLAD - 8106 Legal Aspects of Health Care (3)
- CPSC - 6548 Computer Programming: Java (3)
- CPSC - 6730 Big Data Analytics (3)
- CPSC - 8720 Internet Programming (3)
- MIS - 6801 Information Security Policy and Management (3)
- HLIN - 8900 HI Practicum (3)
Or take
- HLIN - 8901 MSHI Thesis (3)

Total - 33 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.

Master of Health Administration

Health Administration, M.H.A.

The Master of Health Administration (MHA) program at GSU is value-based, competency-driven, and healthcare system-focused. It is to prepare, educate and develop early and mid-career healthcare managers and leaders in the evolving health services arena who will positively impact the wellbeing of the communities they serve. The Program focuses on preparing students who traditionally have been under-served by higher education to serve in public, private, community-based, and federal healthcare settings including hospitals, integrated delivery systems, medical groups, and insurance providers. The vision of the program is to be the premier education program of minority, women, and under-served populations in health administration for developing leaders capable of shaping and impacting the health, business, and the communities they serve.

Program Outcomes

Upon completion of the graduate program in Health Administration, within each of 6 domains the student will demonstrate the following competencies:

Domain 1: Knowledge of Healthcare System and Delivery

All MHA students must demonstrate knowledge about general and evolving issues in healthcare and be prepared to apply this knowledge to diverse health care organizations.

1.1 Healthcare Environment. Ability to explain issues and advancements in the healthcare industry. An underlying curiosity and desire to know more about things, people, and issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for more precise information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption.

1.2 Legal and Regulatory Application and Assessment. Ability to understand and explain the regulatory and administrative environment in which the organization functions (e.g. antitrust; Stark, ACA). This includes the ability to understand and explain corporate compliance laws and regulations.

1.3 Process & Quality Improvement. The ability to analyze and design or improve an organizational process, including incorporating the principles of high reliability, continuous quality improvement, and user-centered design.

Domain 2: Business and Management Knowledge

All MHA students must master core business and organizational management skills in a healthcare context.

2.1 Human Resources Management. The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, and optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization.

2.2 Financial Skills. The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.

2.3 Strategic Orientation. The ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.

2.4 Project Management. The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact.

2.5 Information Technology Management. The ability to see the potential for administrative and clinical technologies to support process and performance improvement. Actively sponsors the continuous seeking of enhanced technological capabilities.

Domain 3: Critical Thinking and Analysis

All MHA students must demonstrate the ability to conceptualize, analyze, synthesize, and evaluate information gathered from diverse sources.

3.1 Performance Measurement. The ability to understand and use statistical and financial metrics and methods to set goals and measure clinical as well as organizational performance; commits to and deploys evidence-based techniques.

3.2 Innovation. The ability to approach one's work and the organization in new and breakthrough ways, including applying complex concepts, developing creative new solutions, or adapting previous solutions in promising new ways.

3.3 Analytical Thinking. Developing a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications step-by-step. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.

3.4 Organizational Awareness. The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events will affect individuals and groups within the organization.

Domain 4: Policy and Community Engagement

All MHA students must demonstrate knowledge of the policy process at various levels of government, as well as the processes and methods required to change and evaluate organizational policy, and strategies to engage the community in multiple types of policy change.

4.1 Policy and Advocacy. Ability to effectively participate in discussions relating to health policy at the local, state, and federal levels.

4.2 Community Collaboration. The ability to align one's own and the organization's priorities with the needs and values of the community, including its cultural and ethnocentric values, and to move health forward in line with population-based wellness needs and national health agenda.

Domain 5: Communication

All students must apply interpersonal and communication skills in valuable information exchanges with faculty, peers, and preceptors. This includes abilities such as listening and communicating clearly using nonverbal, verbal, and writing skills.

5.1 Communication Skills. Ability to facilitate a group; speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations.

5.2 Interpersonal Understanding. The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may represent diverse backgrounds and very different worldviews. Levels of proficiency relate to the increasing complexity and depth of understanding, as well as openness to perspectives very different from one's own.

Domain 6: Professionalism and Leadership

All MHA students must demonstrate professionalism and leadership indicative of characteristics and abilities to influence others.

6.1 Professional & Social Responsibility. The demonstration of ethics, sound professional practices, social accountability, and community stewardship. Acting in ways that are consistent with one's values and what one says is important.

6.2 Collaboration. The ability to work cooperatively and inclusively with other individuals and/or teams they do not formally lead; working together, as opposed to working separately or competitively

6.3 Team Leadership. The ability to lead groups of people toward shared visions and goals, from forming a team that possesses balanced capabilities, to setting its mission, values, and norms, and holding team members accountable individually and as a group for results.

6.4 Change Leadership. The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.

6.5 Achievement Orientation. Concern for surpassing standards of excellence. Standards may involve past performance (striving for improvement); objective measures (results orientation); outperforming others (competitiveness); challenging goals, or redefining the nature of the standards themselves (innovation).

6.6 Self-Awareness. The ability to have an accurate view of one's own strengths and development needs, including the impact that one has on others. A willingness to address development needs through reflective, self-directed learning, and by trying new approaches.

Accreditation

The graduate major in health administration is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME), PO Box 911, Spring House, PA 19477 may be reached by telephone at 301-298-1820 or by info@cahme.org. CAHME's website may be viewed at www.cahme.org.

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must meet the following:

1. **GPA.** An overall undergraduate GPA of 3.0 or a GPA of 3.0 in the last 60 hours of undergraduate study is required.
2. **Official transcripts from each institution attended.** Official transcripts of undergraduate degree are required. Transcripts not in English or obtained from institutions outside the U.S. must be accompanied by a certified translation and transcript evaluations by WES/ECE.
3. **English Language Proficiency.** International applicants must take and submit scores for the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).
4. **References (2).** Two letters of recommendation that support the applicant for graduate study in health administration are required. Recommendation letters should come from previous academic faculty and/or professional peers, managers and supervisors. If the applicant has been out of school or unemployed for more than five years, he/she may petition for a waiver.
5. **Personal Statement.** Describe your personal, academic, and professional background. Why did you become interested in the health care industry? Where do you foresee yourself in the future and how will the MHA degree contribute to your career goals? Please limit your personal statement to no more than 1,000 words.
6. **Interview.** The admissions committee will review all completed applications and may require a brief interview via telephone, video conferencing, or in-person.

All required application material should be submitted by May 31 for Fall admission consideration and by November 15 for Spring admission consideration. Applicants can expect to hear program decisions between May through early June for Fall admission, and between November through early December for Spring Admission.

GUARANTEED ADMISSION

GovState students and alumni (within past 5 years) are eligible for guaranteed admission to the Master of Health Administration program with an overall GPA of 3.0 or in the last 60 hours of undergraduate study at GSU. Undergraduate transcript is required. Letters of recommendation, personal statement, and interview are waived.

Required Preparation

The MHA program at GovState requires all entering students demonstrate proficiency in the following areas of study. These deficiency courses must be satisfied prior to taking MHA core courses:

- Completion of a college-level statistics course or HLAD - 3104 Healthcare Statistics (3) with a grade of "B" or better, taken within five years of matriculation in the MHA program
- Completion of a college-level economics course or HLAD - 3102 Principles of Healthcare Microeconomics (3) with a grade of "B" or better, taken within five years of matriculation in the MHA program
- Completion of a college-level accounting course or HLAD - 4106 Healthcare Accounting (3) with a grade of "B" or better, taken within five years of matriculation in the MHA program

You may also be required to take the following two deficiency courses if your undergraduate study does not involve any course work in health care:

- College-level health care management course or HLAD - 3101 Introduction to Healthcare Management Strategies (3) with a grade of "B" or better, taken within five years of matriculation in the MHA program
- College-level health care policy course or HLAD - 3108 Policy Politics in Healthcare (3) with a grade of "B" or better, taken within five years of matriculation in the MHA program

Admission to Candidacy

MHA Program at GovState is competency-based education that follows from its mission, vision and values. The competency model has six domains and a total of 22 competencies that students are prepared for. In addition to meet all university requirements for a master's degree, MHA students must meet the following requirements:

1. Complete the self-assessment three times throughout your MHA degree study in addition to the self-assessment against each course. The three times of self-assessments include 1) Pre-program self-assessment conducted when entering MHA program; 2) MHA Candidacy Assessment conducted when applying for MHA Degree Candidacy; and 3) Post-program assessment conducted when exiting the program. Students enter the competency level scores into the Jaguar Assessment Guide (JAG) Excel spreadsheet for tracking the competency growth throughout the program.
2. Submit MHA Degree Candidacy Application upon completion of six 7000 level MHA courses -HLAD-7101 HLAD-7102 HLAD-7107 HLAD-7108 HLAD-7109 HLAD-7110 HLAD-7111 HLAD-7112
3. Apply no more than one course with a grade of "C+, C, or C-" toward degree requirements: When a student made a second "C+, C, or C" in a class, the student must repeat the "C" course only once to meet the degree requirements.

More detailed candidacy information and forms are available from the student's advisor and can be found at <https://www.govst.edu/mha/>.

Degree Requirements

Required Courses (54 Hours)

- HLAD - 7101 Introduction to Healthcare Organizations (3)
- HLAD - 7102 Community Health and Managerial Epidemiology (3)
- ACCT - 6100 Foundations of Accounting (3)
- HLAD - 7107 Economics of Health Administration (3)
- HLAD - 7108 Health Care Policy (3)
- HLAD - 7109 Health Care Informatics (3)
- HLAD - 7110 Health Care Financial Management I (3)
- HLAD - 7111 Organizational Theories in Health Administration (3)
- HLAD - 7112 Healthcare Management I (3)
- HLAD - 8000 Program Evaluation and Analysis (3)
- HLAD - 8103 Healthcare Quality Improvement Concepts and Tools (3)
- HLAD - 8107 Health Care Financial Management II (3)
- HLAD - 8101 Quantitative Decision-Making for Health Administration (3)
- HLAD - 8105 Healthcare Human Resource Management (3)
- HLAD - 8106 Legal Aspects of Health Care (3)
- HLAD - 8108 Healthcare Planning and Marketing (3)

- HLAD - 8901 Health Care Management II (3)
- HLAD - 8902 Health Administration Field Experience (3) or
- HLAD - 8110 Internship (1-8) (*minimum of six months*) or
- HLAD - 8111 Graduate Thesis/Project: (1-8) (*minimum of six months*)

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 Student Learning 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. Collaborate with clients and colleagues in planning, implementing, and evaluating healthcare delivery.
6. Promote changes for 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

The Bachelor of Science in Nursing (RN to BSN) nursing program at Governors State University located at University Park, Illinois is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Rd. NE
Suite 1400
Atlanta GA 30326
404-975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Bachelor of Science in Nursing (RN to BSN) program is:

Continuing Accreditation

View the public information disclosed by the ACEN regarding this program at:
<http://www.acenursing.us/accreditedprograms/programSearch.htm>

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. In addition before the end of the first term of enrollment, students will need to submit a copy of their CPR card, proof of Personal Health Insurance, proof of Personal Professional Liability Insurance and a criminal background check. Additional information can be found at Nursing Student Resources webpage.

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 (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)

- Statistics (3)

Physical and Life Sciences (8 credit hours- both with labs)

- Anatomy and Physiology (4)
- General Chemistry (4)

Humanities and Fine Arts (9 credit hours)

- At least one course from humanities and at least one course from fine arts

Social and Behavioral Sciences (9 credits)

- General Psychology (3)
- Human Growth and Development or Life-Span Development (3)
- General Sociology (3)

Nursing Courses (30 Hours)

Transfer courses from the AAS Nursing Degree/ Diploma will be granted as 30-hour coursework block.

Lower-Division Nursing Courses (14 Hours)

- Microbiology with lab (4)
- Organic Chemistry - intro to organic and biochem lab (4)
- Basic Computer Applications (3)
- Multicultural Elective (3)

Upper-Division Nursing Courses (27 Hours)

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

- NURS - 3099 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)

Free Electives (11 Hours)

Some "General Education Requirements" or "Free Electives" maybe required at the upper-division level to meet the 35 credit hour upper-division program requirement.

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 in three areas: as a clinical nurse specialist in adult/gerontological health; as a family nurse practitioner; or as a nurse executive.

Program Student Learning Outcomes

By the time the students in the Master of Science in Nursing complete their degree they will be able to:

1. Integrate information from humanities and other disciplines as a basis for advanced nursing practice
2. Demonstrate leadership abilities in all areas of nursing practice
3. Create a culture of quality and improvement in health care delivery
4. Compare nursing literature in translating research into practice
5. Evaluate clinical and decision support information systems in the nursing service organization
6. Develop familiarity in the legislative and policy processes
7. Collaborate effectively across disciplines within a healthcare organization
8. Display professional leadership skills exhibiting ethical, moral, and legal behavior
9. Plan health promotion and illness prevention activities for patient care

Clinical Nurse Specialist

The Clinical Nurse Specialist in Adult/Gerontological Health option 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 advanced practice nurse. Specialty courses at the 8000 level provide preparation for role as clinical specialist in adult/Gerontological health.

Family Nurse Practitioner

The Family Nurse Practitioner option 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 Post-Masters Certificate is an option for nurses already prepared at the advanced practice level who have a master's degree. Admission to the Master of Nursing, Family Nurse Practitioner Program

requires a cumulative Grade Point Average (GPA) of 3.0 or higher in all undergraduate courses. Program Policy states that all applicants in the MSN, Family Nurse Practitioner Program must have a GPA of 3.0 with all Sciences no more than 7 years old and completion of the Undergraduate courses - Health Assessment, Statistics, and Research.

Nursing Executive and Innovative Leadership

The Nursing Executive and Innovative Leadership option focuses on management of patient care services within complex health care organizations. This option focus provides skills that are essential for the effective nursing leader, such as decision making, strategic planning, risk management, finance, and human resources. Through the functional role of executive and innovative leadership the nurse directs and influences nursing practice, improves the delivery of health care, and contributes to the development of beneficial health policy using leadership, creativity, and collaboration. In this concentration general systems theory bring together knowledge from many disciplines which permit inference and the generation of new nursing modalities management of nursing sciences. Systematic examination of theories and concepts drawn from nursing management and healthcare management disciplines provides the basis for advanced nursing leadership.

Accreditation

The Master of Science in Nursing (Options: CNS, NEIL, FNP/PMC) program at Governors State University located at University Park, Illinois is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Rd. NE
Suite 1400
Atlanta GA 30326
404-975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Master of Science in Nursing (Options: CNS, NEIL, FNP/PMC) program is:

Good Cause

View the public information disclosed by the ACEN regarding this program at:
<http://www.acenursing.us/accreditedprograms/programSearch.htm>

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 residence;
4. have a cumulative GPA of 2.50 (3.0 for Family Nurse Practitioner) or higher in all undergraduate courses and a GPA of 3.0 or higher with a grade of "B" 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 with degrees from countries other than the United States must have their international transcripts evaluated by a NACES (<http://www.naces.org/members.html>) approved agency, unless the applicant is affiliated with one of Governors State University's recruiting agencies: INDUS or College Study US. If applicant is affiliated with a GSU recruiting agency, credentials will be evaluated by a GSU Foreign Credential Evaluator from the Office of International Services.

Applicants must assume all responsibility for fees associated with testing and evaluating. All required credentials must be on file in the Office of Admissions before an applicant 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** option requires a minimum of 540 clinical hours that must be completed prior to graduation.
3. The **Nursing Executive & Innovative Leadership** option require at the minimum, 135 clinical hours that must be completed prior to graduation.
4. The **Family Nurse Practitioner** option and the **Family Nurse Practitioner Certificate** require 540 clinical hours that must be completed prior to graduation across the following settings:
 - 500 must be direct patient care.
 - The majority of the hours should be divided between pediatrics, adult/ geriatrics.
 - You must have a minimum of 65 hours of OB (prenatal care).
 - 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.
 - 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.**
 - *Typhon Nurse Practitioner Student Tracking System and E-Value* (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.
 - 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 Executive - NURS-6145, NURS-7182, NURS-8342, NURS-8350, 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, a capstone project over the major area of study; and
2. complete a minimum of 540 clinical hours for the CNS; minimum of 135 clinical hours for NEIL option; and 540 clinical hours for the FNP option;
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 "C" or less is received without being academically dismissed from the program.

Required Courses Clinical Nurse Specialist Option (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 Gerontology Acute Care Alterations (5)
- NURS - 8108 Gerontology Chronic Care Alterations (5)
- NURS - 8210 Gerontology I: Clinical Nurse Specialist Role Specialty (5)
- NURS - 8946 Gerontology II: Clinical Nurse Specialist Internship and Project (5)

Required Courses Family Nurse Practitioner Option (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 Clinical Practicum in Family Nurse Practitioner Role (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 Clinical Practicum in Young Family Health and Illness (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)

Required Courses Nurse Executive & Innovative Leadership Option (42 Hours)

- NURS - 6145 Theoretical Perspectives for Advanced Practice Nursing (3)
- NURS - 7101 Organization Leadership for Nurse Executives (3)
- NURS - 7109 Informatics for Nurse Executives (3)
- NURS - 7182 Healthcare Policy and Nursing (3)
- NURS - 8102 Clinical Issues for Advanced Nursing Practice (3)
- NURS - 8103 Advanced Nursing Research (3)
- NURS - 8104 Quality Improvement and Innovation for Nurse Executives (3)
- NURS - 8105 Human Resource Management for Nurse Executives (3)
- NURS - 8106 Strategic Planning and Evaluation of Healthcare Programs (3)
- NURS - 8342 Professional Writing For Nurse Executives (3)
- NURS - 8350 Nursing Administration I (3)
- NURS - 8400 Nursing Financial Management (3)
- NURS - 8550 Nursing Administration II: Seminar (3)
- NURS - 8956 Nursing Administration II: Practicum (3)

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 Goals

The goals for the Nursing Programs at Governors State University are to:

1. Prepare nursing students with knowledgeable skills and the capacity for critical inquiry and thinking, and skills to function in a variety of practice settings.
2. Provide an environment in which students develop cultural competency in health care.
3. Promote the professional values, beliefs and behaviors necessary for providing leadership in the delivery of health care in the 21st century.
4. Foster in students a commitment for life-long learning.

End of Program Student Learning Outcomes

Graduates will be able to:

1. Critically analyze complex clinical situations and practice systems including the social, economic, political and policy components of health care systems to affect care planning and delivery.
2. Demonstrate advanced levels of clinical/judgement/scholarship to improve health care of diverse populations by analyzing and applying conceptual models, theories, and research.
3. Systematically investigate clinically focused areas of practice in nursing.
4. Assume leadership roles in the development of clinical practice models, education models, health policy, and standards of care
5. Integrate professional values and ethical decision-making in advanced nursing practice
6. Collaborate in interprofessional health care teams in diverse health care settings and systems to promote health and prevent illness
7. Assess technology and information systems for best practice across care settings

Accreditation

Effective July, 2019 the Doctorate of Nursing Practice nursing program at Governors State University located at University Park, Illinois is a candidate for initial accreditation by the Accreditation Commission for Education in nursing. This candidacy expires on December, 2021.

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE,
Suite 1400
Atlanta, GA 30326
404-975-5000

View the public information disclosed by the ACEN regarding this program at:
<http://www.acenursing.com/candidates/candidacy.asp>

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, 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.
3. Verification of past clinical hours form is to be signed by the previously attended educational institution.

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 "C" 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)

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 - 9530 Nursing Leadership Role Residency (4)
- HLAD - 7107 Economics of Health Administration (3)

Direct Practice Role

- DNP - 9540 Advanced Practice Role Residency (4)
- DNP - 9480 Advanced Practice Role: Care of Vulnerable Populations (3)
Elective (3)

C. Capstone Courses (5 Hours)

- DNP - 9600 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 Gerontology Acute Care Alterations (5)
- NURS - 8108 Gerontology Chronic Care Alterations (5)
- NURS - 8210 Gerontology I: Clinical Nurse Specialist Role Specialty (5)
- NURS - 8946 Gerontology II: Clinical Nurse Specialist Internship and Project (5)

OR

B. Nursing Executive & Innovative Leadership (42 Hours)

- HLAD - 7101 Introduction to Healthcare Organizations (3)
- HLAD - 7109 Health Care Informatics (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 - 8342 Professional Writing For Nurse Executives (3)
- NURS - 8350 Nursing Administration I (3)
- NURS - 8400 Nursing Financial Management (3)
- NURS - 8550 Nursing Administration II: Seminar (3)
- NURS - 8956 Nursing Administration II: Practicum (3)

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

- Health Sciences
- Communication Studies
- Addictions Studies
- Management Information Systems
- Required Courses Post-Master's Option
- (44-47 Hours) (Listed Above)

OR

C. Family Nurse Practitioner (44 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 - 8111 Adult Family Practicum (3)
- NURS - 8112 Adult Family Health and Illness (3)
- NURS - 8119 Clinical Practicum in Young Family Health and Illness (3)
- NURS - 8120 Young Family in Health and Illness (3)
- NURS - 8221 Clinical Practicum in Family Nurse Practitioner Role (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 - 86 - 89 Hours

Graduate Certificate

Family Nurse Practitioner Post-Masters Certificate

The College of Health and Human Services Department of Nursing offers a Certificate to prepare nurses with Master of Science in Nursing 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 in nursing with clinical activity that would qualify the applicant to apply for an Adult Specialty Certification and APN state licensure.
3. GPA in Master Program must be 3.0 or higher.
4. Transcripts and adequate, appropriate clinical activity hours will be reviewed on an individual basis.
5. Transcripts must support advanced pharmacology, pathophysiology and physical assessment courses at the master's level.
6. Licensure as a registered professional nurse in the State of Illinois or the jurisdiction in which clinical practice will occur.
7. Must have 2 years of current hospital based clinical nursing experience.
8. Submit a career goal statement, resume, and two letters of recommendation.

Review of all applicants by the established FNP Admission Committee and selection based on the above criteria.

Requirements for the Certificate

The curriculum leading to the Family Nurse Practice Certificate consists of the following graduate courses:

- NURS - 7183 Documentation for Advanced Practice Nurses (2)
- NURS - 8111 Adult Family Practicum (3)
- NURS - 8112 Adult Family Health and Illness (3)
- NURS - 8119 Clinical Practicum in Young Family Health and Illness (3)
- NURS - 8120 Young Family in Health and Illness (3)
- NURS - 8221 Clinical Practicum in Family Nurse Practitioner Role (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 - 24 Hours

A student may repeat only one nursing course in which a grade of "C" 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.

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 6116 Executive Blvd., Suite 200, North Bethesda, MD 20852-4929. 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:

- Students must have an undergraduate cumulative GPA of 2.75 excluding your freshman and sophomore year.
- A personal statement paper - no longer than 2 pages and should articulate why you are choosing occupational therapy as a career.
- completed prerequisite coursework with a minimum GPA of 3.0. A grade of "C" or better is highly recommended in the following prerequisite coursework:
 - Human Anatomy and Human Physiology with Lab (8 credit hours)
 - Social and Behavioral Sciences (9 credit hours) to include:
 - Abnormal Psychology (3 credit hours)
 - Developmental Psychology or other related lifespan course (3 credit hours)
 - Other: General Psychology, Sociology, or Anthropology course (3 credit hours)
 - Orientation of Occupational Therapy (2 credit hours)
 - Medical Terminology (1 credit hour)
- GRE Score of 300 (150 each for the verbal and quantitative sections); writing score of 3.5 or above preferred;
- Three letters of recommendation. One must be from a healthcare professional, one from an academic person, and one from a mentor, employer, advisor, or volunteer experience supervisor.
- Interview by invitation based on review of application.
- A \$750 seat deposit upon acceptance into the MOT Program.

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 61 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 - 8950 Fieldwork Level II A (8) and OCCT - 8960 Fieldwork Level IIB (8)) 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 (78 Hours)

1st Semester/Year 1; **Credits / Units:** 9

- OCCT - 6605 Graduate Studies in OT 1
 - OCCT - 6704 OT Foundations (3)
 - OCCT - 6615 Functional Anatomy (4)
 - OCCT - 6616 Functional Anatomy Lab (1)
- 2nd Semester/Year 1; **Credits / Units:** 13
- OCCT - 6625 Neuroscience for OT (3)
 - OCCT - 6732 Models of Practice (3)

- OCCT - 7710 Movement for Occupation (3)
- OCCT - 7711 Movement for Occupation Lab (1)
- OCCT - 7140 OT Foundations II (3)
3rd Semester/Year 1; **Credits / Units:** 11
- OCCT - 7795 Research (3)
- OCCT - 7720 Psych A & I (3)
- OCCT - 7721 Psych A & I Lab (1)
- OCCT - 7240 Level IA - Psychosocial (1)
- OCCT - 7116 Foundations of Peds OT (3)
1st Semester/Year 2; **Credits / Units:** 14
- OCCT - 8905 Independent Research Study (3)
- OCCT - 7805 Pediatric A & I (3)
- OCCT - 7806 Pediatric A&I Lab (1)
- OCCT - 7250 Level IB - Pediatric Practice (1)
- OCCT - 7117 Foundations of Adult OT (3)
- OCCT - 7832 Assistive Technology (3)
2nd Semester/Year 2; **Credits / Units:** 14
- OCCT - 7815 Adult A&I (3)
- OCCT - 7816 Adult A&I Lab (1)
- OCCT - 7260 Level IC - Adult Practice (1)
- OCCT - 7825 Aging (2)
- OCCT - 7845 Leadership and Management (3)
- OCCT - 7785 Health Promo, Wellness, Prev (3)
- OCCT - 7833 Seminar in PAMS (1)
3rd Semester/Year 2; **Credits / Units:** 8
- OCCT - 8950 Fieldwork Level II A (8)
1st Semester/Year 3; **Credits / Units:** 9
- OCCT - 8960 Fieldwork Level IIB (8)
- OCCT - 8945 Professional Seminar (1)

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 advanced practice degree offered through the College of Health and Human Services. Occupational therapists will advance skills and knowledge to enhance current practice and prepare you for leadership, education, research, and advocacy.

Maintain balance between life, work, and school and earn your post-professional Doctor of Occupational Therapy (DrOT) degree. The contemporary 30 credit hour, online format, cohort model engages you from virtually anywhere with experienced faculty and a budget-friendly tuition.

The DrOT will have one point of entry:

- Master of Occupational Therapy degree (MOT or MSOT) from an Accreditation Council for Occupational Therapy Education (ACOTE) accredited institution

Program Expected Student Outcomes

After graduation, students will have doors open for opportunities through:

- Enhanced ability to evaluate, apply and conduct research in occupational therapy
- Leadership capabilities developed for today's healthcare environment
- Preparation to pursue employment in higher education
- Advocacy practices

Doors will open for opportunities in Leadership, Education and Research.

Admission Requirements and Process:

DrOT accepts a limited number of students per application cycle. Application materials will be reviewed by the Department of Occupational Therapy DrOT Admission Committee.

Applicants must submit:

- Application
- Evidence of an occupational therapy masters degree
 - Provide transcripts from a masters degree from an occupational therapy program accredited by ACOTE; a minimum graduate GPA of 3.0 on a 4.0 point scale;
 - International students must have graduated from a masters level program accredited by the World Federation of Occupational Therapy (WFOT);
- Certification from National Board for Certification in Occupational Therapy (NBCOT);
- Current state occupational therapy license;
- Application essay;
- Curriculum vita or resume;
- Three letters of recommendation; and
- A personal virtual interview with a graduate program faculty advisor/mentor.

Application for admission to the DrOT program is rolling allowing students to submit an application any time during the year. A cutoff date for applications, allowing for applications to be reviewed for admission, will be November 15. Admission decisions are made by December 1, for entry into the program in the Spring semester.

To apply to the Doctorate in Occupational Therapy program, follow the steps below:

- Complete the GSU online application (hyperlink)
- NBCOT Certificate (**Upload in application portal**)
- State Occupational Therapy License (**Upload in application portal**)
- A vitae or resume (**Upload in application portal**)
- Submit an application essay: a one-page, double-spaced essay addressing the applicant's reasons for pursuing the Doctor of Occupational Therapy degree
- **Submit an official transcript** indicating a completed master's degree from an accredited program. 3.0 GPA or higher is required and should be sent to e sent to **apotranscripts@govst.edu**.
- Three letters of reference forms (one must be from an employer/supervisor; one from an OT colleague; and one from a person who can attest to your scholarly potential (**Upload in application portal**))
- Submit the Application Fee

Application Procedure:

Program Admission Committee will invite applicants 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.

Degree Requirements

A. Required Courses (30 hours)

- OCCT - 8705 Seminar I (1)
- OCCT - 8710 Seminar II (1)
- OCCT - 8715 Seminar III (1)
- OCCT - 9205 Advanced OT Models, Concepts and Application (3)
- OCCT - 9210 Advanced Research in OT (3)
- OCCT - 9340 Leadership and Advocacy in OT (3)
- OCCT - 9345 Evidence-based Practice and Innovation (3)
- OCCT - 9992 Applied Scholarship I (3)
- OCCT - 9995 Applied Scholarship II (3)
- OCCT - 9999 Capstone (3)
- ONTL - 6101 Introduction to Online Teaching (3)
- ONTL - 6201 The Role of the Online Instructor (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 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:

- Provide quality patient-centered health care grounded in legal and professional standards and ethical principles.
- Incorporate sound clinical reasoning and problem solving to deliver safe, high-quality patient/client management consistent with current best practice to a diverse population across the lifespan in a variety of settings.
- Practice with cultural humility and social responsibility consistent with the professional core values of the American Physical Therapy Association (APTA).
- Maximize delivery of care through competent decision making within inter and intra professional collaboration, consultation, and referral to others to optimize patient outcomes.
- Pursue life-long learning for professional development.

In professional interactions:

- exhibit moral, ethical, and legal behavior;
- display sensitivity to individual differences and values;
- communicate appropriately;
- apply effective leadership skills;
- implement effective administrative and consultative behaviors; and
- effectively use contemporary technology.
- use 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. Additional information regarding licensure is found in the Professional Licensure or Certification page of this catalog.

Special Admissions Requirements

Applications for admission are due by October 15. Application to the Doctor of Physical Therapy (DPT) curriculum is 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.

If applications are verified by PTCAS by August 1st, applicants may be eligible for early admission decision by August 31st.

Additionally, if accepted into the Doctor of Physical Therapy program, you will have to have official transcripts from all schools you have attended mailed directly to us from those schools you have attended.

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:
 - 1 General biology with lab (4) (BIOL 1500, 1501, 1510, 1511)
 - 2 General chemistry with lab (8) (CHEM 1141, 1142, 1143, 1144)
 - Anatomy with lab (8); two semester sequence of 1000-level Human Anatomy and Physiology with lab (8) (BIOL 2200, 2201, 2210, 2211) OR one semester of 2000-level or higher with lab (4) such as Comparative Anatomy (BIOL 3360/3361) and one semester of Physiology (3) such as Human Physiology (BIOL 4444/4445)
 - 2 General Physics with lab (8) (PHYS 2141/2142 and PHYS 2143/2144)
 - Statistics (3) (STAT 4219)
 - 3 courses in Psychology, Sociology or Anthropology (1 needs to be psychology) (9)
 - Recommended courses:
 - Orientation to Physical Therapy (2) (PHYT 2320)
 - Medical Terminology (1) (HLSC 2400) or Computer Application: Medical Terminology for the Health Professional (OCCT 2400)
4. participate in personal interviews conducted by the Physical Therapy Department admissions committee, if selected.

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-7751](#)). Students must have completed 39 credit-hours with a minimum G.P.A. of 3.0 to be accepted into candidacy and progress to the first clinical education experiences.

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:

A. Basic Sciences (10 Hours)

- PHYT - 6601 Gross Anatomy I (2)
- PHYT - 6602 Gross Anatomy I Laboratory (1)
- PHYT - 6611 Gross Anatomy II (3)
- PHYT - 6612 Gross Anatomy II Laboratory (1)

- BIOL - 7706 Physiology of Disease I (2)
- BIOL - 7716 Physiology of Disease II (4)

B. Physical Therapy (94 Hours)

- PHYT - 6701 Patient Management I (1)
- PHYT - 6702 Patient Management I Laboratory (2)
- 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 - 6721 Patient Management III Lecture (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 Evidence Informed Practice I (2)
- 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 PA Lab (1)
- PHYT - 7728 PA in PT (1)
- PHYT - 7737 Clinical Orthopedics II (2)
- PHYT - 7738 Clinical Orthopedics Laboratory II (1)
- PHYT - 7740 Integrative Physical Therapy Seminar IV (1)
- PHYT - 7750 Preparation for Clinical Experiences in Physical Therapy I (2)
- 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 (2)
- 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 (2)
- PHYT - 7782 Imaging for Physical Therapists 2
- PHYT - 7786 Physical Therapy Management of Medical/Surgical (2)
- PHYT - 7788 Comprehensive Patient Management (3)
- PHYT - 8792 Wellness and Human Performance (3)
- PHYT - 8802 Integrative Physical Therapy Seminar V (1)
- PHYT - 8804 Integrative Physical Therapy Seminar VI (1)
- PHYT - 8810 Preparation for Clinical Experiences in Physical Therapy II (1)
- PHYT - 9783 Applied Research in Physical Therapy (2)

- PHYT - 9808 Integrative Physical Therapy Seminar VII (1)
 - PHYT - 9810 Clinical Experience IV (6)
- Students will be required to complete the following new courses:
- PHYT 7751 - Clinical Practicum
 - PHYT 7754 - Management of Chronic and Vascular Conditions I Laboratory
 - PHYT 7763 - Management of Chronic and Vascular Conditions II Laboratory
 - PHYT 8811 - Current Issues in Physical Therapy
 - PHYT 8830 - Clinical Education III

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 - 104 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.

Student Learning Outcomes

- a. Prepare students for generalist practice at the individual, family, group, organizational, and community levels in diverse settings.
- b. Apply the values and ethical standards of the profession to practice.
- c. Integrate principles of empowerment, person-in-environment, strengths-perspective, and anti-oppressive practices at all levels.

- d. Apply strategies of advocacy and social change that advance social and economic justice and personal well-being.
- e. Apply theoretical frameworks and empirical evidence to engage, assess, intervene, and evaluate human development, behavior, and agency and interactions at all levels.

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 (53 Hours)

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

- Sociology (3)
- Macroeconomics (3)
- SOCW - 2100 Introduction to Social Work (3) or equivalent.

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

- ADDS - 4150 Addictions: Recovery Process (3)
- SOCW - 3000 Professionalism in Social Work (2)
- SOCW - 3099 Diversity and Social Justice - Junior Seminar (3)
- SOCW - 3100 Social Welfare Policy I (3)
- SOCW - 3200 Interviewing Skills (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 - 3104 Forensic Social Work (3)
- SOCW - 4000 Topics in Social Work (1-4)
- SOCW - 4101 Urban Dynamics (3)
- SOCW - 4103 Management and Supervision in the Human Services (3)
- SOCW - 4104 Social Work in Healthcare (3)

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 - 4000 Topics in Social Work (1-4)
Must enroll in SOCW-4000 twice with the following topics: Child Welfare License I and Child Welfare License II.

NOTE: In addition to the above courses, the required Field Practicum I & II must be completed in a child welfare agency.

Electives (15 Hours)

Total - 120 Hours

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 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 - 3099 Diversity and Social Justice - Junior Seminar (3)

Elective Courses (6 Hours)

- SOCW - 3102 Children and Families: Problems, Issues, and Services (3)
- SOCW - 4101 Urban Dynamics (3)
- SOCW - 4103 Management and Supervision in the Human Services (3)
- SOCW - 4104 Social Work in Healthcare (3)

Total - 18 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.

Integrated Social Work Practice

After completion of the Social Work foundation curriculum, or upon admission to the Advanced Standing program, students may focus their graduate studies in two areas of specialization:

1. Social Work Practice with children, adolescents and families; with two sub-specialization courses - a) Mental Health (two 3-credit hour courses) and b) Licensed Child Welfare Practice (two 3-credit hour courses); or
2. School Social Work practice, leading to a Professional Educators License.

These specializations are grounded in evidence-based and best practices in primary care settings

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 coursework 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 for the Master of Social Work program are available from the MSW website. Application to the program is made via the Governors State University website: <https://apply.govst.edu/apply/>.

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 32 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 Specialization

- 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: Integrative Seminar (2)
- SOCW - 8700 Field Practicum IV (3)
- SOCW - 8701 Field Practicum IV: Integrative Seminar (2)
- SOCW - 8060 Advanced Mindfulness in Social Work (3)

Total Advanced Credit-Hours - 28

Total Foundation and Children and Families Specialization - 60 Hours

School Social Work Practice Specialization

- 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: Integrative Seminar (2)
- SOCW - 8700 Field Practicum IV (3)
- SOCW - 8701 Field Practicum IV: Integrative Seminar (2)

Total Advanced Credit-Hours - 28

Total Foundation and School Social Work Specialization - 60 Hours

M.S.W. Advanced Standing Degree Requirements

- SOCW - 8000 Transition to Advanced Social Work (1)
- SOCW - 7050 Foundation Topics in Social Work (1-3)
or
- SOCW - 8060 Advanced Mindfulness in Social Work (3)
- 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

Practice Evaluation (SOCW - 8400 Practice Evaluation (3)) is a graduate course that provides information about the techniques and procedures involved in the evaluation of practice emphasizing process and outcome evaluation. Students will integrate concepts, frameworks, and practice approaches from previous social work courses, culminating in a final master's project

This Capstone course provides students with the requisite skills to plan, design, and implement a practice-based evaluation. In the advanced curriculum, students consolidate learning from all other components of the curriculum. Knowledge, values and skills acquired in the foundation and advanced curriculums are integrated and synthesized in the execution of the Capstone Project in the advanced research curriculum. Students in their final year of the MSW program complete their master's capstone project.

Graduate Certificate

Post-MSW Certificate in School Social Work

The Post Master's School Social Work Certificate Program in the College of Health and Human Services, Social Work Division prepares candidates for their eligibility to sit for the school social work Illinois Testing System (ILTS) school social worker content area test. The certificate program is designed to assist master's level social workers in gaining the skills needed to become effective school social work practitioners.

The Post Master of Social Work Certificate in School Social Work Program focuses on school social work from K-21 programs. In addition, the Post PEL coursework addresses cultural competence and social justice for school support personnel.

Program Outcomes

- To gain eligibility status in accordance with the Illinois State Board of Education (ISBE)
- Complete coursework in school social work practice, policy, and special education
- Learn to complete social developmental studies
- Gain competence in theories that guide school social work practice
- Engage in field work with actual student clients to prepare for school social work practice (as field is the signature pedagogy of the social work profession)
- Engage in seminar instruction/experience and supervision through internship work

Accreditation

School Social Work Classes and the MSW Program is fully accredited by the Council on Social Work Education (CSWE).

GSU Certificate Requirements

1. Candidates must meet all university course requirements for a certificate.
2. Candidates must complete the 19 credit hour course requirements and field experience.

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

ISBE Licensure

The Illinois State Board of Education (ISBE) has approved the Post MSW Certificate Program to prepare candidates for the Professional Educator License Examination in School Social Work. Candidates must (1) hold a master's degree in social work, (2) pass the ILTS content test, (3) complete all required competencies, and (4) complete the required internship (see required coursework).

Admission Requirements

In order to be accepted into this Post-MSW Degree Program, the student must:

1. Have earned a Master of Social Work degree from a CSWE accredited program.

2. Submitted an official transcript / proof of degree.
3. Have earned a GPA of at least 3.00/4.00 scale or better.
4. Complete the PEL Post Master's application.

Important Program Dates:

1. Application for enrollment due by April 1st of each year.
2. Program coursework is sequential - it begins Fall Semester of each year.

Required Courses (19 Hours)

- SOCW - 8210 Social Work Practice in Schools (3)
- SOCW - 8510 Policy for School Social Workers (3)
- SPED - 6101 Survey of Students with Exceptionalities (3)
[If you have already taken a special education or exceptional students course you may qualify for credit (undergraduate or graduate level) if you earned grade of B or better].

Field experiences are required for fall and spring semesters. Field placements are arranged by the the University's Director of Field Education for the social work program at pre-approved sites. Candidates are required to complete a total of 600 hours of field experiences in a school setting.

- SOCW - 8600 Field Practicum III (3)
- SOCW - 8601 Field Practicum III: Integrative Seminar (2)
- SOCW - 8700 Field Practicum IV (3)
- SOCW - 8701 Field Practicum IV: Integrative Seminar (2)

Field Requirements

Candidates seeking participation in Field Experience coursework are required to:

- complete a current and valid background check;
- attend their internship 3 days per week; and
- attend their internship for the entire K-21 academic school year.

Total Hours for Post-MSW School Social Work Certificate - 19 Hours

Honors College

David Rhea, Dean

Honors College Overview

The Governors State University Honors College (HC) is committed to providing high-impact, unique, challenging, and experiential learning opportunities, in and out of the classroom, for our high-achieving students. We seek to promote leadership skills and personal development in our curricular and co-curricular opportunities for the betterment of the individual student, the university, and the global community.

The leadership and advisory boards of the Honors College faculty, staff, and students achieve this mission through facilitating and encouraging students to create learning opportunities that promote relationship networks, skillset, resume, and curriculum vitae development that prepare students across GovState degree-granting programs, to be better ready to address the challenges of the future that will demand cross-discipline solutions. The HC works to do this with a particular focus in these learning domains:

- Community Engagement
- Leadership
- Interdisciplinary Perspectives
- Global Perspectives

The HC assumes a leading presence both in the State of Illinois and nationally through its leadership presence in organizations like the National Collegiate Honors Council and the Honors Council of the Illinois Region, in particular with its student research presence at both events. The HC is one of only five honors colleges among the four-year public institutions in the State of Illinois.

To this end, HC sponsors educational events and provides extracurricular activities for students and residents of the region. The calendar of events includes research experiences (regionally and nationally), study abroad experiences, retreats, and social events. Through the curriculum, HC students are encouraged to become researchers, global learners, governance leaders, community leaders, and future graduate students. Throughout the year, Governors State University is showcased as a model to follow in honors education based on the work done by the Honors College.

The HC is committed to addressing diverse topics and challenges of the society of the mid-21st Century, particularly challenges that require interdisciplinary and cross-disciplinary solutions such as artificial intelligence, societal injustice, climate change, emergency management, underpopulation, intercultural relations, governmental solutions, and more. It also strives to bring a global lens to workplace and apprenticeship opportunities. The Honors College works to empower students and prepare them for lives of possibility, leadership, and purpose with a goal for our students to transform themselves and to create a world that can offer hope to people everywhere.

Externally Reviewed

The HC is externally reviewed by peer reviewers of the National Collegiate Honors Council on a periodic basis, most recently in 2022-2023. The HC adheres to the guidance in the NCHC's Shared Principles and Practices document for direction in its strategic planning and college development.

Honors College Advisory Board

The HC has an advisory board of nine members representing the all of the degree-granting colleges, the HC Student Council, and enrollment management all which support the mission and advancement of the HC.

Honors College Student Council

Since 2015-16, the HC has maintained a student council of honors students representing the diversity of the honors unit at GovState. The Student Council works to advise the advisory board and dean on planning of major HC events and the development of social events to build a sense of community amongst honors students. It also maintains a seat on the HC Advisory Board.

Non-Degree Granting College

The Honors College is a non-degree granting college and provides university honors academic distinction for students completing the Honors Program curriculum. Requirements for university honors program distinction are listed on the Honors Program page which can be accessed below.

University Honors Program, University Honors Distinction

The Honors College offers a University Honors distinction as result of completing the University Honors Program. The mission of this non-degree-granting undergraduate program is to provide high-impact, unique, challenging, and experiential learning opportunities, in and out of the classroom, for our high-achieving students. We seek to promote leadership skills and personal development in our curricular and co-curricular opportunities for the betterment of the individual student, the university, and the global community. The program provides undergraduates with an exceptional academic program designed to enhance the academic experience received in a student's degree-granting program(s).

Program Outcomes

Upon completion of the university honors program, students will be able to:

1. Demonstrate an active leadership agenda in their discipline(s) of interest.
2. Develop a sense of self as a leader that builds on prior experiences and academic knowledge.
3. Communicate student positions in a method that is systematic and data-driven.
4. Articulate well-developed global and culturally sensitive perspectives.
5. Apply knowledge and skills to provide solutions that address issues in a global context.
6. Analyze and synthesize information on topics from a variety of perspectives and sources.
7. Use tools and methodologies from a given discipline and extend their use and knowledge to other domains.
8. Demonstrate publicly the expression of learning through appropriate disciplinary means.
9. Engage student communities in a manner that exemplifies ethical sensitivity, sustainability, and social responsibility.
10. Evaluate ways to make a difference in the civic life of our communities through political and non-political processes.

Special Admission Requirements

For Newly Admitted First-Time Full-Time Freshmen and Transfer Students

Applicants are reviewed for admission into the honors program initially once they are admitted to the university. A newly admitted first-time, full-time freshmen or newly admitted transfer student must have a prior grade point average (G.P.A.) of at least 3.65/4.00 scale. Meeting the G.P.A. standard does not guarantee admission. Applicants who do not have the required G.P.A. may petition for or be reviewed for admission by exception. Eligible students will be contacted and made aware of their eligibility, and they can decide to join the honors college.

For students with an established GovState Cumulative GPA

Applicants can request to join the honors college through the online interest form or by contacting Honors College staff or their academic advisor. A student must have at least a 3.50/4.00 GovState CGPA with at least 12 credit hours completed. Students can join without special exception until 90 credit hours toward graduation are completed. Applicants who do not have the required G.P.A. and/or have completed less than 12 credit hours or more than 90 credit hours completed, may petition for or be reviewed for admission by exception.

Distinction Requirements

For students starting as full-time, first-time freshmen in honors (17 credit hours, 26 Honors Program Points)

The following courses or their equivalents may be taken at either the lower-division or upper-division level. Exceptions may be granted if course equivalents are met via Advance Placement or Dean's Discretion.

COUN 1008 Mastering College Honors Section (1 credit hours - 1 honors point (HP))

FYS 1001 First-Year Seminar Honors Section (3 credit hours; 3 HP)

ENGL 1000 Writing Studies I Honors Section (3 credit hours; 3 HP)

ENGL 1010 Writing Studies II Honors Section (3 credit hours; 3HP)

COMM 1000 Public Discourse Honors Section (3 credit hours; 3HP)

HONS 2xxx Second-Year Seminar Honors Section (3 credit hours; 3HP)

HONS 3000 Future Foundations in Honors (1 credit; 1HP)

Honors Capstone (3 HP)

HP Leadership (1 HP)

Five additional Honors Program Points from the following categories

Honors Courses

HONS 4700 - Honors Independent Study (1-4 credit hours, 1-4 HP)

HONS 4800 - Honors Internship (1-4 credit hours, 1-4 HP)

HONS 4900 - Honors Seminar (3 credit hours, 3 HP)

HP Course Contracts (1-2 HP each)

HP Study Abroad (1 HP per experience)

For students not starting as full-time, first-time freshmen in honors (1 credit hour, 10 Honors Program Points)

The following courses or their equivalents may be taken at the upper-division level. Exceptions may be granted if course equivalents are met via Advance Placement or Dean's Discretion.

HONS 3000 Future Foundations in Honors (1 credit; 1HP)

Honors Capstone (3 HP)

HP Leadership (1 HP)

Five additional Honors Program Points from the following categories

Honors Courses

HONS 4700 - Honors Independent Study (1-4 credit hours, 1-4 HP)

HONS 4800 - Honors Internship (1-4 credit hours, 1-4 HP)

HONS 4900 - Honors Seminar (3 credit hours, 3 HP)

HP Course Contracts (1-2 HP each)

HP Study Abroad (1 HP per experience)

HP Research (1-2 HP per project)

HP Concentrated Areas of Study (1-2 HP per area of study)

HP Leadership (1 HP per role)

HP Professional Development (1 HP per experience)

HP Prestigious Scholarships (1-2 HP per campus endorsed application)

Special Distinction Requirements

In addition to completing all university honors program curriculum requirements by graduation, a student must have at least a 3.50/4.00 GovState CGPA to graduate with university honors distinction.

College of Graduate Studies

Mary Carrington, Dean

College of Graduate Studies Mission

The mission of the College of Graduate Studies is to support graduate education as the pursuit of knowledge at an advanced level, and to prepare graduate students to ask and answer challenging questions in their fields of study. We work toward this mission by supporting, advising, and mentoring graduate students as they progress toward their degrees; by enabling faculty to provide compelling, accessible, and equitable graduate education; and by fostering rich intellectual atmosphere and discourse among a diverse community of graduate students and faculty.

The College, established in 2023, is in a building phase, during which it will increase its oversight of functions and services provided to graduate students, such as graduate advising, graduate student funding including graduate assistantships, and graduate capstone completion support services. New initiatives and anticipated improvements include a new Director of Graduate Advising to start in Fall 2024, onboarding training for newly hired graduate assistants, a pilot program through which graduate Writing Fellows will assist graduate students with writing associated with their capstone experiences, and work toward clarifying and streamlining capstone registration and final submission processes. In addition, the College will increasingly sponsor graduate academic and intellectual enrichment events such as workshops and seminars and offer graduate student socialization and wellbeing events and services.

The College will promote continuing relevance and excellence of graduate programs at Governors State University by strategically advancing new graduate initiatives and academic programs, overseeing evaluation and accreditation of graduate programs, and supporting and providing professional development to faculty active in graduate education.

Graduate Programs

Master's Degree Programs

- Accounting, M.S.
- Addictions Studies, M.H.S.
- Analytical Chemistry, M.S.
- Art, M.F.A.
- Biology, M.S.
- Business Administration, M.B.A.
- Business Analytics, M.S.
- Communication Disorders, M.H.S.
- Communication, Media, and Performance M.A.
- Computer Science, M.S.
- Counseling, M.A.
- Criminal Justice, M.A.
- Early Childhood Education, M.A.
- Educational Administration, M.A.
- English, M.A.
- Health Administration, M.H.A.
- Health Informatics, M.S.
- Human Resource Management, M.S.
- Independent Film and Digital Imaging, M.F.A.
- Information Technology, M.S.

- Mathematics, M.S.
- Multicategorical Special Education, M.A.
- Nursing, M.S.N.
- Occupational Therapy, M.O.T.
- Political and Social Justice Studies, M.A.
- Psychology, M.A.
- Public Administration, M.P.A.
- Social Work, M.S.W.

Joint Degree Program

- Criminal Justice, M.A. and Public Administration, M.P.A.

Specialist Degree Program

- School Psychology Educational Specialist, Ed.S.

Doctoral Degree Programs

- Counselor Education and Supervision, Ph.D.
- Interdisciplinary Leadership, Ed.D.
- Nursing Practice, D.N.P.
- Occupational Therapy, Dr.O.T.
- Physical Therapy, D.P.T.

Graduate Certificates

- Addictions Screening, Assessment, and Referral Certificate
- Business Analytics Certificate
- College Career Counseling Certificate
- Data Analytics Certificate
- Digital Forensics Certificate - Graduate
- Early Childhood Education for Currently Licensed Teachers Certificate
- Family Nurse Practitioner Post-Masters Certificate
- General Management Graduate Certificate
- Mindfulness in the Helping Professions Certificate
- Post-Bachelor's Certificate in Corporate Communication
- Post Master's Certificate in School Counseling
- Post Master's Clinical Mental Health Counselor Certification
- Post Master's Marriage and Family Counselor Certification
- Post-Master's Certificate in Superintendent Endorsement Only
- Post-Master's Certificate in Teacher Leadership
- Post-MSW Certificate in School Social Work
- Restorative Justice Graduate Certificate

Course Information

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 Schedule

The online schedule of courses offered by term is located at <http://classes.govst.edu>.

Course Descriptions

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. IAI Major Code: BUS 903. Instructional Method: Lecture-Discussion, Online, Hybrid. Terms Offered: Fall, Spring or Summer. 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. IAI Major Code: BUS 904. Instructional Method: Online, Lecture-Discussion. Terms Offered: Fall, Spring or Summer. Equivalent to ACCT-302. Prerequisite: ACCT-2110.

ACCT - 3000 Special Topics in Accounting (1-3)

Special topics course exploring issues in Accounting. Instructional Method: Lecture-Discussion and Online. Terms Offered: Variable.

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. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring, and Summer. Equivalent to ACCT-331. Prerequisite: ACCT-2111 and MATH-2100.

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), fixed assets (including acquisition and disposition of property, plant, and equipment, and depreciation, impairments, and depletion), intangible assets, current liabilities, and long-term liabilities. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, Summer. Equivalent to ACCT-351. Prerequisite: ACCT-2110.

ACCT - 3152 Intermediate Accounting II (3)

Focuses on the study of problems in financial accounting measurement, including stockholder's equity, earnings per share, investments, revenue recognition, income taxes, pension, leases, accounting changes and error analysis, statement of cash flows, and full disclosure. Instructional Method: Online, Lecture-Discussion. Terms Offered: Fall, Spring and Summer. Equivalent to ACCT-352. Prerequisite: ACCT-3151.

ACCT - 3252 Accounting Information Systems (3)

Provides an overview of computerized accounting information systems analysis, design, and implementation, internal controls in a computerized environment and development and use of accounting in business application areas. Instructional Method: Online, Hybrid Lecture, Lecture-Discussion. Equivalent to ACCT-452. Prerequisite: MIS-2101 and ACCT-3152.

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. Instructional Method: Lecture-Discussion and Online. Term Offered: Spring. Equivalent to ACCT-332. Prerequisite: ACCT-3111.

ACCT - 4154 Advanced Accounting (3)

Covers 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. Instructional Method: Lecture-Discussion. Terms Offered: Summer. Equivalent to ACCT-410. Prerequisite: 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. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, Summer. Equivalent to ACCT-424. Prerequisite: 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. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring and Summer. Equivalent to ACCT-425. Prerequisite: ACCT-4251.

ACCT - 4260 Estate Planning (3)

Explores Estate Planning alternatives and transfer tax issues both during life and at death for families and business owners. The course examines gifting, incapacity planning, transfer tax planning, income tax and compliance issues including the use of trusts, marital deduction formulas, and generation skipping transfer tax and other planning areas. Instructional Method: Online and Lecture-Discussion. Terms Offered: Spring, Summer. Prerequisite: BLAW-2100 and ACCT-4251.

ACCT - 4265 Employee Benefits and Retirement Planning (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. Instructional Method: Online. Term Offered: Fall. Prerequisite: BLAW-2100 and ACCT-4251.

ACCT - 4354 Auditing I (3)

Addresses 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. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring and Summer. Equivalent to ACCT-440. Prerequisite: ACCT-3151.

ACCT - 4355 Auditing II (3)

Studies in great depth and breadth 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. Instructional Method: Lecture/Discussion. Terms Offered: Fall and Spring. Equivalent to ACCT-441. Prerequisite: 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. Instructional Method: Lecture-Discussion. Term Offered: Spring. Equivalent to ACCT-561. Prerequisite: ACCT-2110.

ACCT - 4501 Fraud Examination (3)

Focuses on the financial impact of fraud; anti-fraud deterrence, controls and countermeasures; and financial fraud examination procedures and techniques. Instructional Method: Lecture-Discussion and Online. Terms Offered: Spring and Summer. Prerequisite: ACCT-2110 and BLAW-2100.

ACCT - 4805 Internship (3)

Designed to provide accounting students with supervised practical experiences in applied settings. Instructional Method: Supervisory. Terms Offered: Based on Demand. Equivalent to ACCT-480. Prerequisite: ACCT-2111.

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. Instructional Method: Independent Study. Terms Offered: Variable. Equivalent to ACCT-470.

ACCT - 5000 Special Topics in Advanced Accounting (1-3)

Special topics course exploring advanced issues in accounting. Instructional Method: Lecture-Discussion and Online. Terms Offered: Variable.

ACCT - 6100 Foundations of Accounting (3)

Emphasizes accounting concepts in financial and managerial decisions, including the accounting cycle, types of financial statements (their format, content, and use), cost-volume-profit analysis, performance measures, and budgeting. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring and Summer. 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. Instructional Method: Lecture- Discussion. Term Offered: Fall. Equivalent to ACCT-813.

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. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall. Equivalent to ACCT-725.

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. Instructional Method: Lecture-Discussion and Online. Term Offered: Spring. Equivalent to ACCT-726. Prerequisite: ACCT-6252.

ACCT - 6260 Estate Planning (3)

Explores Estate Planning alternatives and transfer tax issues both during life and at death for families and business owners. Examines gifting, incapacity planning, transfer tax planning, income tax, and compliance issues including the use of trusts, marital deduction formulas, and generation-skipping transfer tax and other planning areas. Instructional Method: Lecture-Discussion and Online. Terms Offered: Spring and Summer.

ACCT - 6265 Employee Benefits and Retirement Planning (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. Instructional Method: Lecture-Discussion and Online. Term Offered: Fall. Equivalent to former course ACCT-8265.

ACCT - 6331 Accounting Information Technology and Systems (3)

Provides an in-depth analysis of concepts and principles of designing computer systems to perform accounting functions; applications of microcomputer accounting software packages. Instructional Method: Online, Hybrid, Lecture-Discussion. Term Offered: Spring. Equivalent to ACCT-851.

ACCT - 6354 Advanced Auditing (3)

In-depth study of professional standards and regulatory agencies; audit planning; evidence gathering and evaluation. Instructional Method: Lecture-Discussion. Terms Offered: Variable. Equivalent to ACCT-841.

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. Instructional Method: Lecture-Discussion. Terms Offered: Fall. Equivalent to ACCT-842.

ACCT - 6461 Government and Nonprofit Accounting (3)

An overview of accounting and financial reporting for state and local governmental units and nonprofit organizations. Instructional Method: Lecture-Discussion. Term Offered: Spring. Equivalent to ACCT-861.

ACCT - 6501 Fraud Examination (3)

Focuses on the financial impact of fraud; anti-fraud deterrence, controls and countermeasures; and financial fraud examination procedures and techniques. Instructional Method: Lecture-Discussion and Online. Terms Offered: Spring and Summer.

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. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring and Summer. Equivalent to ACCT-801. Prerequisite: ACCT-6100 or undergraduate equivalent coursework.

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. Instructional Method: Lecture-Discussion and Online. Term Offered: Summer. Equivalent to ACCT-831. Prerequisite: 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. Instructional Method: Lecture-Discussion. Term Offered: Summer. Equivalent to ACCT-827. Prerequisite: 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. Instructional Method: Lecture-Discussion. Term Offered: Spring. Equivalent to ACCT-815.

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. Instructional Method: Lecture-Discussion. Terms Offered: Spring and Summer.

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. Instructional Method: Lecture-Discussion. Terms Offered: Fall and Summer.

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. Instructional Method: Independent Study. Terms Offered: Variable. 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. Instructional Method: Lecture-Discussion. Terms Offered: Fall and Spring. Equivalent to ACCT-865. Prerequisite: ACCT-6201, ACCT-6355, and 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. Instructional Method: Thesis-Project. Terms Offered: As needed. 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. Instructional Method: Lecture-Discussion. Term Offered: Spring. 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. Instructional Method: Lecture-Discussion and Hybrid. Term Offered: Fall and Spring. 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. Instructional Method: Hybrid, Online. Terms Offered: Fall, Spring, or Summer. Equivalent to ADDS-526, ADDS-5260.

ADDS - 4100 Psychopharmacology (3)

Focuses on 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. Instructional Method: Lecture-Discussion, Online. Term Offered: Fall.

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. Instructional Method: Lecture-Discussion, Online. Terms Offered: Spring and Summer. 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. Instructional Method: Lecture-Discussion. Terms Offered: Fall and Summer. 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. Instructional Method: Lecture-Discussion, Hybrid. Terms Offered: Spring and Summer. Prerequisite: 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. Instructional Method: Lecture-Discussion, Online. Terms Offered: Variable. 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. Instructional Method: Online. Terms Offered: Fall and Spring. Equivalent to ADDS-540.

ADDS - 4600 Community-based Prevention (3)

Reviews historical developments in substance abuse and community violence. Analyzes the planning, implementation and evaluation of both school and community-based prevention programs. Examines risk and protective factors of the individual, family, and community. Students will gain knowledge of the value and purpose of program evaluation measures. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring and Summer. Prerequisite: HLSC-3300.

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. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring and Summer. 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. Instructional Method: Lecture-Discussion. Terms Offered: Fall and Spring. 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. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall and Spring. 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. Instructional Method: Lecture-Discussion, Online. Term Offered: Summer. Equivalent to ADDS-551. Prerequisite: ADDS-5500 or NURS-5500.

ADDS - 5520 Cultural Considerations (3)

Provides an overview of multicultural issues, with special attention paid to the substance use disorders population. Provides knowledge on issues relating to aging, culture, disability, ethnicity, race, religion/spirituality, gender, gender identify, sexual orientation, marital status/partnerships, language, socioeconomic status and addiction. Special attention is given to disparities in access to substance abuse care. Develops skills for intervening more effectively with a diverse group of individuals/clients/patients. Instructional Method: Lecture-Discussion, Hybrid, Online. Terms Offered: Fall and Summer. Equivalent to ADDS-552.

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. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall and Spring. Equivalent to ADDS-610.

ADDS - 6140 Professional Practice (3)

Addresses federal and state regulations which govern counseling, with attention to addictions counseling. We review the ethical guidelines for professional practice from the American Counseling Association, explore professional issues related to counselor identity, including professionalism development, communication, professionalism, and effective case management. Special attention on substance use ethics is given as well as the use of self-help groups with substance-abusing clients. Instructional Method: Lecture-Discussion, Online, Hybrid. Term Offered: Fall. 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. Instructional Method: Lecture-Discussion. Term Offered: Spring. Equivalent to ADDS-620.

ADDS - 6300 Families, Counseling Approaches, and Addiction (3)

Provides an overview of general family theories and 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. This course will help students develop a strong general framework for family counseling, assessment and intervention skills, and an understanding of the unique issues facing families in the context of addictive behaviors. Instructional Method: Lecture-Discussion, Online, Hybrid. Terms Offered: Fall and Summer. 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. Instructional Method: Lecture-Discussion, Online. Term Offered: Spring. 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. Instructional Method: Lecture-Discussion, Hybrid, Online. Terms Offered: Fall, Spring or Summer. 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. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall and Spring. 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. Instructional Method: Lecture-Discussion. Term Offered: Fall.

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. Instructional

Method: Lecture-Discussion, Online. Terms Offered: Fall and Spring. Equivalent to ADDS-825. Prerequisite: ADDS-6100.

ADDS - 7100 Screening and Assessment (3)

Focuses on methods to screen, assess, motivate, and refer clients with suspected substance use disorders as well as mental health 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. Instructional Method: Lecture-Discussion, Hybrid, Online. Terms Offered: Fall and Spring. Corequisite: ADDS-8400

ADDS - 7200 Substance Abuse Counseling (3)

Focuses on the development of a viable counseling relationship through the use and practice of reflective listening based counseling skills and Motivational Interviewing. A secondary focus is appropriate client conceptualization and treatment planning. Instructional Method: Lecture-Discussion, Online, Hybrid. Terms Offered: Spring and Summer. 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. Instructional Method: Lecture-Discussion. Term Offered: Spring.

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 are reviewed and discussed. Specific group interventions for substance abusers will be viewed/demonstrated during the period of this course. Instructional Method: Lecture-Discussion, Hybrid, Online. Terms Offered: Fall, Spring, and Summer. Equivalent to ADDS-821. Prerequisite: ADDS-7200.

ADDS - 7500 Theoretical Models for Counseling and Addiction Related Issues (3)

Examines clinical theories in current use for addressing counseling and addiction-related issues. Theories to be studied include psychoanalytic, humanistic-existential, behavioral and cognitive behavioral and post-modern approaches. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring and Summer. Equivalent to ADDS-845.

ADDS - 7600 Psychopathology and Coexisting Disorders (3)

Examines the general principles of etiology, diagnosis, treatment, prevention, and diversity factors of psychological disorders and coexisting mental and substance use disorders within the United States population. Examines treatment issues and needs of patients with these disorders. Evaluates current approaches to identifying, assessing, and treating patients with these disorders. Includes a review of the DSM 5 and mental status exam. Instructional Method: Lecture-Discussion, Hybrid, and Online. Terms Offered: Fall, Spring and Summer. Equivalent to ADDS-850. Prerequisite: ADDS-7200 and ADDS-7500.

ADDS - 7700 Foundational Counseling Skills & Supervision (3)

Focuses on understanding and developing foundational human relations and counseling skills with specific focus on addictions counseling, and provides experience in skills practice. The course also explores the role of clinical supervision and consultation. Instructional Method: Lecture-Discussion, Hybrid. Term Offered: Fall.

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. Instructional Method: Supervisory. Terms Offered: Based on Demand. Equivalent to ADDS-605. Prerequisite: 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. Instructional Method: Lecture-Discussion, Hybrid, Online. Terms Offered: Fall and Spring. Equivalent to ADDS-855. Prerequisite: 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. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, and Summer. 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. Instructional Method: Supervisory. Terms Offered: Fall, Spring and Summer. Equivalent to ADDS-770. Corequisite: ADDS-7100.

ADDS - 8700 Independent Study (1-8)

Individual reading, research, and/or project in addictions under the supervision of faculty. Instructional Method: Independent Study. Terms Offered: Based on need. 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. Instructional Method: Supervisory. Terms Offered: Based on need. 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. Instructional Method: Supervisory. Terms Offered: Based on need. Equivalent to ADDS-881.
Prerequisite: 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. Instructional Method: Supervisory. Terms Offered: Based on need. Note: This course is variable (1-2) in credit hours, repeatable (not replaceable), and is P/NC option. Equivalent to ADDS-898.

Anthropology

ANTH - 1100 Cultural Anthropology (3)

Introduction to culture, as an adaptive mechanism that provides for the survival of the human species. Encompasses globalization, social organization, political systems, technology, economics, religion and language as used by various peoples, both past and present. IAI Gen Ed: S1-901N. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring, and Summer. Equivalent to IAI S1 901N.

ANTH - 2500 Archaeology (3)

Introduces concepts, principles, and methods used to reconstruct cultural history and prehistory. Explores sequences of cultural development that have been learned through archaeological analysis. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, or Summer.

ANTH - 3100 Trends in Cross-Cultural Analysis (3)

Applies theory and concepts cultural anthropologists have developed to interpret the collective construction of meaningful human action and agency in the face of contemporary social issues. The emphasis is on analysis of the dialectical relationship between culture, social institutions, and collective action in a changing globally interconnected world. Prepares students to engage and evaluate academic and public discourse on a range of contemporary social issues. Instructional Method: Online, Lecture-Discussion. Terms Offered: Fall, Spring, or Summer. Prerequisite: ANTH-1100.

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. Instructional Method: Lecture-Discussion and Online. Terms offered: Fall, Spring, Summer. Prerequisite: Take at least one course in ANTH, ANSO, or SOC course, or permission of instructor.

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. Instructional Method: Media-Based. Terms Offered: Spring and Summer. Equivalent to ANTH-350.

ANTH - 3800 Visual Anthropology 3

Uses visual media to conduct research and represent social and cultural processes. Emphasis is on examining social control, power, and ethical issues related to visual representation of cultures, identities, and heritage. Instructional Method: Online, Lecture-Discussion. Terms Offered: Fall, Spring, or Summer. Prerequisite: ANTH-1100 or Instructor's permission.

ANTH - 4000 Topics in Anthropology (3)

Explores issues or topics in anthropology. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, or Summer. Prerequisite: At least two ANSO or ANTH courses, or permission of instructor.

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. Instructional Method: Lecture-Discussion. Term Offered: On Demand. Equivalent to ANTH-411. Prerequisite: ANTH-3100 or instructor permission.

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. Instructional Method: Lecture-Discussion. Term Offered: Spring. Prerequisite: ANTH-3100 or instructor permission.

ANTH - 4600 Anthropology in Film (3)

Studies 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 over time in various physical environments. Instructional Method: Online. Terms Offered: Fall, Spring, and Summer. 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. Instructional Method: Lecture-Discussion. Term Offered: Fall. Prerequisite: ANTH-3100 or instructor permission.

ANTH - 4700 Independent Study (1-4)

Individual reading, research, and/or project in anthropology under the supervision of the faculty. Instructional Method: Independent Study. Terms Offered: Upon Demand. Equivalent to ANTH-470.

Anthropology and Sociology

ANSO - 2100 Gender & 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. IAI Gen Ed: S7 904D. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring, Summer.

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. Instructional Method: Lecture-Discussion and Online. Term Offered: Fall. Prerequisite: Restricted to declared Anthropology and Sociology (ANSO) major, and at least two courses from Anthropology (ANTH), Sociology (SOC), or Anthropology/Sociology (ANSO), or permission of the instructor.

ANSO - 3200 Race and Class (3)

Provides a background in understanding the study of race and class. Topics include: race as a social construct, intersections of race with gender and class, economic opportunities, politics, and employment. Instructional Method: Lecture-Discussion and Online. Term Offered: Fall. Prerequisite: Take at least one 1000 or 2000 level social science course.

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. Focuses on the bio-cultural connection, adaptation, and sustainability. Examines case studies across subsistence systems and settlement patterns. Instructional Method: Online, Lecture-Discussion. Terms Offered: Fall, Spring, or Summer. Prerequisite: Must have taken at least one course (3 credit hours) from either ANSO, ANTH, or SOC.

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. Instructional Method: Lecture-Discussion. Term Offered: Summer. Prerequisite: ANTH 3100 or permission of instructor.

ANSO - 3500 Music and Society (3)

Analyzes music as a symbolic phenomenon that is a source of cultural (re)production, identity formation, and creation of/challenge to power, hegemony, and social inequality. Utilizes macro- and micro-sociological perspectives to explain the ways musicians, their music, and music-related industries influence individuals and society and vice versa within the historical and cultural contexts of the time periods examined. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, or Summer. Prerequisite: ONE of the following courses or their equivalents or

permission of instructor: ANTH-1100 (IAI S1 901N), ANSO-2100 (IAI S7 904D), ANSO-3200, SOC-1100 (IAI S7 900), SOC-2100, SOC-2200 (IAI S7 903D), or SOC-3100.

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. Instructional Method: Online, Lecture-Discussion. Terms Offered: Fall, Spring, or Summer. Prerequisite: At least one introductory level in ANSO, Anthropology, or Sociology, or permission of instructor.

ANSO - 3610 Quantitative Methods (3)

Explores quantitative research methods in sociology through data collection, analysis, interpretation, and presentation. Applies sociological theory and academic research in research design, execution, analysis, and reporting. Provides students with an opportunity to develop quantitative literacy, data analysis, and report writing skills that have a theoretical and practical application in 21st Century careers. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring and Summer. Prerequisite: MATH-2100, and at least two ANSO, ANTH, or SOC courses, or permission of instructor.

ANSO - 3700 Anthropology and Sociology of Power (3)

Examines power, politics, and social change from a cross-cultural and social science perspective. Explores the theoretical development of political anthropology; how power is reproduced and contested; intersections of race, class, gender, and ethnicity; globalization and development; power relations between nations and communities; structural violence and social change. Instructional Method: Online, Lecture-Discussion. Terms Offered: Fall, Spring, or Summer. Prerequisite: At least Junior-Level (60+ credit hours) and at least one ANSO, ANTH, or SOC course.

ANSO - 4000 Special Topics in Anthropology and Sociology (3)

Explores the current theories, approaches, or issues in anthropology and sociology. Depending on topic, may be offered in lecture, hybrid, or online format and may include fieldwork or a research component. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring or Summer.

ANSO - 4100 Anthropology and Sociology of Religion (3)

Examines contemporary religious beliefs and practices in a comparative framework. Focus is conceptual tools framed in social theory study and understanding of social processes that structure religious identities and institutions. Instructional Method: Online, Lecture-Discussion. Terms Offered: Fall, Spring, or Summer. Prerequisite: Must have six hours in upper division ANSO, SOC, or ANTH courses.

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. Instructional Method: Lecture-Discussion, Online. Prerequisite: Take two courses (6 credit hours) from either ANSO, ANTH, or SOC at the 1000 or 2000 level, or request instructor permission.

ANSO - 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. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall or Spring. Prerequisite: Take two courses (6 credit hours) from either ANSO, ANTH, or SOC at the 3000 or 4000 level.

ANSO - 4400 Classic and Contemporary Theories (3)

Examines the applicability of classical and contemporary anthropological and sociological theories to explain social phenomena in our lived experiences. Focuses on major anthropological and sociological perspectives, including structural functionalism, conflict, social action, postmodernity, and critical theories. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, and Summer. Prerequisite: Two courses (6 credit hours) from either ANSO, ANTH, or SOC at the 3000 or 4000 level, or instructor permission.

ANSO - 4500 Masculinities (3)

Examines the cultural meanings and social constructions of masculinities-not just men-through sociological and anthropological theoretical lenses and methodological approaches. Explores masculinities through historical, structural, cultural, and interpersonal levels and in multiple sites, such as childhood, sexuality, the body, education and work, race, and social class. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring, and Summer. Prerequisite: ANSO-2100 or GNSX-2100, plus one upper-division ANSO or SOC course. A research methods course such as SOC-3600, ANSO-3600, or ANTH-4610 highly recommended.

ANSO - 4610 Qualitative 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 thinking and writing skills that have theoretical and practical application. Instructional Method: Online, Lecture-Discussion. Terms Offered: Fall, Spring, or Summer. Equivalent to ANTH-4610 or SOSOC-4200. Prerequisite: ANSO-3099 or permission of instructor.

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. Instructional Method: Independent Study. Terms Offered: Fall, Spring or Summer.

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. Instructional Method: Independent Study. Terms Offered: Variable.

ANSO - 4800 Internship in Anthropology and Sociology (3)

Consists of anthropology- and/or sociology-grounded field experience with a business or public agency. The student will work under the supervision of an individual at the internship agency and a member of the Anthropology and

Sociology faculty. Instructional Method: Supervisory. Terms Offered: Fall, Spring, or Summer. Prerequisite: ANSO-3099, ANSO-4400, and one of the following: ANSO-3610 or ANSO-4610.

ANSO - 4900 Senior Capstone (3)

Provides a comprehensive application of concepts, methods, and theoretical approaches from courses taken in the Anthropology and Sociology major by developing and executing a student-developed original research project, written report, and formal presentation. Applies quantitative and qualitative data collection and analytic skills. Employs contemporary and classical social theory gleaned from core and selective courses to explain research findings. This course is a Writing Intensive course. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring and Summer. Prerequisite: ANSO-3099, ANSO-3610, ANSO-4400, and ANSO-4610 or permission of instructor.

Art

ART - 1100 Art Appreciation (3)

Introduces topics in art history, criticism, aesthetics, and art production. Explores a range of art forms, including (but not limited to) architecture, sculpture, painting, ceramics, drawing, printmaking, photography, graphic design, and the decorative and industrial arts. Examines historical, social, and technological factors that contribute to understanding the function and meaning of works of art. IAI Gen Ed Code: F2 900. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring, and Summer.

ART - 1110 Survey of Art History I (3)

Traces the major developments in the history of art and architecture from the prehistory through the medieval era. Focuses on European examples but also presents a selection of significant moments in Asia, Africa, and the Americas. Explores the various social, political, and cultural factors that determine the uses and appearance of art within differing contexts. IAI Gen Ed Code: F2 901. Instructional Method: Lecture and Online. Terms Offered: Fall, Spring, and Summer.

ART - 1111 Survey of Art History II (3)

Traces the major developments in the history of art and architecture from the Renaissance to present day. Focuses on European examples but also takes a global perspective, highlighting the increasing interconnectedness of the modern world. Explores the various social, political, and cultural factors that determine the uses and appearance of art within differing contexts. IAI Gen Ed Code: F2 902. Instructional Method: Lecture, Online. Terms Offered: Fall, Spring, and Summer.

ART - 1210 Two-Dimensional Design (3)

Explores two-dimensional design fundamentals through lecture, exams, and studio practice. Visual concepts and techniques, basic theory of design principles, and creative use of design theory will be discussed and applied using a variety of media. Requires 6 contact hours per week. IAI Major Code: ART 907. Instructional Method: ARLS Terms Offered: Fall, Spring, Summer.

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. IAI Major Course: ART 908. Instructional Method: ARLS. Terms Offered: Spring.

ART - 1300 Introduction to Drawing (3)

Introduces the basic materials, methods, and concepts inherent in the visual arts discipline of drawing through lecture, exam, and studio practice. Emphasis on black and white media that will include observational and improvisational techniques employing the elements of line, value, form, texture, composition and perspective. Requires 3 hours Lecture / 3 hours Studio Lab (6 contact hours per week). IAI Major Code: ART 904. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer.

ART - 1301 Drawing in Color (3)

Introduces the foundation of color interactions through drawing mediums and processes, with an emphasis on color media and compositions, color relationships, and theory. Also covers artistic qualities of the psychology of color and its expressive and communicative capacities, as well as observational and improvisational drawing techniques. IAI Major Code: ART 905. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer. Prerequisite: ART-1300.

ART - 2200 Introduction to Acrylic Painting (3)

Introduces acrylic painting materials, techniques, terminology and history (western and/or non-western). Emphasizes basic problems of form, color, value and composition through observational and improvisational acrylic painting assignments. Requires 3 hours Lecture / 3 hours Studio Lab (6 contact hours). Instructional Method: ARLS. Terms Offered: Fall, Spring, and Summer.

ART - 2201 Introduction to Oil Painting (3)

Introduces oil painting materials, techniques, terminology and history (western and/or non-western). Emphasizes basic problems of form, color, value and composition through observational and improvisational oil painting assignments. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer.

ART - 2304 Figure Drawing (3)

Explores drawing media and techniques. Emphasis is on the representational drawing of the human form and drawing concepts and principles (3 lecture and 3 studio; 6 total contact hours). Instructional Method: ARLS. Terms Offered: Spring.

ART - 2330 Sketchbook and Field Study Drawing (3)

Explores the creation of a sketchbook through observational drawing beyond the classroom. Journaling, creating visually dynamic compositions on the page, collage, and free drawing will be included in the course. The history of the sketchbook, field study and scientific illustration, and book arts will be covered. Instructional Method: ARLS. Term Offered: Spring and Summer.

ART - 2400 Introduction to Digital Photography (3)

Introduces students to techniques, basic concepts, digital workflow, and digital enhancement of images, while employing hands-on training. Explores the aesthetics of color photography and printing. Requires 3 hours lecture / 3 hours Studio Lab (6 contact hours). Instructional Method: ARLS. Terms Offered: Fall, Spring, and Summer.

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). Instructional Method: ARLS. Terms Offered: Spring.

ART - 2405 Introduction to Digital Arts (3)

Introduces computer applications in the visual arts. Integration of computer hardware, software and peripheral devices as tools to create and combine traditional and contemporary visual ideas will be covered. Involves both theoretical understanding and practical application in the utilization of computer hardware and software to capture, combine, manipulate, and generate two-dimensional visual images in both art and design. Requires 3 hours Lecture / 3 hours Studio Lab (6 contact hours). Instructional Method: ARLS. Terms Offered: Fall, Spring and Summer.

ART - 2450 Introduction to Graphic Design (3)

Explores the fundamental concepts, skills, and practices of graphic design through hands-on learning. Introduces the basic skills of industry-standard software, while emphasizing visual and conceptual problem-solving skills. (3 lecture and 3 studio; 6 total contact hours). Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer.

ART - 2455 Typography (3)

Introduces the fundamentals of typography as it relates to the field of graphic design. Explores typographic principles and methods used to professionally lay out, format, and manipulate type to control the viewer's focus and creatively express ideas. Examines the impact of typeface selections and combinations. Employs technical skills necessary for typographic design using industry-standard software. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer.

ART - 2460 Identity Design (3)

Investigates the various aspects of identity design, including brand research, logo design, client presentations, and style guides. Focuses on effective development of logos as part of a comprehensive visual identity, grounded in initial research of an organization's audience and goals. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer. Prerequisite: ART-2450 or ART-2455.

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). Instructional Method: ARLS. Terms Offered: Fall, Spring. 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). Instructional Method: ARLS. Terms Offered: Fall, Spring.

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). Instructional Method: ARLS. Terms Offered: Fall, Spring.

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). Instructional Method: ARLS. Terms Offered: Fall, Spring.

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). Instructional Method: ARLS. Terms Offered: Fall, Spring.

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). Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer.

ART - 2900 Introduction to Filmmaking (3)

Develops students' cinema literacy and visualization skills. Draws on a wide array of historical examples to examine the many expressive strategies available in the creation of moving image art forms: image construction and manipulation, editing, composition, sound, narrative, and performance. Emphasizes storytelling and visual design. In addition to analyzing the works of others, students will also produce their own projects, thus putting theory into practice. Instructional Method: Lecture-Discussion. Terms Offered: Fall. Equivalent to FILM-2700.

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. Instructional Method: Lecture-Discussion. Terms Offered: Fall. Prerequisite: 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. Instructional Method: ARLS. Terms Offered: Fall, Spring or Summer.

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. Instructional Method: Lecture-Discussion and Online. Terms Offered: Summer.

ART - 3102 Worlds of Art (3)

Introduces global perspectives to a survey of the visual arts in comparing a variety of selected societies and geographic regions in Asia, Africa, Oceania, and the Americas. Examines artworks through the ideas and beliefs of artists within their cultural, social, and historical context. Instructional Method: Online. Terms Offered: Fall, Spring or Summer.

ART - 3103 Women in Art (3)

Explores the role of women within art history as subjects, viewers, and creators, and how issues of gender have been encoded in art practice, exhibition, and collection. Analyzes works through thematic, theoretical, and stylistic lenses, taking examples from across the globe and from different points in history. Emphasis is on the art of eminent female artists and the social, political, and artistic climate in which they worked. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, Summer. Equivalent to ART-4518.

ART - 3104 Modern to Contemporary Art History (3)

Examines modern through contemporary art history (19th-21st centuries), focusing on a few key centers of innovation in Europe, the United States, and Asia, paired with critical analysis of, and comparison to, the global art scene and the role of colonialism and imperialism. Provides an understanding of the role that context, innovation, theory, and content played in making art what it is today. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, Summer.

ART - 3105 Gender and Sexuality in Art (3)

Examines the impact of gender and sexuality on the production, reception, and cultural understanding of the visual arts. Studies various artists known for addressing issues of gender and sexual identity in their work, and the impact of their work on society. Explores the historical and contemporary stereotypes and assumptions - as well as modes of practice and representation - associated with gender and sexuality, through an intersectional lens. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, or Summer. Equivalent to ART-4100.

ART - 3106 Sculpture Parks and Public Art (3)

Studies the phenomena, evolution, and value of sculpture parks and public art, using the Governors State University Nathan Manilow Sculpture Park as a point of departure. In addition to the online content of the course, includes visits to the sculpture park, field trips, and interaction with public art in the greater Chicago and South-Suburban area. Instructional Method: Hybrid, Lecture-Discussion. Terms Offered: Fall, Spring or Summer.

ART - 3107 Survey of Asian Art (3)

Introduces Asian Art with a survey of the visual arts in selected societies (India, Southeast Asia, China, Korea, and Japan) from earliest times to present day. Examines artworks through the ideas and beliefs of artists and within their cultural, social, and historical contexts, with focused attention to Buddhist, Daoist, Hindu, Muslim, and Shinto influences as well as important historical events. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, Summer.

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). Instructional Method: ARLS. Terms Offered: Fall, Spring. Prerequisite: 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. Instructional Method: ARLS. Terms Offered: Spring, Summer. 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. Instructional Method: ARLS. Terms Offered: Spring. 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. Instructional Method: ARLS. Terms Offered: Spring. Equivalent to ART-306.

ART - 3307 Art Images of Social Justice Movements (3)

Analyzes the art of social justice movements, including (but not limited to) posters, murals, performance art, videos, photography, and graphic novels. Covers examples of art which address/advocate for civil rights, women's rights, LGBTQIA+ rights (and the rights of other marginalized communities), as well as healthcare rights, global food and housing security, income equality, and more. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, Summer.

ART - 3309 Intermediate Glass: Warm Glass (3)

Expands stained glass skills and focuses on glass as an art medium. Utilizing the kiln, students will learn not only the art processes of slumping, fusing, enameling, and melting glass to create their sculptures, but the technical processes end of annealing glass, different types of glass, and writing programs for various techniques in glass(3 lecture and 3 studio; 6 total contact hours; May be repeated three times - 9 credit-hours). Instructional Method: ARLS. Terms Offered: Fall, Spring. Prerequisite: ART-2600.

ART - 3314 American Art: Diverse Views (3)

Studies the art and architecture of the United States from the colonial period to the present. Covers diverse viewpoints of a multicultural society and assesses major themes by a variety of American artists. Analyzes works in a cross-cultural and interdisciplinary manner, assessing the role of race, ethnicity, class, gender, and sexuality in the

creation and interpretation of American art. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, Summer.

ART - 3315 History of Design (3)

Studies the history of design, with examples of the applied arts from around the world, with an emphasis on architecture and interior design, furniture design, graphic design, and industrial design. Introduces key examples with consideration of the social, political, theoretical, and artistic context in which they were created. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, Summer.

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). Instructional Method: ARLS. Terms Offered: Fall, Spring. Prerequisite: ART-2500.

ART - 3330 Intermediate Sketchbook and Field Study Drawing (3)

Enhances the creation and design of a sketchbook through observational drawing beyond the classroom. Journaling, creating visually dynamic compositions on the page, collage, and free drawing will be included in the course. Integrating text and imagery on the page will be emphasized. The history of the scientific illustration, artist books, and the graphic arts will be covered. 3 lecture and 3 studio hours required; 6 total contact hours. Instructional Method: ARLS Prerequisite: ART-2304 or instructor permission.

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. Instructional Method: ARLS. Terms Offered: Fall, Spring. Equivalent to ART-361. Prerequisite: 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 (3 lecture and 3 studio; 6 total contact hours; May be repeated three times to earn a total of 12 credit-hours). Instructional Method: ARLS. Terms Offered: Summer. Prerequisite: ART-1300.

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). Instructional Method: ARLS. Terms Offered: Fall, Spring, or Summer. Prerequisite: 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 publishing. 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). Instructional Method: ARLS. Terms Offered: Fall, Spring. Prerequisite: ART-2450.

ART - 3455 Professional Practices in Design (3)

Prepares students for professional work in the graphic design field by exploring design-specific career options, methods for finding design work, strategies for presenting one's portfolio in interviews, and understanding design-specific terminology in job postings. Explores a personal visual identity to brand the student's individual goals and strengths. Provides opportunity for engagement with professionals in the design field. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer. Restricted to Juniors Prerequisite: ART-2450.

ART - 3460 Interactive Design 1 (3)

Surveys the fundamentals of designing websites and other interactive experiences. Applies visual design principles to the unique challenges and requirements of interactive designs. Introduces hypertext markup language (HTML) and cascading style sheets (CSS), while maintaining a focus on usability, organization, accessibility, layout, and typography in websites and other interactive designs. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer. Prerequisite: 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). Instructional Method: ARLS. Term Offered: Spring. Prerequisite: ART-2500.

ART - 3510 Intermediate Sculpture (3)

Examines historic and contemporary sculpture processes and skills, as well as experimental materials, and placement/installation considerations. Examples of craft will be investigated. Students will learn to use aesthetics as a part of their developing personal methodology towards creative problem solving. Instructional Method: ARLS. Term Offered: Fall, Spring, Summer. Prerequisite: 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). Instructional Method: ARLS. Term Offered: Fall, Spring. Prerequisite: ART-2700 or ART-2701.

ART - 3701 Intermediate 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. Instructional Method: ARLS. Terms Offered: Fall, Spring or Summer. Prerequisite: ART-2701.

ART - 3710 Mold Making and Slip Casting (3)

Explores processes of mold making and slip casting using plaster and clay as primary materials. Design of prototypes, small batch manufacturing of multiples, installation art, tile, and one-of-kind applications will all be addressed. Provides students with an understanding of material characteristics and processes, an opportunity to sharpen firing and glazing skills, and discussions about theory and content in ceramics. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer. Prerequisite: ART-2500 or ART-2700 or ART-2701.

ART - 3777 Print on Clay (3)

Combines skills and processes within an introduction to the framework of traditional and contemporary printmaking on the ceramic surface. Creation and use of relief, silk screen, die cut stencils, and decals will be employed to create series of ceramic forms. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring. Prerequisite: Take at least one of the following art courses - ART-2700 or ART-2701 or ART-2800 or ART-2811.

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). Instructional Method: ARLS. Prerequisite: ART-2800 or ART-2811.

ART - 3910 Creativity and Innovation 3

Explores creativity and innovation through research, exercises, hands-on activities, analysis, and group discussions. Current models and methods of creativity and innovation across a variety of disciplines will be utilized and applied to the art field. Instructional Method: Online. Terms Offered: Fall, Spring, Summer.

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. Instructional Method: Lecture-Discussion.

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). Instructional Method: ARLS. Term Offered: Fall.

ART - 4000 Special Topics in Art/Art History (1-3)

Explores special topics in art and art history; content varies by topic, indicated in course subtitle. Develops skills in visual analysis, art historical research and writing, and application of discipline-specific methodologies, theories, and diverse perspectives in the study of art. Can be repeated for credit with different topics. Instructional Method: Lecture-Discussion. Term Offered: Fall, Spring or Summer. Equivalent to ART-500.

ART - 4010 Studio Topics (1-3)

Explores creative research within studio art; content varies by topic, indicated in course subtitle. Topics or techniques of interest in the field of studio art are explored using presentations, demonstrations, and implementation of skills.

Topics vary per term and semester depending on professors' research interests and integrating that expertise into the classroom. Can be repeated for credit 3 times with different topics. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer.

ART - 4020 Special Topics in Graphic Design (3)

Explores creative work within specialized areas of graphic design. Content varies by topic, indicated in the course subtitle. Topics are focused on designing for either interactive/screen-based media or print-based media. Topics vary per term and semester, depending on the focus area(s) of the instructor as well as the needs of graphic design students. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer. Prerequisite: ART-2450.

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. Instructional Method: ARLS. Equivalent to ART-435.

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. Instructional Method: ARLS. Equivalent to ART-440.

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. Instructional Method: Lecture-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. Instructional Method: ARLS.

ART - 4450 Advanced Graphic Design 3

Focuses on complex, multipage print design layouts and print production. Includes the full design process from conception to production, while emphasizing page layout and prepress techniques. Course combines conceptual, creative thinking with the technological skills required for advanced design. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer. Prerequisite: ART-2450, ART-2455, ART-3450.

ART - 4501 Advanced Figure Drawing (3)

Develops the student's ability to render the human form representationally and abstractly. Students will work in charcoal, various chalks, pencils, and inks (3 lecture and 3 studio; 6 total contact hours; may be repeated three times to earn up to twelve credit-hours). Prerequisite: ART-2304.

ART - 4502 Drawing: A Contemporary Approach (3)

Offers opportunities with combined media. Encourages and employs both intuitive and analytical approaches. Emphasizes drawing as an independent art discipline (3 lecture and 3 studio; 6 total contact hours; may be repeated three times to earn up to twelve credit-hours). Prerequisite: ART-1300.

ART - 4508 Advanced Glass (3)

Explores glass as a vehicle for personal artistic expression. This course brings together both stained glass techniques and warm glass processes. Topics may include advanced mold making techniques, large-scale glass casting, three-dimensional sheet glass construction, screen printing with enamels, mixed media and cold working techniques (3 lecture and 3 studio; 6 total contact hours; may be repeated twice to earn up to nine credit-hours). Prerequisite: 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 - 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: 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 Sculpture (3)

Explores various advanced levels of artistic development in sculpture. Focus is placed on individual development of personal methodologies. Students research a wide range of sculptural media and techniques as needed to enhance and complete their focus on independently generated ideas (3 lecture and 3 studio; 6 total contact hours; may be repeated twice to earn up to nine credit-hours). Prerequisite: ART-3319.

ART - 4538 User Experience Design (3)

Introduces user experience design practices as they relate to interactive media, such as websites and mobile applications. Focuses on usability principles and current best practices to design effective, engaging, and user-friendly interactive designs. Students develop site planning research and create interactive prototypes and perform user testing on each other's work. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer. Prerequisite: ART-2450 and ART-3460.

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.

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.

ART - 4545 Advanced Sculpture: Figure Modeling (3)

Examines a refined level of figure modeling using plaster, wax, and clay. Explores small and mid-scale figures in both static and motion poses. Executes advanced mold making and casting techniques in plaster and rubber (3 lecture and 3 studio; 6 total contact hours; may be repeated twice to earn up to nine credit-hours). Instructional Method: ARLS. Prerequisite: ART-3500.

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. Equivalent to ART-546. Prerequisite: 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.

ART - 4550 Contemporary Photography (3)

Explores contemporary photography through aesthetic practices and contemporary photographers from around the world. Requires 3 hours Lecture / 3 hours Studio Lab (6 contact hours per week). Instructional Method: ARLS Fall, Spring and Summer. Prerequisite: ART-2400, ART-2401 or ART-4544 with a minimum grade of "C" or better or prior approval from instructor.

ART - 4552 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: ART-3701.

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.

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: ART-2200.

ART - 4560 Advanced Painting: Oil over Tempera (3)

Explores a systematic painting technique of oil over tempera. It is an adaptation of a 16th century Flemish and Northern European painting technique (3 lecture and 3 studio; 6 total contact hours; may be repeated twice to earn up to nine credit-hours). Prerequisite: ART-3200.

ART - 4562 Advanced Ceramics (3)

Explores the ceramic medium focusing on technique. Advances skill towards the creation of complex sculptural forms, functional objects, or multiples. Provides development of the artist's individual voice as it refines the aesthetics and mastery of the ceramic form, glaze, and firing (3 lecture and 3 studio; 6 total contact hours; may be repeated three times to earn up to twelve credit-hours). Prerequisite: ART-3700 or ART-3701.

ART - 4565 3D Modeling (3)

Use industry standard animation software to construct detailed computer based 3D models. Explores the process of creating an environment. Props a character with several surface editing techniques. Applies 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. Instructional Method: Lecture-Discussion, Hybrid, and Online. Terms Offered: Fall, Summer. Equivalent to CPSC-4565.

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. Instructional Method: Offered in face-to-face and hybrid formats. Semester Offered: Spring; Summer session. Equivalent to CPSC-4566.

ART - 4569 Introduction to 3D Visual Effects (3)

Introduces the common techniques used in visual effects, including paint effects, dynamic systems and particles, Cloth, fur, hair, fire, fluid, as well as compositing CG render passes in post-production. Instructional Method: Offered in face-to-face, hybrid, and online formats. Semester Offered: Fall; Summer Session. Equivalent to: CPSC-4569.

ART - 4599 Advanced Printmaking (3)

Offers individual instruction in one or more print media within a formal group setting. Equivalent to ART-599. Prerequisite: ART-3800.

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. Prerequisite: CPSC-4565 CPSC-4566 or ART-4565 ART-4566, previous or concurrent.

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. Prerequisite: CPSC-4565 CPSC-4566 or ART-4565 ART-4566, previous or concurrent.

ART - 4632 Digital Sculpting (3)

Advanced modeling techniques on hard surface and organic surface are explored by using industry standard digital sculpting software. Prerequisite: ART-4565.

ART - 4653 Introduction to Virtual Reality (3)

Introduces the students to the creation of Virtual Reality (VR) application. The class will focus on learning about current hardware and software for VR, the process of creating immersive environments, and interactive user experiences. Instructional Method: Hybrid. Term Offered: Spring. Equivalent to CPSC-4653. Prerequisite: ART-4565 or CPSC-4565.

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. Instructional Method: Lecture-Discussion, Hybrid, and Online. Terms Offered: Fall, Summer. Equivalent to: CPSC-4567. Prerequisite: ART 4565 or CPSC 4565.

ART - 4700 Independent Study (1-4)

Focuses on individual research in art concepts, theory, and/or art history under the supervision of the faculty. Students work under the direction of faculty to create and carry out an independent study on a topic of interest in the field of art. Can be repeated for credit with different topics. Instructional Method: Independent Study. Terms Offered: Fall, Spring or Summer. 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). Prerequisite: ART-3700 or ART-3701.

ART - 4710 Individual Studio (1-4)

Focuses on individual research project in studio art beyond the beginner's level under the supervision of faculty. Students work under the direction of a faculty director to create and carry out individual research and practice on a topic or technique of interest in the field of studio art. Designed to adapt to students' individual needs in developing their personal artistic voice and creative problem-solving skills. To be enrolled in this course, students must have their proposal approved by instructor. Can be repeated for credit with different topic. Instructional Method: ARLS, Independent Study

ART - 4775 Smartphone Photography (3)

Elevates the use of smartphones and related devices to a tool to make fine art photography. Teaches students to create art wherever they are as long as they have a device at their fingertips and an eye to organize visual spaces into meaningful content. Requires 3 Credit Hour. ARLS 3 hours Lecture / 3 Hours Studio (6 total contact hours). Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer. Prerequisite: ART-2400, ART-2401 or ART-4544 with a minimum grade of "C" or permission of the instructor.

ART - 4777 Advanced Print on Clay (3)

Combines advanced skills and processes within a framework of traditional and contemporary printmaking on the ceramic surface in-the-round. Creation and use of relief, silk screen, die cut stencils, and decals will be employed to

create series of ceramic forms. Development of student individual artistic voice will be emphasized. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring. Prerequisite: ART-3777.

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 - 4950 Design Portfolio (3)

Focuses on the creation of a professional online portfolio that sets students up for a successful career search as a graphic designer. Explores various methods of visually representing and describing complex design work. Culminates with a live, professional-quality, online portfolio of finalized design work, appropriate in scope and depth. Instructional Method: ARLS. Terms Offered: Fall, Spring, Summer. This course should be taken in the student's final year. Prerequisite: ART-3450.

ART - 4980 Senior Project (3)

Culminating capstone project for art majors to be taken in the last term of undergraduate study. Students select any combination of art disciplines: art history, ceramics, design, digital imaging, drawing, painting, photography, printmaking, or sculpture. A presentation of research and/or exhibition of artworks professional installed is required. Instructional Method: Studio

ART - 4981 Senior Project Workshop (1)

Culminating capstone project exhibition for studio art majors or public screening for film majors, to be taken in the last term of undergraduate study in compliment with Senior Project. Students navigate the professional exhibition of research and artworks within the gallery or theater setting. Installation, press, packing, contracts, commissions, and labeling will be covered. Instructional Method: Lecture/Discussion. Corequisite: ART-4980 concurrently or previous, successful senior portfolio review.

ART - 6000 Special Topics in Art/Art History (1-3)

Explores special topics in art and art history; content varies by topic, indicated in course subtitle. Develops skills in visual analysis, art historical research and writing, and application of discipline-specific methodologies, theories, and diverse perspectives in the study of art. Can be repeated for credit 3 times with different topics. Instructional Method: Supervisory Fall, Spring or Summer. Equivalent to ART-500.

ART - 6010 Studio Topics (1-3)

Explores graduate creative research within studio art; content varies by topic, indicated in course subtitle. Topics or techniques of interest in the field of studio art are explored using presentations, demonstrations, and implementation of skills. Topics vary per term and semester depending on professors' research interests and integrating that expertise into the classroom. Innovations in graduate research are supported through studio practice and academic rigor. Can include access to new technology and equipment. Can be repeated for credit 3 times with different topics. Instructional Method: ARLS.

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 (may be repeated three times to earn up to twelve credit-hours). Instructional Method: Studio

ART - 6501 Advanced Figure Drawing (3)

Develops the student's ability to render the human form representationally and abstractly. Students will work in charcoal, various chalks, pencils, and inks. Instructional Method: Studio Course may be repeated with approval of instructor. Equivalent to ART-501.

ART - 6502 Advanced Drawing: A Contemporary Approach (3)

Offers opportunities with combined media. Encourages and employs both intuitive and analytical approaches. Emphasizes drawing as an independent art discipline. Instructional Method: Studio 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 Glass (3)

Explores glass as a vehicle for personal artistic expression. This course brings together both stained glass techniques and warm glass processes. Topics may include advanced mold making techniques, large-scale glass casting, three-dimensional sheet glass construction, screen printing with enamels, mixed media and cold working techniques (may be repeated twice to earn up to nine credit-hours). Instructional Method: Studio Equivalent to ART-5508, ART-508.

ART - 6509 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 publishing. 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).

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. Prerequisite: ART-6509 or ART-6544, or undergraduate equivalent.

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 Sculpture (3)

Exploration of varied advanced levels of artistic development in sculpture. Focus is placed on individual development of personal methodologies. Students research a wide range of sculptural media and techniques as needed to enhance and complete their focus on independently generated ideas (may be repeated twice to earn up to nine credit-hours). Instructional Method: Studio

ART - 6534 Advanced Graphic Design (3)

Emphasizes refinement of graphic design skills. Explores professionalism and specializations in the design field. Course implements an advanced understanding of the design of print and electronic publishing. Includes the creation of graphic design as an art form (may be repeated three times to earn up to twelve credit-hours).

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.

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.

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.

ART - 6545 Advanced Sculpture: Figure Modeling (3)

Examines a refined level of figure modeling using plaster, wax, and clay. Explores small and mid-scale figures in both static and motion poses. Executes advanced mold making and casting techniques in plaster and rubber (may be repeated twice to earn up to nine credit-hours). Instructional Method: Studio

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. Equivalent to ART-546. Prerequisite: ART-6509 or ART-6544, or undergraduate equivalent.

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.

ART - 6552 Advanced Ceramics (3)

Explores the ceramic medium focusing on technique. Advances skill towards the creation of complex sculptural forms, functional objects, or multiples. Provides development of the artist's individual voice as it refines the aesthetics and mastery of the ceramic form, glaze, and firing (may be repeated three times to earn up to twelve credit-hours). Instructional Method: Studio

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.

ART - 6555 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 (may be repeated three times to earn up to twelve credit-hours). Instructional Method: Studio

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.

ART - 6560 Advanced Painting: Oil over Tempera (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).

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 compositing. Prerequisite: ART-6566 or IFDI-6566, previous or concurrent.

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.

ART - 6599 Advanced Printmaking (3)

Offers individual instruction in one or more print media within a formal group setting (may be repeated three times to earn up to twelve credit-hours). Instructional Method: Studio

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.

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. Prerequisite: 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.

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.

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

ART - 6632 Digital Sculpting (3)

Advanced modeling techniques on hard surface and organic surface are explored by using industry standard digital sculpting software. Prerequisite: ART-6565

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. Prerequisite: ART-6544.

ART - 6653 Introduction to Virtual Reality (3)

Introduce the students to the creation of Virtual Reality (VR) application. The class will focus on learning about current hardware and software for VR, the process of creating immersive environments, and interactive user experiences. Instructional Method: Hybrid. Prerequisite: ART-6565 or CPSC-6565 or IFDI-6565.

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. Prerequisite: 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).

ART - 6777 Graduate Print on Clay (3)

Combines professional skills and processes within an advanced framework of traditional and contemporary printmaking on the ceramic surface in-the-round. Creation and use of relief, silk screen, die cut stencils, and decals will be employed to create series of ceramic forms. Employment of student individual artistic voice will be emphasized. Instructional Method: Offered Face-to-Face Fall or Spring semesters.

ART - 6800 Internship (3)

Provides the graduate Art degree-seeking student with supervised practical experiences in applied settings, both on and off campus. NOTE: Course restricted to Art Graduate Students only.

ART - 6820 Graduate Art Seminar 1 (3)

Introduces students to research approaches, theory, techniques, critique, and materials related in art. Designed to prepare students for a professional life and career in art. NOTE: May be repeated for up to 9 earned credit-hours.

ART - 7820 Graduate Art Seminar 2 (3)

Introduces students to research approaches, theory, techniques, critique, and materials related in art. Designed to prepare students for a professional life and career in art. NOTE: Restricted to Art Graduate Students only. Prerequisite: ART-6820.

ART - 8700 Graduate Research (1-4)

Focuses on graduate-level research in art concepts, theory, and/or art history under the supervision of the faculty. Students work under the direction of faculty to create and carry out an independent study on a topic of interest in the field of art. To be enrolled in this course, students must have their proposal approved. Can be repeated for credit with different topics. Instructional Method: Supervisory. Terms Offered: Fall, Spring, or Summer. Equivalent to ART-870. Permission of Instructor.

ART - 8710 Graduate Independent Study (1-4)

Focuses on individual research project in studio art under the supervision of the faculty. Graduate students work under the direction of a faculty director to create and carry out individual research and practice on a topic or technique of interest in the field of studio art. Designed to adapt to students' individual needs as it relates to developing their personal artistic voice, creative problem skills, as they work towards thesis. To be enrolled in this course, students must have their proposal approved by instructor. Can be repeated for credit with different topic. Instructional Method: ARLS, IS. Prerequisite: **RESTRICTIONS:** Must be a candidate for the Master of Fine Arts in Studio Art degree to enroll in this course; and Instructor permission.

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 Graduate Art Seminar 3 (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. NOTE: May be repeated for up to 9 earned credit-hours. Equivalent to ART-820. Prerequisite: ART-7820.

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. IAI Gen Ed: P1 906. Equivalent to ASTR-300. Prerequisite: MATH-1423. Corequisite: 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: MATH-1423. Corequisite: 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: 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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. IAI Gen Ed: L1 904.

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. IAI Gen Ed: L1 904L.

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. IAI Gen Ed: L1 905.

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. IAI Gen Ed: L1 905L.

BIOL - 1300 Forensic Biology (3)

This course explores basics of the field of forensic biology. Major units include biological evidence, essential serology, forensic serology, basic DNA techniques, forensic DNA profiling, and issues in forensics. Instructional Method: Online

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. IAI Gen Ed: L1-910. IAI Major Code: BIO 910. Instructional Method: Lecture 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. IAI Gen Ed: L1-910L. 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. IAI Gen Ed: L1 910 and IAI Major Code: BIO 910. Instructional Method: Lecture Corequisite: 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. IAI Gen Ed: L1 910L. Corequisite: 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 or 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 one of the following: BIOL-1100, BIOL-1500, or BIOL-2102

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. Corequisite: 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: BIOL-2200 and BIOL-2201. Corequisite: 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: BIOL-2200 and BIOL-2210. Corequisite: 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-1500 and 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: 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.

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: 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: 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: 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: 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. Prerequisite: BIOL-3316, BIOL-3317, BIOL-3320, and BIOL-3321. Corequisite: BIOL-3323.

BIOL - 3323 Ecology Laboratory (1)

Provides field and laboratory experiences associated with BIOL-3322. Equivalent to BIOL-323. Corequisite: 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. Prerequisite: CHEM-3531, CHEM-3532, BIOL-1500, BIOL-1501, BIOL-1510, and BIOL-1511

BIOL - 3341 Genetics Laboratory (1)

Emphasizes the principles of classical and molecular genetics through problem-based investigations of inheritance, chromosomes, gene mapping, bioinformatics, and molecular biology. Instructional Method: Instructional Method: Laboratory Corequisite: BIOL-3340 to be taken concurrently or prior to enrolling in Genetics Laboratory.

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. Prerequisite: BIOL-3320 and BIOL-3321. Corequisite: 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: 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. Prerequisite: CHEM-3531, CHEM-3532, BIOL-1500, BIOL-1501, BIOL-1510, and BIOL-1511 Corequisite: 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: 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. Prerequisite: BIOL-3322 and BIOL-3323

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. Prerequisite: BIOL-1510.

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: 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: 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. Prerequisite: CHEM-3513 and CHEM-3514. Corequisite: BIOL-4445.

BIOL - 4445 Human Physiology I Laboratory (1)

Covers laboratory experiments associated with BIOL-4444. Equivalent to BIOL-445. Corequisite: 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. Prerequisite: BIOL-4444 and BIOL-4445. Corequisite: BIOL-4447.

BIOL - 4447 Human Physiology II Laboratory (1)

Covers laboratory experiments associated with BIOL-4446. Equivalent to BIOL-447. Corequisite: 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. Prerequisite: BIOL-3370, BIOL-3371, CHEM-3531, and CHEM-3532. Corequisite: BIOL-4451.

BIOL - 4451 Animal Physiology Laboratory (1)

Covers laboratory experiments and demonstrations associated with BIOL-4450. Equivalent to BIOL-451. Corequisite: 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. Prerequisite: BIOL-3316 and BIOL-3317. Corequisite: 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: 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. Prerequisite: BIOL-3322 and 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. Prerequisite: BIOL-3320 and BIOL-3321. Corequisite: 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: 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. Prerequisite: BIOL-4430 and BIOL-4431. Corequisite: BIOL-4531.

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: 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. Prerequisite: BIOL-3322 and BIOL-3323. Corequisite: 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: 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. Prerequisite: BIOL-3322 and BIOL-3323. Corequisite: BIOL-4556.

BIOL - 4556 Mammalogy Laboratory (1)

Provides laboratory experiences associated with Mammalogy. Equivalent to BIOL-556. Corequisite: 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. Prerequisite: BIOL-3316 and BIOL-3317. Corequisite: 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: 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. Prerequisite: BIOL-4450 and BIOL-4451.

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. Prerequisite: BIOL-3322 and 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. Prerequisite: BIOL-3322 and BIOL-3323. Corequisite: 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: 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. Prerequisite: 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. Prerequisite: BIOL-3322, and BIOL-3340 or BIOL-4965; and take CHEM-1143 and CHEM-1144. 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. Corequisite: 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: 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: STAT-4219, BIOL-1500, BIOL-1501, and BIOL-1511.

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: 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.

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.

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. 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. 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.

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

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.

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

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.

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. Corequisite: 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: 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. Corequisite: 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: 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. Corequisite: 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: 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. Corequisite: BIOL-6556.

BIOL - 6556 Mammalogy Laboratory (1)

Provides laboratory experiences associated with Mammalogy. Equivalent to BIOL-556. Corequisite: 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. Corequisite: 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: 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.

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.

BIOL - 6585 Ecological Restoration (3)

Examines theoretical background, approaches to, and components of restoration of degraded and altered natural ecosystems. A master restoration plan including site assessment, identification of reference site(s) and restoration goals, and management and monitoring plans will be developed for a local site during the course. Special attention will be given to ecological restoration case studies in the metropolitan Chicago and Great Lakes regions. Prerequisite: BIOL-7400.

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. Corequisite: 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: 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.

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.

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.

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.

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. Prerequisite: STAT-8820.

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. Prerequisite: STAT-8820.

BIOL - 6700 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 Corequisite: BIOL-6701.

BIOL - 6701 Conservation Genetics Lab (1)

Includes laboratory activities correlated with topics covered in BIOL 6700 (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. Corequisite: BIOL-6700.

BIOL - 7110 Graduate Seminar (1-4)

Provides 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: 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: BIOL-7701.

BIOL - 7706 Physiology of Disease I (2)

The lecture 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. Corequisite: BIOL-7707.

BIOL - 7707 Physiology of Disease I Laboratory (1)

Covers laboratory experiments and demonstrations associated with BIOL-7706. Equivalent to BIOL-707. Corequisite: 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. Prerequisite: BIOL-7701 and BIOL-7702. Corequisite: 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: 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. Prerequisite: BIOL-7706 and 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. Prerequisite: BIOL-7711 and 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. Corequisite: 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: 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. Corequisite: 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: 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. Corequisite: 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: 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. Corequisite: 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: 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. Prerequisite: BIOL-7400; 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: 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: 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 Analytics

BAN - 6100 Foundations of Business for Business Analytics (3)

Provides students with the business concepts and terminology that will allow them to frame business problems within the context of business analytics. Instructional Method: Offered as a Hybrid primarily during Fall term. It may be offered in other terms depending upon demand.

BAN - 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. Instructional Method: Hybrid Lecture, Online Hybrid Lecture, Online, Lecture-Discussion Prerequisite: MGMT - 6700 Foundations of Managerial Statistics (3) and MIS - 7101 Information Systems and Technology (3)

BAN - 7201 Data Visualization (3)

Applies principles and techniques to visualize data in a way that can improve comprehension, communication, and decision-making for individuals and organizations. Instructional Method: Offered Fully Online Fall. Prerequisite: BAN 7101.

BAN - 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. Prerequisite: BAN - 7101 Business Analytics (3)

BAN - 8880 Business Analytics Internship (1-3)

Designed to provide graduate business analytics students with supervised practical experiences in applied settings. Instructional Method: Offered Face-to-Face On demand during the Fall, Spring, and Summer terms. Prerequisite: BAN - 7101 Business Analytics (3).

BAN - 8900 Business Analytics Capstone (3)

Integrates business analytics concepts in an applied setting as a capstone experience for students in the MS in Business Analytics program. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online during Spring term. Prerequisite: BAN - 7101 Business Analytics (3) and BAN - 7201 Data Visualization (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. Instructional Method: Offered face-to-face and online. 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 Instructional Method: Offered face-to-face and online. Equivalent to BLAW-326. Prerequisite: 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: MATH-1423. Corequisite: 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: 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: CHEM-1111 and CHEM-1112 or CHEM-1141 and CHEM-1142.

CHEM - 1114 Introduction to Organic and Biological Chemistry Lab (1)

Covers laboratory experiments associated with CHEM-1113. Experiments are designed to reinforce students' conceptual understanding of organic and biological chemistry. They are also designed to provide practical experience with wet chemistry and instrumentation relevant to tests performed in analytical, clinical and medical testing laboratories. Corequisite: CHEM-1113

CHEM - 1115 Cooking with Chemistry Laboratory (1)

Covers laboratory experiments associated with CHEM-1110. Corequisite: 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. IAI Gen Ed: P1 902. IAI Major Code: CHM 911. Prerequisite: CHEM - 1111 Chemical Science Foundations I (3) and MATH-1423 or the high school equivalents. Corequisite: CHEM-1142

CHEM - 1142 General Chemistry I Lab (1)

Demonstrates Introduces experiments that illustrate principles and concepts covered in lecture. IAI Gen Ed: P1 902L. IAI Major Code: CHM 911. 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. IAI Major Code: CHM 912. Prerequisite: CHEM-1141.

CHEM - 1144 General Chemistry II Lab (1)

Introduces experiments that illustrate principles and concepts covered in lecture. IAI Major Code: CHM 912. Corequisite: CHEM-1143.

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: 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. Prerequisite: CHEM-1143 and CHEM-1144. Corequisite: CHEM-3234.

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. Prerequisite: CHEM-1111 and CHEM-1112 or CHEM-1141 and CHEM-1142. Corequisite: CHEM-3514

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. Prerequisite: CHEM-1143 and CHEM-1144. Corequisite: CHEM-3532.

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: 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: CHEM-3532.

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. Prerequisite: CHEM-1143, MATH-2292, and PHYS-2181. Corequisite: CHEM-3642

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: 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: CHEM-1143, MATH-2292, and PHYS-2181. Corequisite: CHEM-3644

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: 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. Prerequisite: CHEM-3533 and CHEM-3641.

CHEM - 4331 Biochemistry (3)

Introduces fundamentals of biochemistry, including the chemistry of living organisms, structures of biomolecules, and a survey of cellular metabolism. Instructional Method: Lecture-Discussion. Equivalent to CHEM-544. Prerequisite: CHEM-3531 or permission of the instructor. CHEM-4332.

CHEM - 4332 Biochemistry Laboratory (1)

Provides laboratory activities on the fundamentals of biochemistry, including the chemistry of living organisms, structures of biomolecules, and a survey of cellular metabolism covered in CHEM 4331 Instructional Method: Lab. Equivalent to CHEM-545. Prerequisite: CHEM-3531 or permission of the instructor. CHEM-4331.

CHEM - 4333 Analytical Biochemistry (2)

Presents an introduction to the basic procedures for cell fractionation and for isolation and characterization of biopolymers. Instructional Method: Lecture-Discussion. Term Offered: Spring. Prerequisite: CHEM- 4331. CHEM-4334.

CHEM - 4334 Analytical Biochemistry Laboratory (1)

Isolates organelles and biopolymers and characterize them by techniques that include photomicrography, spectrophotometry, polyacrylamide electrophoresis, fluorometry, and chromatography. Covers laboratory experiments associated with CHEM 4333. Instructional Method: Lab. Term Offered: Spring. Prerequisite: CHEM-4331. CHEM-4333.

CHEM - 4335 Introduction to Bioinformatics (1)

Covers basic bioinformatics concepts and techniques as they relate to gene and protein sequences. Prerequisite: CHEM-4331.

CHEM - 4443 Advanced Inorganic Chemistry (3)

Discusses 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. Equivalent to CHEM-433. Prerequisite: CHEM-1143. CHEM-4444.

CHEM - 4444 Advanced Inorganic Chemistry Laboratory (1)

Introduces experiments for synthesis and characterization of inorganic compounds covered in CHEM4443. Instructional Method: Lab. Equivalent to CHEM-434. Prerequisite: CHEM-1143. CHEM-4443.

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: 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. Prerequisite: CHEM-3233, CHEM-3531, CHEM-3532, and CHEM-4331.

CHEM - 4700 Independent Study (1-4)

Individual reading, research, and/or project in chemistry under the supervision of the faculty. Equivalent to CHEM-470. Prerequisite: CHEM-3533 and 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. Prerequisite: CHEM-3233 and 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: CHEM-4743.

CHEM - 4841 Materials Chemistry (3)

Covers synthesis and structure characterization of solid-state materials with applications in chemistry, physics, biology, and chemical engineering. Topics include solid-state chemistry, semiconductors, polymers, and nanomaterials, and various material characterization methods. Instructional Method: Lecture-Discussion. Prerequisite: CHEM-3642 and CHEM-4443.

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. Prerequisite: CHEM-3533 and 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. Prerequisite: CHEM-3533 and CHEM-3641.

CHEM - 4965 Senior Capstone and Thesis in Chemistry (3)

Provides students with summative independent research experience under the supervision of a faculty member. Experimental or computational work will follow a literature survey, and upon completion of the work, students will write a thesis-style research project report. Prerequisite: CHEM - 3099 Chemistry Junior Seminar (3)

CHEM - 4980 Internship (1-4)

Designed to provide chemistry students with supervised practical experiences in applied settings. Equivalent to CHEM-480. Prerequisite: CHEM-3533 and 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. Prerequisite: CHEM-3533 and 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.

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.

CHEM - 5333 Biochemistry II (3)

Covers metabolism and biosynthesis of carbohydrates, amino acids, and lipids. Biosynthesis of nucleotides, structure of RNA and DNA, DNA replication, repair, and recombination.

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 - 6145 Environmental Chemistry (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. Instructional Method: LD Lecture-Discussion Offered summer session. Equivalent to CHEM-505. Prerequisite: Undergraduate equivalent to GSU courses - CHEM-3533, CHEM-3534 and CHEM-4744 or Instructor permission.

CHEM - 6146 Environmental Chemistry Laboratory (1)

Practical work with high analytical 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; computational methods for presenting analytical results and assessing their precision, accuracy and significance. Instructional Method: Laboratory. Offered Summer session. Equivalent to CHEM-506. Prerequisite: Pre or Co-requisite with CHEM - 6145 Environmental Chemistry (3).

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: CHEM-5333 Corequisite: CHEM-6334

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. Corequisite: CHEM-6333

CHEM - 6441 Advanced Inorganic Chemistry (3)

Examines specialized topics in inorganic chemistry. The topics include Structure-Property Correlations for Inorganic Materials: sufficient background knowledge of the topics and techniques used in transition metal chemistry are investigated, and the structure and spectroscopy of molecular systems using symmetry elements and character tables are presented. This course is also intended to understand and critically evaluate the current literature in this field. Prerequisite: A Physical Chemistry course with a lab or their equivalents must be completed prior to enrollment in this course. Corequisite: CHEM-6442.

CHEM - 6442 Advanced Inorganic Chemistry Laboratory (1)

An introduction to the experimental study of the synthesis, characterization, decomposition, and stability of a variety of inorganic compounds. Instructional Method: Laboratory. Corequisite: CHEM-6441

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.

CHEM - 6733 Chromatography (3)

Examines the theory, practice, and instrumentation of chromatographic separations, with special emphasis on thin-layer, column, paper, and liquid chromatography. Covers gas chromatography/mass spectrometric technique. Instructional Method: Lecture-Discussion. Terms Offered: Fall. Equivalent to CHEM-622. Corequisite: 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. Prerequisite: One year of the undergraduate equivalent of Organic Chemistry and Analytical Chemistry Corequisite: 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. Prerequisite: One year of the undergraduate equivalent of Organic Chemistry and Analytical Chemistry 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.

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.

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.

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: CHEM-6743 or Organic Spectroscopy

CHEM - 7741 Advanced Spectroscopic Methods (2)

Discusses advanced applications of spectroscopic methods for characterization of organic, inorganic, and biological molecules. Prerequisite: CHEM-6743. Additionally graduate students must have demonstrated that they have had the equivalent of the undergraduate courses CHEM-3135, CHEM-3233, and CHEM-3234. Corequisite: CHEM7742.

CHEM - 7742 Advanced Spectroscopic Methods Laboratory (1)

Introduces spectroscopy-based experiments to demonstrate the principles of thermodynamics, kinetics, and quantum mechanics. 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. Prerequisite: 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. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, Summer. Equivalent to CHEM-840. Prerequisite: 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 of 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: CHEM-6733. Corequisite: 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. Corequisite: CHEM-8733.

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.

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. Prerequisite: CHEM-6743 and CHEM-6744. Corequisite: 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: 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. Prerequisite: 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. Prerequisite: CHEM-6733.

CHEM - 8940 Internship (1-3)

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. Prerequisite: 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. Prerequisite: 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: CHEM-8959.

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. Prerequisite: 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 - 3099 Introduction to Communication Disorders (3)

Surveys the field of communication disorders, including an overview of characteristics, causes and physical conditions related to communication disorders. Outlines procedures to provide special help for the individual with a communication disorder. Writing intensive, Junior Seminar.

CDIS - 3100 Intermediate Sign Language (3)

Designed to facilitate development of intermediate to advanced-level conversational sign language skills. Equivalent to CDIS-306. Prerequisite: 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: CDIS-3100.

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: 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: 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: 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: 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: CDIS-3500.

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: CDIS-3099.

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 - 4900 Clinical Methods in Communication Disorders (3)

Examines principles and procedures of assessing and treating disorders of human communication. Corequisite: Concurrent enrollment in CDIS-4901.

CDIS - 4901 Skill Development Lab For Clinical Methods (1)

Provides guided practice in administration of standardized tests and fundamental treatment procedures. Instructional Method: Laboratory. Corequisite: CDIS-4900.

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 (3)

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. Instructional Method: Lecture-Discussion, Supervisory. Terms Offered: Fall, Spring, Summer. Prerequisite: Admission to Candidacy. Enrollment in term immediately prior to commencement of external clinical practicum. Submission of required testing for Illinois State Board of Education Professional Educator License

CDIS - 8250 Foundations of Clinical Practice (3)

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. Instructional Method: Lecture/Discussion. 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

CMP - 6100 Disciplinary Survey of Communication, Media, and Performance (3)

Provides an orientation to graduate work in Communication, Media, and Performance studies. Introduces program expectations, faculty, and resources. Surveys theories and methodologies of the academic disciplines, focusing on areas of faculty specialization. Should be taken in the first semester of graduate work.

CMP - 6200 Quantitative Research Methods in CMP (3)

Provides a strong understanding of the philosophy, theory, design, and analysis of quantitative research in communication, media, and performance studies. You will be exposed to a variety of designs and statistical tools to help you complete your own research projects as a graduate student. Prerequisite: CMP 6100 or COMS-6100

CMP - 6300 Qualitative Research Methods in CMP (3)

Through the presentation of scholarly readings and immersion into an in-depth research project, students explore a variety of qualitative research approaches, considering issues of epistemology (ways of knowing), methodology (ways of examining), and representation (ways of writing and reporting). Prerequisite: CMP 6100 or COMS-6100

CMP - 7000 Seminar in Communication, Media, or Performance: ... (3)

Explores selected topics in Communication, Media, and Performance in depth from a singular discipline. Addresses several aspects of the topic with specific attention to a variety of methodologies, theories, and perspectives. May be repeated for credit with a different topic. Instructional Method: Offered in face-to-face and online format. Prerequisite: CMP - 6100 Disciplinary Survey of Communication, Media, and Performance (3) or COMS-6100; Graduate student standing in Communication, Media, and Performance M.A. Program.

CMP - 8000 Advanced Seminar in Communication, Media, and Performance: ... (3)

Explores selected topics in Communication, Media, and Performance in depth from across multiple disciplines. Addresses several aspects of the topic with specific attention to a variety of methodologies, theories, and perspectives. May be repeated for credit with a different topic. Instructional Method: Offered in face-to-face and online format. Prerequisite: CMP - 6100 Disciplinary Survey of Communication, Media, and Performance (3) or COMS-6100; Graduate student standing in the Communication, Media, and Performance M.A. Program.

CMP - 8700 Graduate Research/Independent Study (1-3)

Provides individual readings, research, and/or project in Communication, Media, and Performance under the supervision of the faculty. Prerequisite: Permission of Instructor.

CMP - 8800 Internship (non-capstone):... (1 - 4)

Provides supervised, practical experiences in applied settings. Prerequisite: Permission of Instructor.

CMP - 8950 Comprehensive Exam in Communication, Media, and Performance (1)

Prepares students for taking a comprehensive exam drawn from the graduate level seminars in communication, media, and performance. Emphasizes a critical reflection of the scholarly literature. Results are used as a formative assessment. Prerequisite: Admission to graduate candidacy in Communication, Media, and Performance. Completion of all graduate CMP coursework. Permission of graduate capstone director.

CMP - 8980 Graduate Capstone Project... (3 - 6)

Provides the opportunity to synthesize graduate work by developing and completing a project specific to the student's interests in communication, media, and performance. Prerequisite: Admission to graduate candidacy Communication, Media, and Performance. Permission of graduate capstone director.

CMP - 8990 Graduate Capstone Thesis (3 - 6)

Provides the opportunity to synthesize graduate work by developing and completing a thesis specific to the student's interests in communication, media, and performance. Prerequisite: Admission to graduate candidacy Communication, Media, and Performance. Permission of graduate capstone director.

CMP - 8999 Directed Scholarship: MA in Communication, Media, and Performance (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 CMP-8970, CMP-8980, or CMP-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. Prerequisite: CMP-8980 or COMS-8980 and CMP-8990 or COMS-8990 or COMS-8970.

COMM - 1000 Public Discourse (3)

Introduces 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. IAI Gen Ed Code: C2 900. Instructional Method: Offered Face-to-Face only. Equivalent to COMS-1160.

COMM - 2110 Communication & Society (3)

Acquires a foundation in communication concepts, theories, and research as well as applies practical communication skills to students' personal and professional lives, including interpersonal, nonverbal, group, organizational, interviewing, and more. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to COMS-2100.

COMM - 2111 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. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to COMS-2710.

COMM - 2112 Media and Society (3)

Surveys the development and influence of the nature, functions 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. IAI Major Code: MC 911.
Instructional Method: Lecture, Hybrid, Online. Fall, Spring, Summer.

COMM - 2113 Introduction to Strategic Communication (3)

Covers concepts in public relations, advertising, corporate advocacy, activism, marketing communication, fundraising, media relations, and public address. Focuses on goal of influencing public(s) to take action and develop long-term relationships between organization/brand/party and the audience. Identifies key concepts, examines relevant case studies, and begins the process developing a critical perspective for strategic communication discourse. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online.

COMM - 2114 Small Group Communication (3)

Introduces the process of small group communication. 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 team development, group decision making and problem solving, managing tasks, and enhancing creativity in groups and teams. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to COMS-2425.

COMM - 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. Instructional Method: Offered Face-to-Face, Fully Online. Equivalent to COMS-3099.

COMM - 3200 Strategic Writing (3)

Directs ongoing attention to strategic writing and improving the writing process through analysis of strategic samples, study of the craft of writing, and practicing the art of writing and revision. Develops a portfolio of written work. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Prerequisite: ENGL - 1010 Writing Studies II (3).

COMM - 3201 Advanced Public Speaking (3)

Builds on public discourse skills through course readings, speaking projects and in-class activities. Focuses on developing and practicing new public speaking techniques and working to display mastery in invention, style and delivery. Instructional Method: Offered Face-to-Face only. Equivalent to COMS-3160. Prerequisite: COMM - 1000 Public Discourse (3).

COMM - 3202 Communication Research (3)

Introduces to the foundations of communication research, including the methodologies, common practices, and techniques used by scholars to explore communication related phenomena. Explores the research process and examines critical issues scholars face when engaging in research. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to COMS-4110.

COMM - 3300 Strategic Communication in Society (3)

Examines the social role, influence and development of strategic communication from a number of mediums including print/journalism (newspaper, magazine, book); broadcast (radio, television, cable); promotional (advertising, public

relations, marketing) telecommunication (Internet, social media, new technology); entertainment (film, music, theater/drama), and/or human and other communication-related fields in a society. Provides a comprehensive analysis of strategic communication scholarship and debate. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online.

COMM - 3410 Online Journalism (3)

Covers the social, cultural, political, legal and economic issues involved in 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. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to MCOM-3220.

COMM - 3411 Layout, Design & 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. Instructional Method: Lecture and Online. Fall, Spring and Summer. Equivalent to MCOM-3725.

COMM - 3500 Media Literacy (3)

Analyzes frames, values, and messages conveyed via a variety of media including television, newspapers, the Internet, advertising, and popular culture. Examines how media shape views of politics, gender, culture, and society. Instructional Method: Offered face-to-face and online formats. Semester Offered: Fall, Spring, Summer.

COMM - 3520 Listening (3)

Examines the styles of listening in communication transactions, and applies the various styles of listening in the different contexts of the communication process. Develops sensitivity and effective listening skills in human interactions. Instructional Method: Offered Face-to-Face only. Equivalent to COMS-4125. Prerequisite: COMM - 2110 Communication & Society (3).

COMM - 3521 Nonverbal Communication (3)

Examines nonverbal elements of human communication, considers body movement, space behavior, time orientation and management, and aesthetic and environmental factors. Analyzes interpersonal communication settings in terms of their nonverbal function, value, and meaning. Equivalent to COMS-4135. Prerequisite: COMM-2110.

COMM - 3522 Communication Dynamics (3)

Examines communication dynamics within interpersonal, organizational, and community contexts by applying systems concepts to unearth the complexities of relationships and to solve difficult problems. Instructional Method: LD Lecture-Discussion, OL Online Lecture

COMM - 3530 Environmental Risk 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. Instructional Method: Lecture/Discussion and Online Semester Offered: Fall, Spring, Summer. Equivalent to: COMS-3550.

COMM - 3531 Business and Professional Speaking (3)

Enhances presentation and delivery skills desirable in a variety of industries. Emphasizes interview preparation, proposals, and presenting to external and internal stakeholders and clients. Instructional Method: Lecture/Discussion. Semester Offered: Fall, Spring, Summer. Equivalent to COMS-4460.

COMM - 3532 Grant Writing (3)

Provides a basic introduction to finding, researching, and crafting federal and state government grant proposals, as well as proposals for non-profit foundations and alternative funding sources. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to COMS - 4450 Introduction to Grant Writing (3).

COMM - 3533 Argumentation and Advocacy (3)

Explores the fundamental concepts, skills, and theories of argumentation and the nature of public advocacy as one avenue to equip citizens with the necessary skills to become successful social advocates. Develops the skills necessary to participate in the deliberate process of policy making and the tools to advocate effectively on matters of personal importance. Instructional Method: Lecture/Discussion Equivalent to: COMS-4560.

COMM - 4010 Topics in Strategic Communication (3)

Provides advanced study on selected topics in strategic communication, public relations, or advertising. Topics change each semester. May be repeated up to two (2) times. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer. Equivalent to MCOM-4070.

COMM - 4020 Topics in Communication (3)

Provides advanced study on selected topics in communication studies. Addresses several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated up to two (2) times with different topics. Instructional Method: Face-to-Face and online. Semester Offered: Fall, Spring, Summer. Equivalent to COMS-4090.

COMM - 4050 Communication Workshop:... (1-3)

Applies concepts of communication to specific social and professional settings. Topics of this workshop vary according to the specific content areas being covered. May be repeated for credit. Instructional Method: Offered Face-to-Face only. Equivalent to COMS-4050.

COMM - 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. Explores how theories provide complementary and viable explanations of communication in social, political, and cultural contexts. Instructional Method: Lecture/Discussion. Semester offered: Fall, Spring, Summer. Equivalent to COMS-4100. Prerequisite: COMM-3099.

COMM - 4201 Communications Ethics (3)

Examines the principles of personal, public, and media ethics. Historical and contemporary approaches to ethical behavior are explored. Current issues serve as a focus for class discussion and assignments. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to COMS-4850. Prerequisite: COMM - 3099 Junior Seminar (3).

COMM - 4210 Communicating Gender (3)

Focuses on interactive relationship between gender and communication. Examines how gender is represented, reproduced, targeted, and otherwise produced; in particular, the ways in which communication creates and reinforces gendered identities and gendered interaction. Investigates how communication produces textual and visual images that construct gender stereotypes and encourage positive and negative behaviors. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer. Equivalent to COMS-4350. Prerequisite: COMM-3099 or GNSX-2100.

COMM - 4211 Communicating Culture (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. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to COMS - 4710 Culture and Communication (3). Prerequisite: COMM - 3099 Junior Seminar (3) or COMS - 3099 Junior Seminar (3).

COMM - 4212 Communicating Identity (3)

Explores identity from a critical/poststructuralist position, approaching the notion of identity as constructed within complex systems of power. Examines how discourse influences personal identity construction and the ways it constructs ideas about other identities (gender, race, sexuality, etc.). Identifies how identity is shaped by communication practices; and how identity construction is situated in historical/social/political/ideological contexts. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer. Equivalent to COMS-4720. Prerequisite: COMM-3099 (or equivalent) or GNSX-2100.

COMM - 4213 Communicating Sexuality (3)

Approaches the study of human 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 sexual identities. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer. Equivalent to COMS-4750. Prerequisite: COMM-3099 or GNSX 2100.

COMM - 4300 Media Communication Law (3)

Identifies and evaluates communication law, issues, and responsibilities. Topics covered include free speech principles, First Amendment, libel, privacy broadcast regulation, ownership, copyright, fair trial/free press. Selected readings on perspectives in mass communications will be examined with research on contemporary issues regarding role and legal problems in freedom and responsibilities of the mass media. Instructional Method: Face-to-Face, Hybrid. Equivalent to MCOM-4512. Prerequisite: COMM - 3200 Strategic Writing (3) and COMM - 3300 Strategic Communication in Society (3).

COMM - 4301 Strategic Media Management & Planning (3)

Explores contemporary philosophies and theories in mass media management as well as advanced techniques, strategies and contexts of buying and selling time and space in various media to reach variety of audiences through promotional communication. Instructional Method: Offered Face-to-Face, Hybrid. Equivalent to MCOM - 4275 Media Planning and Management (3). Prerequisite: COMM - 3200 Strategic Writing (3) and COMM - 3300 Strategic Communication in Society (3).

COMM - 4310 Strategic Communication Case Studies (3)

Explores real-world problems/opportunities individuals, organizations and communities address through the application of strategic and promotional communication techniques. Develops ability to think creatively, act like a strategic communication professional and/or executive engaged in day-to-day responsibilities, ranging from crisis communication and media relations (social, mainstream and marketing) and community engagement. Incorporates media research and theory, campaign, production and principles of problem-solving and decision-making and management. Instructional Method: Offered face-to-face and online. Semester offered: Fall, Spring, Summer. Equivalent to MCOM-4452. Prerequisite: COMM 3300 or previous course MCOM-4451.

COMM - 4311 International Strategic Communication Campaigns (3)

Explores key aspects of international strategic and promotional communication research and theory. Focuses on aspects of media, culture, political, economic and marketing systems as well as consumer behavior, psychology, contemporary issues, problems, and challenges through guided discussion and analysis of case studies in the international arena.

COMM - 4312 Creative Strategies in Advertising and Public Relations (3)

Explores the creative principles dealing with the preparation of advertising and public relations concepts, ideas, and campaigns. Emphasizes conceptual thinking, research, copy writing, design process, development and production of attention-grabbing promotional messages. Instructional Method: Hybrid . Fall, Spring, Summer. Prerequisite: COMM-3300.

COMM - 4320 Communicating with Clients and Customers (3)

Focuses on organizational communication skills for effective management of customer/client relations. Emphasizes understanding the communication process as persuasive, while also managing communication to form long-term relationships. These skills are essential to enhancing the quality of communication with customers and clients in service-oriented professions such as sales, marketing, legal counseling, financial counseling, social work, the medical field and food services. Instructional Method: Offered Face-to-Face, Fully Online. Equivalent to COMS - 4452 Communicating with Clients and Customers (3).

COMM - 4410 Journalism and Media Writing (3)

Explores the role of mass media and journalism and uses diverse approaches of gathering, processing, disseminating and interpreting news and media content. Introduces, integrates and rotates among diverse conventions of media reporting and writing including text, broadcast, audio, blogging, editorial, literary journalism, advertising, and public relations, etc. Research techniques, history, theory, law, copy editing, style and other issues are incorporated. Emphasis and topic varies. Equivalent to: MCOM-4230.

COMM - 4420 Women in 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. Instructional Method: Offered face-to-face. Semester Offered: Fall, Spring, Summer. Equivalent to: MCOM-4560.

COMM - 4421 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. Instructional Method: Lecture/Discussion. Semester Offered: Fall, Spring, Summer. Equivalent to: MCOM-4255.

COMM - 4500 Interpersonal Communication (3)

Explores concepts for understanding communication in interpersonal relationships, including verbal, nonverbal, listening, romantic, friendship, and workplace contexts. Discusses the importance of culture, gender, and family in shaping interpersonal communication patterns and identity. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to COMS - 4130 Interpersonal Communication (3).

COMM - 4501 Organizational Communication (3)

Provides an introduction to organizational communication theory. Highlights the practical nature of organizational theory for understanding and participating in today's diverse and complex organizations. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer.

COMM - 4510 Rhetoric in Society (3)

Explores the history of rhetorical theory from ancient Greece to the present. Focuses on understanding major trends and concepts in rhetoric scholarship, as well as critical analysis of contemporary rhetorical texts. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer. Prerequisite: COMM-3099 and COMM-3200.

COMM - 4511 Social Influence (3)

Examines major theories of persuasion, especially as related to oral communication. Applies these theories to interpersonal, social, political, and organizational change. Develops skills in creating persuasive messages and analyzing persuasive messages and campaigns. Instructional Method: Offered Face-to-Face, Fully Online. Equivalent to COMS - 4160 Persuasion Theory Practice (3). Prerequisite: COMM - 3202 Communication Research (3) or COMS - 4110 Communication Research (3).

COMM - 4512 Political Communication (3)

Investigates political communication in American life. Introduces analysis of political discourse as it relates to ideology and partisan affiliations. Assesses the public relations elements of campaigns to show how political candidates earn America's attention and the people's votes. Evaluates and critiques strategies and tactics used in political communication. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer. Equivalent to: COMS-4500.

COMM - 4520 Conflict Management (3)

Explores multiple ways to think and communicate about conflict. Assists students in discovering 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. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer. Equivalent to: COMS-4435. Prerequisite: COMM-3099.

COMM - 4521 Crisis Communication (3)

Provides introduction to crisis communication concepts and strategies. Focuses on crisis management principles and techniques. Examines theory and practice within applied case studies of public crisis scenarios. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer. Prerequisite: COMM-3099.

COMM - 4522 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. Instructional Method: Offered Face-to-Face, Fully Online. Equivalent to COMS - 4140 Family Communication (3).

COMM - 4523 Group Communication & Leadership (3)

This highly interactive class introduces students to a systems approach to group interaction, and development of leadership skills. The topics covered are: relationships within and between groups, development of emerging leadership within the groups, group social influences, inter and intra group conflict, effective group members and group leaders, stages of group or team development, and group composition and group member roles. Instructional Method: Offered Face-to-Face only. Equivalent to COMS - 4425 Group Communication and Leadership (3). Prerequisite: COMM - 3099 Junior Seminar (3) or COMS - 3099 Junior Seminar (3).

COMM - 4524 Critical Analysis of Popular 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. Instructional Method: Offered Face-to-Face, Fully Online. Equivalent to COMS - 4780 Critical Analysis of Pop Culture (3). Prerequisite: COMM - 3099 Junior Seminar (3) or COMS - 3099 Junior Seminar (3).

COMM - 4600 Practicum (1 - 4)

Provides students with an opportunity to apply communication skills in a practical context. Involves participation in speaking events, networking opportunities, and competitions. Instructional Method: Supervisory. Semester Offered: Fall, Spring, Summer. Prerequisite: Must have permission of the instructor.

COMM - 4700 Independent Study:... (1-4)

Focuses on individual readings and/or project in communication under the supervision of the faculty. Can be repeated for credit with different topic. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to COMS - 4700 Independent Study (1-4). Prerequisite: Instructor Permission.

COMM - 4800 Internship:... (1-4)

Provides students with supervised, practical experiences in applied settings. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to MCOM - 4800 Internship (1-4). Prerequisite: COMM - 3099 Junior Seminar (3) or COMS - 3099 Junior Seminar (3).

COMM - 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. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to COMS-4900. . Prerequisite: COMM - 3099 Junior Seminar (3) and COMM - 3202 Communication Research (3).

COMM - 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. May be repeated for credit. Instructional Method: Offered face-to-face.

COMM - 6000 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. May be repeated for credit with a different topic. Instructional Method: Offered Face-to-Face, Fully Online. Equivalent to COMS - 6090 Topics in Communication (3).

COMM - 6020 Topics in Corporate Communication (3)

Analyzes selected issues in Corporate Communication Studies 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. Instructional Method: Online Fall, Spring, Summer.

COMM - 8970 Graduate Capstone Internship (3-6)

Provides the opportunity to synthesize graduate work by developing and completing an internship specific to the student's interests in communication, media, and performance. May be repeated for a total of 6 credit hours. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online. Equivalent to COMS - 8970 Graduate Capstone Internship (3-6). Prerequisite: Admission to graduate candidacy in the MA in Communication program. Permission of graduate capstone director.

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.

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.

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.

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. Prerequisite: COMS-6100

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: 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: 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: 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: 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. Prerequisite: COMS-6100

COMS - 8330 Adv. Communication & Consciousness (3)

Offers students an opportunity to explore intrapersonal communication in-depth and investigate the connections between systems theory, quantum mechanics, and research in human consciousness. The course also focuses on a student's personal understanding of their own intrapersonal experiences. Equivalent to COMS-839. Prerequisite: COMS-6100 and COMS-8320

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: 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: 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. Prerequisite: COMS-8970, COMS-8980, or COMS-8990.

CORC - 6019 Survey of Corporate Communication (3)

A graduate introduction to Corporate Communication Studies. Surveys literature within the corporate communication and related disciplines. Evaluates several aspects of the topic using a variety of methodologies, theories, and/or perspectives. Instructional Method: Online. Terms Offered: Fall, Spring, Summer.

CORC - 6022 Creative Strategies in Corporate Ad/PR (3)

This course explores, analyzes, and implements creative processes in the preparation of advertising and public relations campaigns for corporate clients and/or employment. Provides opportunities to connect theory and practice in corporate communication. Instructional Method: Online. Terms Offered: Fall, Spring, Summer.

CORC - 6023 Corporate Crisis Communication (3)

Introduces the theory, framework and practice of strategic communication with a special focus on advertising/PR, political and crisis contexts in corporate communication. Explores connections between theory and practice and develops students' writing skills related to associated professional specialties. Instructional Method: Online. Fall, Spring, Summer.

CORC - 6025 Organizational Communication (3)

Explores a variety of advanced communication theories in the fields of organizational communication, group communication, and communication and training under the umbrella of corporate communication. Involves students in scholarly debates regarding the nature and scope of the discipline. Provides opportunities to connect theory and practice in corporate communication. Instructional Method: Online. Fall, Spring, Summer.

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. Instructional Method: Lecture-Discussion Offered Fall and Spring Semesters.

CPSC - 2200 Introduction to Programming (3)

Introduces concepts and programming skills using high-level programming languages. Topics include variables, constants, data types, arithmetic operators, logical operators, functions, decision structures, repetition structures, object-oriented concepts, debugging, and design principles. Instructional Method: Lecture-Discussion Fall and Spring.

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. Instructional Method: Lecture-Discussion Offered Fall Semester.

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. Prerequisite: CPSC-2005

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: 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.

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++, procedural abstraction, sequence, selection, and repetition, data abstraction, arrays, records, and files. Emphasizes program design, testing, and documentation using good programming style. IAI Major Code: CS 911. Instructional Method: Lecture-Discussion Offered Spring Semester or Summer Session. 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: CPSC-3142.

CPSC - 3145 Computer Programming: C++ (3)

Covers advanced topics in C++. 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. Equivalent to CPSC-345. Prerequisite: 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. Instructional Method: Online Prerequisite: **Intermediate Algebra or higher**

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 Introduction To Object-oriented Programming (3)

Presents a conceptual and practical introduction to object-oriented programming using python. Topics include data types, built-in functions, operational model of procedure and function calls, object-oriented programming, information hiding, encapsulation, inheritance, polymorphism and object-oriented design issues. Instructional Method: Lecture-Discussion Offered Fall and Spring Semesters. Prerequisite: CPSC-2100.

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: CPSC-3148. Corequisite: 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.

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. Instructional Method: Lecture-Discussion Offered Spring Semester. Prerequisite: CPSC-3148.

CPSC - 4190 Introduction to Software Engineering (3)

Examines different system development life cycles and system documentation management processes. Recognizes information gathering and reporting mechanism as parts of systems analysis and design activities. Enhances course materials through the 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. Instructional Method: Lecture-Discussion Offered Fall and Spring Semesters. Equivalent to CPSC-390. Prerequisite: CPSC-2100.

CPSC - 4205 Computer Organization (3)

Covers basic topics in computer organization with emphasis on number systems, digital logic design, PC assembly language programming, CPU, memory, input/output and peripherals, buses, instruction sets and formats, and addressing techniques. Instructional Method: Lecture-Discussion Offered Fall and Spring Semesters. Equivalent to CPSC-405.

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. Prerequisite: CPSC-4205 and CPSC-3415.

CPSC - 4335 Operating Systems (3)

Covers 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. Instructional Method: Lecture-Discussion Offered Fall and Spring Semesters. Equivalent to CPSC-435. Prerequisite: CPSC-4205.

CPSC - 4338 Discrete Structures (3)

Introduces discrete structures and techniques for linear algebra, counting methods, sequences, discrete probability, partial order, recursive definitions, and topics from theoretical and application computer science. Instructional Method: Lecture-Discussion Offered Fall and Spring Semesters. Equivalent to CPSC-438. Prerequisite: CPSC-2100.

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: CPSC-4435.

CPSC - 4342 Introduction to Computer Networks (3)

Introduces building blocks that form a modern computer networks, including network architectures and topologies. Provides in-depth coverage of the most important concepts in contemporary networking, such as, TCP/IP protocol suites, routing and switching, local area networks, wide area network, and network security. Instructional Method: Online, Lecture-Discussion. Equivalent to CPSC-442.

CPSC - 4345 Database Systems (3)

Covers the fundamental concepts of database systems. Explores data redundancies, role and functionality of DBMS in database processing, database modeling using entity relationship, building relationships, relational model, functional dependencies, normal forms, normalization, data integrity, query languages: SQL and QBE, transaction and concurrency control. Instructional Method: Hybrid Lecture Offered Fall and Spring Semesters. Prerequisite: CPSC-3148 and CPSC-3310.

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: 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. Prerequisite: CPSC-3415 and MATH-3099

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. Instructional Method: Lecture/discussion. Semester Offered: Fall and Spring. Prerequisite: CPSC-3148.

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: 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: CPSC-3148

CPSC - 4437 Web Application Development II (3)

Provides coverage of the requirements and features of server side web application development. Develops essential foundations of both light weight and advanced server side development using multiple programming languages and frameworks. Focus is on processing of web forms, using server side databases, maintaining online sessions, and implementing secure website features. Instructional Method: Lecture-Discussion Offered Spring Semester. Prerequisite: CPSC-3148 and 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. Instructional Method: Lecture/Discussion. Semester Offered: Spring; Summer session. Prerequisite: CPSC-3148.

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: CPSC-2005 and CPSC-4342

CPSC - 4530 Mobile App Developments (3)

Uses integrated development tools and essential frameworks to develop, test, and debug mobile solutions on devices and emulators/simulators. Gain programming experience in architecture, design, techniques, and methodologies for mobile application development and create mobile applications. Topics include user interface experience, data persistence, messaging, networking, location based services. Instructional Method: Offered in face-to-face, hybrid, and online formats. Semesters Offered: Fall and Spring. Equivalent to: CPSC-6530. Prerequisite: 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.

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.

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: CPSC-4540

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: CPSC-3148

CPSC - 4560 Artificial Intelligence Fundamentals (3)

Provides an introduction to, and, fundamental coverage of the approaches to developing artificially intelligent systems. This includes defining environmental agents, problem solving via search, satisfying constraints, using propositional inference, performing reasoning and planning under uncertain conditions, and, defining logical representations. Instructional Method: Offered face-to-face. Semester Offered: Fall. Prerequisite: MATH-2281, CPSC-3148, CPSC-3310, or equivalent courses.

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. Prerequisite: CPSC-4335

CPSC - 4565 3D Modeling (3)

Uses industry standard animation software to construct detailed computer based 3D models. Explores the process of creating an environment. Props a character with several surface editing techniques. Applies 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. Instructional Method: Offered in face-to-face, hybrid, and online formats. Semester Offered: Fall; Summer session. Equivalent to: ART-4565.

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. Instructional Method: Offered in face-to-face, hybrid, and online formats. Semester Offered: Spring; Summer session. Equivalent to: ART-4566.

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. Instructional Method: Offered in face-to-face, hybrid, and online formats. Semester Offered: Fall; Summer session. Equivalent to: ART-4667. Prerequisite: CPSC-4565 or ART-4565.

CPSC - 4569 Intro to 3D Visual Effects (3)

Introduces the common techniques used in visual effects, including paint effects, dynamic systems and particles, Cloth, fur, hair, fire, fluid, as well as compositing CG render passes in post-production. Instructional Method: Offered face-to-face, hybrid, and online formats. Semester Offered: Fall; Summer session. Equivalent to: ART-4569.

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. Instructional Method: Offered as lecture/discussion. Semester Offered: Fall. Corequisite: Take concurrently or previously 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. Instructional Method: Offered as lecture/discussion. Semester Offered: Spring. Prerequisite: CPSC-4570.

CPSC - 4575 M.L. Fundamentals (3)

Introduces key mathematical and computational topics along with the processes, patterns, and strategies needed to build effective computer systems that learn from experience. The course, also, presents approaches to training and

evaluating such learning systems. Instructional Method: Lecture-Discussion. CPC-6575. Prerequisite: MATH-2281 and CPSC-3310.

CPSC - 4576 Database Design and Administration on SQL Servers (3)

Explores essential SQL skills, database system built-in functions, stored procedures and functions, use-define types, and triggers. Covers administration of database, security and XML, and CLR (Common Language Runtime) integrations. Instructional Method: Offered face-to-face and online. Semester Offered: Fall. Equivalent to: CPSC-6576. Prerequisite: CPSC-4345.

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: 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. Take previously or enroll concurrently in CPSC-4342.

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. Prerequisite: CPSC-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. Prerequisite: CPSC-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. Prerequisite: CPSC-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. Prerequisite: CPSC-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: 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. Instructional Method: Lecture/Discussion. Semester Offered: Fall. Equivalent to: CPSC-6630. Prerequisite: CPSC-4566 and CPSC-4567.

CPSC - 4631 Game Design (3)

Introduces the theory and practice of video game design and programming. Surveys game development in the area of computer graphics, human computer interaction, artificial intelligence, computer architecture and databases. Instructional Method: Lecture/discussion. Semester Offered: Fall. Equivalent to: CPSC-6631. Prerequisite: ART-4565 or CPSC-4565 or equivalent.

CPSC - 4632 Digital Sculpting (3)

Advanced modeling techniques on hard surface and organic surface are explored by using industry standard digital sculpting software. Prerequisite: CPSC-4565 or ART-4565.

CPSC - 4653 Introduction to Virtual Reality (3)

Introduces the students to the creation of Virtual Reality (VR) application. The class will focus on learning about current hardware and software for VR, the process of creating immersive environments, and interactive user experiences. Instructional Method: Hybrid. Equivalent to: ART-4653 . Prerequisite: ART-4565 or CPSC-4565.

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 - 4722 Robotics II: Computer Vision (3)

Introduces the field of computer vision. Historic, current and future computer vision topics will be presented. Computer vision algorithms will be discussed and then applied to computer vision related projects. Instructional Method: Lecture/Discussion. Semester Offered: Fall. Prerequisite: CPSC-3142 OR CPSC-3148 OR CPSC-3310.

CPSC - 4732 Deep Learning (3)

Covers deep learning frameworks, APIs, and visual recognition. Includes topics on learning algorithms (e.g. back-propagation), convolutional neural networks and convolutional neural network architectures, techniques for training neural networks, recurrent neural networks, and segmentation and detection. Instructional Method: Lecture/Discussion. Term Offered: Spring. Prerequisite: CPSC-4722.

CPSC - 4750 Information Visualization (3)

Introduce principles and techniques in information visualization. Students will analyze and organize content and present through a variety of methods including interactive charts and graphs. Students will explore a variety of graphics tools for effective visualization design. Students will design and create their own information visualization applications. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online Spring. Corequisite: CPSC - 3310 or CPSC – 3148.

CPSC - 4780 Big Data Processing and Analytics (3)

Course focuses on using the latest programming skills and development tools to implement data centric applications. Specifically, it will cover Big Data concepts and theory with the focus on Hadoop and Spark programming models in detail. Instructional Method: Hybrid. Fall and Spring. Prerequisite: CPSC-3310 and CPSC-3148.

CPSC - 4790 Data Mining and Business Intelligence (3)

Covers the fundamentals skills of data and knowledge management, and business intelligence. Provides basic concepts, tasks, methods, online analytic processing (OLAP) technology, application and trends in data mining and knowledge management. Instructional Method: Lecture/discussion. Term Offered: Spring. Prerequisite: 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. Prerequisite: CPSC-4190, CPSC-4205, and 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. Instructional Method: Lecture-Discussion Offered Fall and Spring Semesters. Prerequisite: Advisor Consent.

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.

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.

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.

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: CPSC-6525.

CPSC - 6530 Mobile App Developments (3)

Create mobile applications. Use integrated development tools and essential frameworks to develop, test, and debug mobile solutions on devices and emulators/simulators. This is a hands-on course to gain programming experience in architecture, design, techniques, and methodologies for mobile application development. Topics include user interface experience, data persistence, messaging, networking, location based services. Instructional Method: Offered face-to-face, hybrid, and online. Semesters Offered: Fall and Spring. Equivalent to: CPSC-4530. Prerequisite: CPSC-6648.

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.

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. Prerequisite: CPSC-6540

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.

CPSC - 6560 A.I. Fundamentals (3)

Provides an introduction to, and, fundamental coverage of the approaches to developing artificially intelligent systems. This includes defining environmental agents, problem solving via search, satisfying constraints, using propositional inference, performing reasoning and planning under uncertain conditions, and, defining logical representations. It will also prepare students for more in depth coverage of key AI topics. Instructional Method: Lecture-Discussion Prerequisite: MATH-2281, CPSC-6548, and CPSC-3310 or equivalent.

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 compositing. Corequisite: ART-6566 or IFDI-6566

CPSC - 6565 3D Modeling (3)

Uses industry standard animation software to construct detailed computer based 3D models. Explores the process of creating an environment. Props a character with several surface editing techniques. Applies 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. Emphasizes the technical creativity for architectural details and design. Instructional Method: Hybrid, Lecture-Discussion, Online. Terms Offered: Fall, Summer. 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. Introduces the motion graphic toolkits and procedural animation networks. Instructional Method: Hybrid, Lecture-Discussion, Online. Spring, Summer. Equivalent to CPSC-566.

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 an advanced rendering engine to create photorealistic renderings. Integrates physical-based shading workflow and HDRI for image-based lighting to achieve photorealistic images. Instructional Method: Hybrid, Lecture-Discussion, Online. Fall, Summer. Prerequisite: CPSC 6565.

CPSC - 6569 Intro to 3D Visual Effects (3)

Introduces the common techniques used in visual effects, including paint effects, dynamic systems and particles, nCloth, fur, nHair, fire, fluid, as well as compositing CG render passes in post-production. Use xGen grooming system for realistic hair and MASH Dynamic for motion graphic animation and simulation. Instructional Method: Hybrid, Lecture-Discussion, Online. Terms Offered: Fall, Summer.

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: CPSC-6570 or undergraduate equivalent.

CPSC - 6575 M.L. Fundamentals (3)

Introduces key mathematical and computational topics along with the processes, patterns, and strategies needed to build effective computer systems that learn from experience. Presents approaches to training and evaluating such learning systems. Acquaints students with feature engineering approaches to transforming ambiguous data into useful forms for machine learning. Instructional Method: Lecture-Discussion. Prerequisite: MATH - 2281 and CPSC - 3310 or equivalent.

CPSC - 6576 Database Design and Administration on SQL Servers (3)

Explores essential SQL skills, database system built-in functions, stored procedures and functions, use-define types, and triggers. Covers administration of database, security and XML, and CLR (Common Language Runtime) integrations. Instructional Method: Offered face-to-face and online. Semester Offered: Fall. Prerequisite: CPSC-6548.

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.

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.

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. Prerequisite: CPSC-6580 or undergraduate equivalent.

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. Prerequisite: CPSC-6580 or undergraduate equivalent.

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. Prerequisite: CPSC-6580 or undergraduate equivalent.

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. Prerequisite: CPSC-6580 or undergraduate equivalent.

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. Prerequisite: CPSC-6580 or undergraduate equivalent.

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: CPSC-6540 or undergraduate equivalent.

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. Prerequisite: CPSC-6566 and CPSC-6567 or undergraduate course equivalents.

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. Prerequisite: CPSC-6565 or undergraduate course equivalent.

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. Prerequisite: CPSC-6565 or ART-6565 or IFDI-6565 or undergraduate course equivalents.

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: CPSC-6535 or undergraduate course equivalent.

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: 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: CPSC-6548.

CPSC - 6653 Intro to Virtual Reality (3)

Introduces the students to the creation of Virtual Reality (VR) application. The class will focus on learning about current hardware and software for VR, the process of creating immersive environments, and interactive user experiences.

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. Prerequisite: CPSC-6548.

CPSC - 6675 Machine Learning (3)

Presents an analysis of a broad array of machine learning methods that are used to solve challenging real-world problems, and, that are the underpinning methods from which many new methods are derived. Topics to be covered include methods of supervised learning, unsupervised learning, neural networks and genetic algorithms. Instructional Method: Lecture-Discussion. Prerequisite: CPSC - 6575 or equivalent.

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.

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.

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-6219 (or equivalent at Undergraduate level) and CPSC-6210.

CPSC - 6722 Robotics II: Computer Vision (3)

Introduces the field of computer vision. Historic, current and future computer vision topics will be presented. Computer vision algorithms will be discussed and then applied to computer vision related projects. Instructional Method: Offered face-to-face. Semester Offered: Fall. Prerequisite: CPSC-6210 or CPSC-6548.

CPSC - 6722 Robotics II: Computer Vision (3)

Introduces the field of computer vision. Historic, current and future computer vision topics will be presented. Computer vision algorithms will be discussed and then applied to computer vision related projects. Instructional Method: LD Lecture-Discussion Prerequisite: CPSC 6210 or CPSC 6548

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-6210.

CPSC - 6732 Deep Learning (3)

Covers deep learning frameworks, APIs, and visual recognition. Includes topics on learning algorithms (e.g. back-propagation), convolutional neural networks and convolutional neural network architectures, techniques for training neural networks, recurrent neural networks, and segmentation and detection. Instructional Method: Lecture/Discussion. Semester Offered: Spring. Prerequisite: CPSC-6722.

CPSC - 6750 Information Visualization (3)

Introduce principles and techniques in information visualization. Students will analyze and organize content and present through a variety of methods including interactive charts and graphs. Students will explore a variety of graphics tools for effective visualization design. Students will design and create their own information visualization applications. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online during Spring term. Corequisite: CPSC - 6210 or CPSC – 6548.

CPSC - 6780 Big Data Processing and Analytics (3)

Course focuses on using the latest programming skills and development tools to implement data centric applications. Specifically, it will cover Big Data concepts and theory with the focus on Hadoop and Spark programming models in detail. Students will also research and analyze the trends in the field of Big Data. Instructional Method: Offered as a Hybrid. Semester Offered: Fall and Spring. Prerequisite: CPSC-6548.

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. Instructional Method: lecture-discussion; online; and hybrid Prerequisite: CPSC-6576.

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. Instructional Method: Lecture. Fall and Spring Equivalent to CPSC-700. Prerequisite: CPSC-6548 or equivalent courses with the instructor's permission.

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. Prerequisite: CPSC-6548.

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: CPSC-6548.

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: CPSC-6548.

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 Java MEA, Android, iPhone, and .NET Compact Framework will be used as programming environments. Extensive mobile applications will be developed. Equivalent to CPSC-762. Prerequisite: CPSC-6548.

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.

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 side for creation of Web-based applications. Provides the synthesis to apply client/server, databases, and distributed computing knowledge to build web-based applications. Emphasis will be placed on programming skills along with introducing various development tools. Instructional Method: Hybrid
Prerequisite: Prerequisite: CPSC-6548.

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: CPSC-6548.

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: CPSC-6548.

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. Prerequisite: CPSC-6548.

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. Prerequisite: CPSC-6548.

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: 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: CPSC-6548.

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: 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. Instructional Method: Hybrid, Lecture-Discussion, Online. Fall and Spring. Equivalent to CPSC-845. Prerequisite: CPSC 6548.

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. Instructional Method: Offered face-to-face and online. Semesters Offered: Fall and Spring; Summer session. Prerequisite: Take an upper level (4000 or higher) statistics course and research methodology course prior to course enrollment.

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. Prerequisite: COUN-6630 and COUN-7810.

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. Introduces the developmental model of school counseling 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. Instructional Method: Online. Fall. 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. Instructional Method: Offered lecture/discussion and fully online. Semesters Offered: Fall and Spring; Summer session. Equivalent to COUN-620.

COUN - 7633 Clinical Mental Health Counseling (3)

Introduces students to professional counseling practices in community settings. Examines the community counseling model and its application. Examines professional counseling roles, functions, standards, and activities. Includes visits to agencies. Instructional Method: Offered online. Semester Offered: Fall. Restrictions: 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 - 7722 Applied School Counseling with Diverse Students (3)

Applied School Counseling with Diverse Students will focus on the developmental interventions across the ASCA National Model Framework, covering the ASCA mindsets and behaviors as they pertain to the three domains (academic, career, and personal/social). This course will include a survey of exceptional students, classroom management techniques, and an introduction to pedagogical strategies school counselors can implement in the classroom. Additional topics will include (but are not limited to) current and pending state legislation, FERPA, student discipline, sexual abuse prevention training, sex education, suicide warning signs and clear and present danger, transgender pupil privacy/school policy, and undocumented students. Prerequisite: COUN – 6638.

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. Instructional Method: Offered in face-to-face and online formats. Semesters Offered: Fall and Spring; Summer session. Equivalent to COUN-730.

COUN - 7735 Students and the Higher Education Culture: An Introduction (3)

Introduces the specialty field of college student personnel. Examines institutional culture in higher education in general and college students. Focuses on the history of higher education, student demographics and development, diversity, equity and ethical/legal issues, as well as how student services interact with academic services. Instructional Method: Offered online format only.

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. Instructional Method: Offered online. Semesters Offered: Fall and Spring; Summer session. Equivalent to COUN-810. Prerequisite: COUN-6630.

COUN - 7847 Group Dynamics (3)

Addresses application of basic knowledge of the roles, functions, and dynamics among group leaders and group participants; covers group process theory and its related research; and students analyze interactions within a group. Instructional Method: Offered in face-to-face and online formats. Semesters offered: Fall and Spring; Summer session. Equivalent to COUN-847. Prerequisite: 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. Instructional Method: Offered in face-to-face and online formats. Semesters Offered: Fall and Spring; Summer session. Equivalent to COUN-855. Prerequisite: COUN-6610 or Instructor permission.

COUN - 8633 Advanced Seminar in Clinical Mental Health Counseling (3)

This course, for Clinical Mental Health Counseling majors, is designed to address professional issues in counseling. Advanced seminar covers professional identity, terminal degree requirements, private practice, 501 (c) (3) programs, program evaluation and licensure. Prerequisite: A grade of B or better in all Counseling courses; candidacy; successful completion of COUN - 7633; or instructor permission.

COUN - 8811 Individual and Family Play Therapy (3)

Trains students in the knowledge, skills, and techniques of individual and family play therapy to treat various problems that effect children, adolescents, and families. Students will practice techniques in class and with healthy volunteer children/families. Instructional Method: Offered in face-to-face and online formats. Semesters Offered: Fall and Spring; Summer session. Equivalent to COUN-811. Prerequisite: COUN-6600, COUN-7720, COUN-7725, COUN-7810, and COUN-7847. Restrictions: Students must have been approved for Candidacy status by COUN faculty and have earned at least a B-minus in COUN-7720, COUN-7725, COUN-7810, and COUN-7847. Students must have liability insurance on file in the lab to take this course. Insurance is available at a low student rate from ACA.

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: 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.

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: 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. Prerequisite: COUN-6610, COUN-7730, and COUN-7855 and candidacy. Must petition program to enroll in course.

COUN - 8843 Practicum: Higher Education Leadership and Counseling (3)

Introduces application of theory and practice in leadership and counseling in higher education. Prerequisite: 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. This course is offered as a hybrid. Equivalent to COUN-844. Prerequisite: Degree candidacy and take COUN-6638. Must petition program to enroll in course.

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: COUN-8842. Must petition program to enroll in course.

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. Instructional Method: Offered in face-to-face and online format. Semester Offered: Fall. Equivalent to COUN-848. Prerequisite: COUN-6600, COUN-7720, COUN-7725, COUN-7810, and COUN-7847. Restrictions: Students must have been approved for Candidacy status by COUN faculty and have earned at least a B minus in COUN-7720, COUN-7725, COUN-7810, and COUN-7847. Students must have liability insurance on file in the lab to take this course. Insurance is available at a low student rate from ACA.

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: 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: COUN-6630, COUN-6638, and COUN-7810.

COUN - 8852 College Career Coaching Academy (3)

Focuses on experiential learning and your development and implementation transformative school counseling activities to help you become acquainted with skills and techniques needed to assist students during their school years and during their transition from school to work/college. Instructional Method: Offered online and in hybrid format. Prerequisite: 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: COUN-8844.

COUN - 8858 Development of School Counseling (3)

Studies the rationale and program development of a comprehensive school counseling program. Special attention to analyzing, evaluating, and integrating administrative theory. Instructional Method: Hybrid Fall. Equivalent to COUN-858. Prerequisite: COUN 6638 and Degree 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. Prerequisite: COUN-7725, COUN-8811, and COUN-8842. Must petition program to enroll in course, must have Candidacy. Corequisite: COUN-8845.

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. Prerequisite: COUN-6638.

COUN - 8862 College Admission Counseling (3)

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. Placement sites can be a high school, a community college, or university. Instructional Method: Offered online only. Prerequisite: COUN - 7620, COUN - 7730, and 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, evidence of success, and evaluation. Students will be introduced to the Post-secondary and Workforce Readiness (PWR) Act, which establishes college and career pathways. Students will learn how to develop and implementation a robust and coordinated postsecondary education and career readiness system. Students will develop an evidence-based intervention intended to improve postsecondary student success and completion. Additionally, this course provides information on the college admissions process for students in secondary schools. Prerequisite: COUN-7735

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. Must petition program to enroll in course.

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. Must petition program to enroll in course.

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. Prerequisite: Degree candidacy, successful completion (B or better) of Practicum courses: take COUN-8842, COUN-8845. Must have an approved application for internship prior to registration. Must petition program to enroll in course.

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. Prerequisite: Degree candidacy, successful completion (B or better) of Practicum courses: take COUN-8842 and COUN-8845. Must petition program to enroll in course.

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. Prerequisite: Must have an approved application for internship prior to registration. Must petition program to enroll in course.

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. Must petition program to enroll in course.

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.

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.

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. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer. Equivalent to COUN-930. Prerequisite: 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: 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: 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: COUN-9360.

COUN - 9370 Qualitative Research Design (3)

Introduces participants to qualitative research. Course participants will learn about emergent research practices and processes related to qualitative research, including philosophical issues, design, data collection, data analysis, and ethical and cultural issues. Special attention will be paid to issues related to counseling practice, counselor education, and/or supervision. Prerequisite: Admission to the Counselor Education and Supervision Doctoral Program.

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: COUN-9990.

COUN - 9997 Dissertation (3)

Student is to work on dissertation proposal, data collection, and/or writing of the completed dissertation. Repeatable - nine hours required. Note: See Program Handbook for procedures. Prerequisite: COUN-9990 and COUN-9991.

COUN - 9998 Directed Scholarship (1-3)

Continuing scholarship of capstone course under guided supervision of faculty. Instructional Method: Supervision
Prerequisite: Must have taken 9 credit hours of COUN-9999.

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. Repeatable - nine hours required. Prerequisite: COUN-9990 and 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. IAI Major Code: CRJ 901. Instructional Method: Online Lecture, Lecture-Discussion Fall, Spring, Summer. Equivalent to CJUS-310.

CJUS - 2200 Introduction to Corrections (3)

Reviews and analyzes the United States correctional system in terms of history, evolution, and philosophy of punishment and treatment, operation and administration in institutional and non-institutional settings, and issues in constitutional law for incarcerated people. IAI Major Code: CRJ 911. Instructional Method: Online, Lecture-Discussion 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. IAI Major Code: CRJ 914. 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 - 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: CJUS 2100.

CJUS - 3100 Foundations of Social Justice (3)

Reviews the structure and methods employed by the American justice system, and 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. Instructional Method: Lecture-Discussion, Online Lecture. Fall, Spring, or Summer. Equivalent to CJUS-410. Prerequisite: CJUS 2100 or CJUS 2200 or CJUS 2300, OR PERMISSION OF INSTRUCTOR.

CJUS - 3130 History of Corrections (3)

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. Instructional Method: Offered face-to-face and fully online. Offered fall and spring semesters, and summer session. Equivalent to CJUS-3020 (previous course number) and HIST-3130.

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. Instructional Method: Lecture-Discussion, Online Lecture. Fall, Spring, or Summer. Equivalent to CJUS-4140.

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. Prerequisite: CJUS-2300

CJUS - 3415 Criminological Inquiry & 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. Instructional Method: Lecture-Discussion, Online. Fall, Spring, or Summer. Prerequisite: CJUS 3099 or permission of instructor.

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. Instructional Method: Lecture-Discussion, Online Equivalent to CJUS-4210. Prerequisite: 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. Instructional Method: Face-to-Face, Online Equivalent to CJUS-4400.

CJUS - 3450 Race, Class and Gender in 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. Instructional Method: LD Lecture-Discussion, OL Online Lecture Falls,

Springs, or Summers Prerequisite: CJUS 3099 Junior Seminar or GNSX 3099 Theories in Practice, or instructor permission.

CJUS - 3500 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. Instructional Method: LD Lecture-Discussion, OL Online Lecture Falls, Springs, or Summers Prerequisite: CJUS 3250 or permission of instructor.

CJUS - 3660 Mediation and Conferencing (3)

Examines advanced topics in restorative mediation and conferencing practices. Equivalent to CJUS-4360. Prerequisite: CJUS 3250.

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: CJUS 2100.

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 reviews research regarding the use of this dialogue in the justice system, schools, community, workplace, etc. in contrast to traditional Criminal Justice interventions. Instructional Method: LD Lecture-Discussion, OL Online Lecture Fall, Spring, or Summer Equivalent to: CJUS-4351. Prerequisite: CJUS 3250 Foundations of Restorative Justice, or permission of instructor.

CJUS - 4000 Topics in Criminal Justice (3)

Analyzes contemporary criminal justice-related issues and topics. Specific topic varies. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer. Prerequisite: Restrictions: Restricted to Juniors and Seniors with at least 60 credits overall and declared CJUS Majors; Minors in CJUS, Restorative Justice, Forensic Psychology, Pre-Law Minors, Global Studies (Social Science) Minors who have successfully completed at least one upper-division CJUS course; or permission of instructor.

CJUS - 4100 Theories of Crime and Deviance (3)

Reviews historical and contemporary theories on crime and deviance. Analyzes concepts and patterns of crime and deviant behavior and society's responses to them. Examines the law, offenders, victims, and forms of crime and deviance in the criminal justice systems are you meaning both the adult and juvenile? and formulates an integrated perspective that takes into account societal pressures and research about crime, rehabilitation, and recidivism. Instructional Method: Lecture-Discussion, Online. Fall, Spring, or Summer. Equivalent to CJUS-4411. Prerequisite: CJUS 3099 Junior Seminar or CJUS 3100 Foundations of Social Science or Instructor Permission.

RESTRICTIONS: Restricted to Juniors and Seniors and declared CJUS Majors, or CJUS Minors, or Restorative Justice Minors, or Forensic Psychology Minors, or Pre-Law Minors, or Global Studies (Social Science) Minors.

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: CJUS-2400.

CJUS - 4200 Women in the Justice System (3)

Explores the theoretical perspectives, correctional practices, and treatment issues relating to women in the justice system. Examines why the female population has been largely ignored by mainstream criminal justice theories and research, and how future research and public policy might affect females in the justice system. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, or Summer.

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: CJUS 2200 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. Instructional Method: LD Lecture-Discussion, OL Online Lecture, HL Hybrid Lecture Falls, Springs, or Summers Prerequisite: CJUS 3250, or instructor permission.

CJUS - 4350 Victims and the Justice System (3)

Surveys the historical development of victimology as a field of study. Analyses the victim-offender relationship, trends in crime victimization, and the identification of primary victimization data sources. Explores criminal justice reforms in victims' advocacy at the local, state, and federal levels, including restorative influences. Equivalent to CJUS-435. Prerequisite: CJUS-3100.

CJUS - 4380 International Peace Initiatives (3)

Critically examines global peace building initiatives, including strategies and practices based upon restorative justice. Instructional Method: Lecture-Discussion, Online. Fall, Spring, or Summer. Equivalent to CJUS-438. Prerequisite: CJUS 3250 or instructor permission.

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. Prerequisite: CJUS-2360 and CJUS-3100

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. Instructional Method: Online, Lecture-Discussion. Fall, Spring, or Summer. Equivalent to CJUS-4565. Prerequisite: CJUS 3100 and CJUS 4100 or instructor permission.

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. Prerequisite: CJUS-3100 and CJUS 3415 .

CJUS - 4700 Independent Study (1-4)

Provides self-directed students the opportunity to independently research, write, and present on a topic of their choice in criminal justice under faculty supervision and sponsorship. Prepares students for competitive graduate degree programs in law or criminal justice where clear demonstration of self-directed research project management skills and writing abilities are required for admission. Instructional Method: Independent Study. Seniors with at least 90 credit hours and with a 3.2 or higher GPA, or permission of instructor.

CJUS - 4750 Justice Systems Planning (3)

Explores the planning process and examines various operational and administrative uses to which criminal justice planning can be applied. Instructional Method: Lecture-Discussion, Online. Fall, Spring, or Summer. Equivalent to CJUS-475. Prerequisite: CJUS 3100 or equivalent, or instructor permission. **RESTRICTIONS:** Students with at least 75+ credit hours.

CJUS - 4800 Internship (1-4)

Provides students with supervised, practical experience in applied settings. Instructional Method: Supervisory. Terms Offered: Fall, Spring, Summer. CJUS majors with at least 24 hours of upper-division credits in CJUS major, and; A GPA of at least 3.0 (B) in the CJUS major, and; Permission of the CJUS Program Coordinator and Faculty Sponsor, and; Permission site supervisor.

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. Prerequisite: 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.

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.

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: 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.

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 - 6340 Restorative Justice Education (3)

Investigates the implementation and support of restorative practices in schools, other educational systems, and community-based organizations. Instructional Method: Hybrid, Lecture-Discussion. Prerequisite: graduate standing

CJUS - 6500 Restorative Justice Practices (3)

Surveys restorative processes used in conflict circumstances in diverse settings, including victim-offender mediation, peace circles, family conferencing, and other practical applications. Discusses the social relevance of each of these restorative processes and their limitations. Instructional Method: Hybrid. Spring.

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.

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: CJUS-6020 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.

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.

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.

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.

CJUS - 7230 Special Topics in Crime Policy (3)

Examines contemporary policy approaches to preventing and reducing crime and delinquency, touching on variable topics including police, courts, and/or corrections. Instructional Method: Lecture, Online and Hybrid Fall, Spring or Summer. Equivalent to CJUS-723.

CJUS - 7240 Crime Problem-Solving Strategies (3)

Explores key innovations in crime problem solving over the past several decades in such areas as: drugs, gangs, gangs, violent crimes, white collar crime, and terrorism. Equivalent to CJUS-724.

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.

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.

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: CJUS-6020.

CJUS - 8220 Community Restorative Justice (3)

Examines the history of restorative justice, as well as current applications of restorative justice in the United States and around the world. Instructional Method: Online, Lecture-Discussion. Equivalent to CJUS-822.

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: CJUS-8200.

CJUS - 8300 Administration of Criminal Justice (3)

Examines the principles and organizational structures commonly used by administrators of the police, the courts, and corrections. Covers organization theory and behavior as applied to Criminal Justice organizations. Equivalent to CJUS-830. Prerequisite: CJUS - 6020 Seminar in Criminal Justice Graduate Studies (3) or equivalent or consent of instructor.

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: CJUS-8300.

CJUS - 8400 Justice Systems and the Community (3)

Focuses on collaborative 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). Instructional Method: Lecture-Discussion, Online. Spring, Summer. Equivalent to CJUS-840. Prerequisite: CJUS 8220.

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: CJUS-8200.

CJUS - 8800 Justice System Internship (1-3)

Provides the graduate student with an opportunity to synthesize theory and practice. This internship course can be taken from one to three credit hours. Instructional Method: Supervisory Equivalent to CJUS-880. Prerequisite: Restrictions: Only CJUS MA candidates who have completed core requirements and at least 3 elective courses within the MA curriculum may enroll for this course.

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: CJUS-8400.

CJUS - 8892 Directed Readings II (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: CJUS-8891.

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 publicly presented and discussed. Equivalent to CJUS-890.

CJUS - 8999 Continuing Registration (1-2)

Maintains active enrollment in graduate program while student completes degree requirements. Requires that student must have received a grade of "CO" in designated capstone course and the supervision of a graduate faculty member. Instructional Method: Thesis-Project. Terms Offered: Fall, Spring, Summer. Prerequisite: Students must have successfully completed **one** of the following courses: CJUS 8700, CJUS 8990, CJUS 8891, CJUS 8892, or CJUS 8880 and the permission of the instructor. Co-requisite: Grade of "CO" in one of the designated capstone courses.

Dance

DNCE - 1100 Dance Appreciation (3)

Introduces dance as an art form. Includes study of historical development, cultural characteristics and aesthetics of various dance traditions and styles. Additional course topics include survey of global and contemporary dance forms, choreography and dance production. IAI Gen Ed Code: F1 906. Instructional Method: Lecture Fall, Spring, or Summer.

DNCE - 1101 Foundations of Wellness (3)

Introduces the basic concepts and dimensions of wellness for the dancer. Instructional Method: Lecture-Discussion. Fall, Spring, Summer.

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 - 2120 Introduction to African Dance (3)

Introduces the basic concepts and techniques of African and Afro-Caribbean dance. Instructional Method: Lecture-Discussion Fall/Spring/Summer.

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 - 3000 Special Topics in Dance (3)

Analyzes selected dance styles and approaches addressing several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated for credit with a different topic. Instructional Method: Lecture/Discussion.

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 - 3600 Twentieth Century Concert Dance History (3)

Introduces the major figures and developments in western concert dance history throughout the twentieth century with emphasis on major stylistic trends and cultural influences. Topics include the forerunners and pioneers of modern dance; avant-garde and post-modernists, the evolution of ballet, and dance in today's world. Instructional Method: Offered Face-to-Face during Fall, Spring, or Summer terms. Prerequisite: DNCE - 1100 Dance Appreciation (3).

DNCE - 3700 Dance Criticism (3)

Introduces theories and methods of dance criticism. Includes study of analysis and interpretation of movement. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, Summer. Prerequisite: DNCE-1100.

DNCE - 3710 African Diaspora Dance History (3)

Introduces the basic concepts and history of African Diaspora dances. Instructional Method: Lecture-Discussion. Fall/Spring/Summer.

DNCE - 3800 Practicum (1-3)

Practical course in dance performance production, offers training in the areas of dance performance or choreography. Can be repeated for credit up to 4 hours. Instructional Method: Supervisory Prerequisite: Instructor Permission

DNCE - 4100 Choreography (3)

Introduces the basic tools, principles, and concepts of choreography. Prerequisite: DNCE-2100 or DNCE-2210 or DNCE-2310 or Instructor Permission.

DNCE - 4200 Dance Pedagogy (3)

Introduces theories, methods and techniques for teaching dance. Includes study and application of lesson design utilizing National and State Dance Standards and Social Emotional Learning Standards as a guide. Additional course topics include classroom management, cultural sensitivity and inclusion techniques. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, Summer. Prerequisite: DNCE-2110, DNCE-2210, DNCE-2310, DNCE-2410 or instructor permission.

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. IAI Gen Ed: S3 902. Instructional Method: LD Lecture-Discussion, OL Online Lecture Fall, Spring, Summer Equivalent to ECON-301.

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. IAI Gen Ed: S3 901. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, Summer. Equivalent to ECON-302.

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. Instructional Method: LD Lecture-Discussion Fall Equivalent to ECON-3511. Prerequisite: ECON 2301, ECON 2302, and MATH 2281

ECON - 3111 Economics of the European Union (3)

Applies economic theory to understanding multiple facets of the process of the EU integration. Discusses the history of European integration; free mobility of goods, services, capital, and labor; regional income inequality; EU trade; the Common Agricultural Policy; environmental policy; the Euro; labor market policies and unemployment; and the EU as an economic and political power on the world stage. Instructional Method: Offered Face-to-Face, Fully Online during the Fall, Spring, Summer terms. Prerequisite: ECON - 2301 Principles of Microeconomics (3) and ECON - 2302 Principles of Macroeconomics (3).

ECON - 3301 Intermediate Microeconomics (3)

Studies rational decision-making behavior of consumers and firms, together with price and output determination in various market structures. Instructional Method: LD Lecture-Discussion Fall Prerequisite: Econ 2301, Econ 2302, and 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. Instructional Method: Lecture-Discussion. Term Offered: Spring. Equivalent to ECON-410. Prerequisite: ECON-2301, ECON-2302 and MATH-2281.

ECON - 3404 Managerial Economics: The Economics of the Firm (3)

Deals with analysis and theoretical constructs of microeconomics applied to managerial decision-making. Emphasizes consumer demand, production and cost analysis, business behavior, market performance, and growth equilibrium. Instructional Method: LD Lecture-Discussion, OL Online Lecture Fall, Spring, Summer Equivalent to ECON-420. Prerequisite: ECON 2301, ECON 2302, MATH 2281 and BUS 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. Instructional Method: LD Lecture-Discussion TBD Equivalent to ECON-350. Prerequisite: ECON-2301 and 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. Instructional Method: Face-to-Face Fall, Spring, Summer Prerequisite: ECON-2301, ECON-2302, and 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. Instructional Method: Face-to-Face Fall, Spring or Summer. Prerequisite: ECON-2301, ECON-2302, and 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. Instructional Method: LD Lecture-Discussion TBD Prerequisite: ECON 2301, ECON 2302, and MATH 2281.

ECON - 3901 Mathematical Economics (3)

Provides the mathematical tools used in quantitative economics courses. The course focuses on how mathematics is used in economics and uses the theory for application of matrices, multivariate calculus, multivariate optimization with and without constraints, optimization with inequality constraints, value functions and the Envelope Theorem, Difference and Differential Equations, and Game Theory. In addition, the course deals with applying mathematics to microeconomic and macroeconomic theory as applications to consumer, production, competition analysis, and growth theory. Instructional Method: LD Lecture-Discussion TBD Prerequisite: ECON-2301, ECON-2302, MATH-2281, and BUS-3700.

ECON - 4101 Econometrics I (3)

Focuses on economic measurement, including specification and estimation of econometric models and statistical methods in economic research. Instructional Method: Lecture/discussion. Semester offered: Spring. Prerequisite: BUS-3700.

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. Instructional Method: Lecture-Discussion Prerequisite: 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)

Serves as the capstone course for economics undergraduate students and 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. Instructional Method: LD Lecture-Discussion Fall, Spring, Summer Prerequisite: ECON 3301 (or ECON 3404), ECON 3302, ECON 3099, and ECON 4101. Restrictions: 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)

Provides a study of the concepts of Micro and Macro Economics at an advanced level. This course is a foundation course for the MBA degree and focuses on the application of economic theory in the areas of business and public policy. Instructional Method: HL Hybrid Lecture, LD Lecture-Discussion, OL Online Lecture Fall, Spring, Summer 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. Prerequisite: MGMT-6700 and ECON-6100 or equivalents; also have taken the undergraduate equivalent of Applied Calculus or Quantitative Methods in Business and Economics.

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. Instructional Method: Offered face-to-face. Semester Offered: Fall, Spring, Summer.

EDUC - 2330 Educational Psychology I: Growth and Development of Children and Adolescents (3)

Examines theories and principles of physical development and growth patterns, cognition, language, and social-emotional development of children from prenatal through adolescence. Includes attention to cultural diversity as related to child rearing patterns and development. Emphasizes application of this knowledge in planning, implementing, and assessing learning activities. Instructional Method: Lecture/Discussion. Terms Offered: Fall and Spring.

EDUC - 2990 Literature For Children/Adolescents (3)

Introduces prospective teachers to the wealth of contemporary literature of diverse peoples available in English for children and adolescents. Explores opportunities for enhancing literacy development using literature as well as methods of implementing the use of literature across the curriculum. Instructional Method: Lecture/Discussion
Prerequisite: ENGL-1010

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: EDUC-2310; passage of the ILTS Test of Academic Proficiency (TAP). Corequisite: 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: EDUC-2310; passage of the ILTS Test of Academic Proficiency (TAP). Corequisite: EDUC-3320 and EDCP-2101.

EDUC - 3410 Classroom Management (1)

Explores the skills and dispositions required for successful classroom management. Multicultural competence in the class will enhance classroom management and result in improved student learning outcomes. This course will assist the pre-service teacher in the recognition of one's own ethnocentrism; augment understanding of the broader social, economic, and political contexts of student behavior; and develop the pre-service teacher's ability and willingness to use culturally appropriate management strategies to develop a caring classroom. By making appropriate instructional and educational decisions, candidates promote student learning and students acquire content as well as procedures and models of behavior, in a safe learning environment. Instructional Method: Hybrid. Fall, Spring, Summer.

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 (15) hours of field experience. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring. Prerequisite: EDUC 2330 or equivalent and EMED 3321 for EMED majors only (EMED 3321 is not a prerequisite for CDIS or SEC EDUC majors). Must be taken prior to student teaching. Corequisites: EDEC-4550 and EDEC-4551, or EDEC-4560 and EDEC-4561 for EDEC majors; for EMED majors; none for CDIS or Secondary Education majors.

EDUC - 3550 Applying Educational Psychology (3)

Explores current educational psychology and research. Includes advanced examination of major theories of learning as well as the role of physical, social, cultural, emotional, linguistic, and economic factors on learning. Expands working knowledge of assessment constructs and ability to interpret test results as they relate to student learning and effective teaching. Analyzes current best practices in classroom management. **Requires 15 hours of field experience.** Instructional Method: Lecture-Discussion. Fall, Spring, Summer. Prerequisite: For EDEC and EMED

majors: EDUC 2330 Child Development or equivalent and additionally, for EMED majors: EDUC 3321 Effective Teaching for Diverse Students. For EDEC: None and for EMED: EMED 3400, EMED 3404, EMED 3405, EMED 3420, EMED 3425.

EDUC - 4301 Secondary Microteaching 1 (1)

Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching at the high school or middle school level. Involves working with and teaching middle grades or high school students in a 6-12 classroom environment. Instructional Method: Supervisory. Terms Offered: Fall, Spring. Prerequisite: Admission to secondary teacher education. Corequisites: Candidates must register for this course and their secondary methods course - ENGL-4575, EDUC-4330, or EDUC-4360.

EDUC - 4302 Secondary Microteaching 2 (1)

Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching at the high school or middle school level. Involves working with and teaching middle grades or high school students in a 6-12 classroom environment. Instructional Method: Supervisory. Terms Offered: Fall, Spring. Prerequisite: EDUC-4301. Corequisite: Candidates must register for this course and their secondary methods course - EDUC-4465, EDUC-4340, or EDUC-4370.

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. Prerequisite: EDUC-4330, SPED-2100, and EDUC-3440.

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-3440.

EDUC - 4380 Methods of Teaching in Social Science I (3)

Focuses on issues in teaching and learning in the individual and integrated social sciences. Teaches processes for developing historical thinking skills, reading methods/reading in the content area, engaging all learners including ELL and exceptional students, and connecting to texts. Candidates develop a range of disciplinary specific inquiry based strategies for planning and teaching social sciences. The course is designed to provide candidates with the knowledge, skills, and dispositions for their continuing professional development in the role of social sciences teacher. Includes 35-40 hours of micro-teaching field experiences for undergraduates seeking certification in social sciences secondary education. Instructional Method: Offered in a hybrid format during fall and spring semester. Prerequisite: Complete 24 semester hours in social science, all Gateway I requirements, and EDCP-2101. Corequisite: Concurrent enrollment in EDUC-4301.

EDUC - 4390 Methods of Teaching in Social Science II (3)

Focuses on the various components of the secondary school social sciences curriculum. Includes study in instructional practices for various social sciences content and historical thinking with an emphasis on knowledge, pedagogy, reading methods/reading in the content area, and dispositions. Emphasizes the challenges of individual student differences including ELL and exceptional learners, and instructional technology. Requires 35-40 hours of field experience for students seeking certificate. Instructional Method: Offered as a hybrid course during fall and spring semesters. Prerequisite: EDUC-2310, EDUC-4380, SPED-2100, and EDCP-2101. Corequisite: Concurrent enrollment in EDUC-4302

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: EDUC-3440.

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: 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 co-enrollment in EDUC 4302 micro-teaching lab with 35 hours of field experience for students seeking licensure. Instructional Method: Lecture-Discussion. Spring. Equivalent to ENGL-4465. Prerequisite: EDUC-3440 (or equivalent), SPED-2100 (or equivalent), EDCP-2101 (or equivalent), ENGL-4575. EDUC 4302.

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 - 4520 ELLs, SEL and Content Reading (3)

Analyzes and practices secondary pedagogy from the lens of English language learners, content area reading, and social-emotional learning. Advocates research and theoretical constructs to design classroom instruction and assessments that include these features, and practices delivering instruction founded on the principles of Universal Design. Instructional Method: Lecture-Discussion. Term Offered: Spring. Restrictions: Requires permission of secondary coordinator or instructor prior to enrollment. Completion of one secondary methods course (biology, chemistry, English, mathematics, or social studies) with a grade of B or better. This course prepares secondary preservice teachers to teach diverse populations of students in grades 6-12.

EDUC - 4999 Student Teaching: Senior Capstone (12)

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. This course also serves as a Senior Capstone course. 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. Prerequisite: SPED-6101 or equivalent; also must have had an educational foundations course.

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 - 6301 Secondary Microteaching 1 (1)

Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching at the high school or middle school level. Involves working with and teaching middle grades or high school students in a 6-12 classroom environment. Instructional Method: Supervisory Course offered during Fall and Spring term. Corequisites: Candidates must register for this course and their secondary methods course - ENGL - 6575 or EDUC - 6330 or EDUC - 6360.

EDUC - 6302 Secondary Microteaching 2 (1)

Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching at the high school or middle school level. Involves working with and teaching middle grades or high school students in a 6-12 classroom environment. Instructional Method: Supervisory. Terms Offered: Fall, Spring. Prerequisite: EDUC-6301. Corequisites: Candidates must register for this course and their secondary methods course - ENGL-6080, EDUC-6340, or EDUC-6370.

EDUC - 6303 Educational Psychology I: Child Growth and Development (3)

Examines theories and principles of physical development and growth patterns, cognition, language, and social-emotional development of children from prenatal through adolescence. Includes attention to cultural diversity as related to child rearing patterns and development. Emphasizes application of this knowledge in planning, implementing, and assessing learning activities. Focuses on development of the normal child, but linkage to areas in special education is provided. Research on these topics is emphasized. Instructional Method: Offered as a hybrid. Semester Offered: Fall, Spring, Summer.

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: EDCP-6101 or undergraduate equivalent.

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. Prerequisite: EDCP-6101 or undergraduate equivalent.

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 - 6465 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. This course requires co-enrollment in EDUC - 6302 Secondary Microteaching 2 (1) with 35 hours of field experience for students seeking licensure. Instructional Method: Lecture/discussion. Fall. Prerequisite: EDCP-6101 (or undergrad equivalent), SPED-6101 (or undergrad equivalent), and ENGL-6575 (or undergrad equivalent). EDUC-7440.

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 - 6520 ELLs, SEL and Content Reading (3)

Analyzes and practices secondary pedagogy from the lens of English language learners, content area reading, and social-emotional learning. Advocates research and theoretical constructs to design classroom instruction and assessments that include these features, and practices delivering instruction founded on the principles of Universal Design. Practices leadership in research, group moderation, and event logistics in educational settings. Instructional Method: Lecture-Discussion. Spring. Restrictions: Requires permission of secondary coordinator or instructor prior to enrollment. Completion of one secondary methods course (biology, chemistry, English, mathematics, or social studies) with a grade of "B" or better. This course prepares secondary preservice teachers to teach diverse populations of students in grades 6-12.

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: 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 - 7410 Classroom Management (1)

Provides candidates with an understanding, skills, and dispositions for successful classroom management. By making appropriate instructional and educational decisions, candidates promote student learning and students acquire content as well as procedures and models of behavior, in a safe learning environment. Multicultural competence in the class will enhance classroom management and result in improved student learning outcomes. This course will assist the pre-service teacher in the recognition of one's own ethnocentrism; augment understanding of the broader social, economic, and political contexts of student behavior; and develop the pre-service teacher's ability and willingness to use culturally appropriate management strategies to develop a caring classroom. Instructional Method: Hybrid. Fall, Spring, Summer.

EDUC - 7440 Educational Psychology II: Learning, Assessment, & Classroom Management (3)

Explores current educational psychology and research. Includes advanced examination of 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 15 hours of field experience. Instructional Method: Offered as a hybrid during fall, spring, or summer sessions.

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: 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. EDUC-6100 may be taken prior to enrollment or concurrently.

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. Prerequisite: Admission to candidacy in the M.A. in Education, or the M.A. in Multicategorical Special Education, or 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: 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: 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: 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: 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: 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: 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: 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. Prerequisite: EDUC-6100, EDUC-8105, EDUC-8114, and 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 Student Teaching: Senior Capstone (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. This course also serves as a Senior Capstone course and is writing intensive. 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: 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: EDUC-8991.

EDUC - 8999 Culminating Experience (3)

Provides the opportunity to synthesize graduate degree coursework by completing an approved thesis, project, portfolio, internship or other approved experience under the supervision of three faculty members. Instructional Method: Thesis-Project Fall, Spring. Equivalent to EDUC-868. Prerequisite: Restrictions: Admission to candidacy, completion of at least twenty-seven hours of coursework applicable to degree, and approved application/intent for EDUC 8999. Permission granted based on student submission of EDUC 8999 application/intent form and satisfactory completion of preceding graduate program coursework.

Education - Administration/Supervision

EDAD - 7501 Teacher Leadership (3)

Provides future teacher leaders with a survey of knowledge, roles, and skills for teacher leadership, including the emerging research on the influence of teacher leaders to improve student learning. Instructional Method: Lecture/Discussion. Fall. Prerequisite: EDAD-7801

EDAD - 7502 Improvement Leadership in Mathematics (3)

Provides elementary mathematics teachers with leadership theory and practice to implement instructional improvement in math. Students create and implement a comprehensive improvement project at their school site during the following semester. Instructional Method: Lecture-Discussion and Hybrid. During Summer and Fall semesters. The background work for this class occurs during the Summer term while implementation occurs in the Fall. The course grade will be marked as "Incomplete" during the Summer term and will be changed to the grade earned following the implementation phase during the Fall semester.

EDAD - 7801 Organizational Leadership (3)

Develops, implements, and assesses organizational structures and strategies related to school mission and vision, cultures of trust and collaboration, effective goal setting, personalized and motivating environments, and leadership effectiveness. Instructional Method: Lecture/Discussion. Semesters offered: Fall and Spring; Summer session.

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 Supervision and Evaluation (3)

Analyzes supervision, evaluation, and their 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. Instructional Method: Lecture/discussion. Semesters offered: Fall and Spring; Summer session. Prerequisite: EDAD-7801.

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. Prerequisite: 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. Prerequisite: Prerequisites: take EDAD-7801, EDAD-7802.

EDAD - 7902 Leadership for Learning (3)

Focuses on the knowledge, skills, roles and responsibilities of school leaders to promote the learning and success of all students. The course will examine current research on teaching and learning in all content areas including literacy and numeracy, technology integration, professional development, curriculum development and implementation, and assessment for a diverse population of P-12 learners, including English language learners and students with disabilities. Instructional Method: Lecture/discussion. Terms Offered: Fall, Spring, Summer. Prerequisite: EDAD-7801.

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. Prerequisite: EDAD-7801, EDAD-7802. Corequisite: 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. Prerequisite: 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. Prerequisite: Prerequisites: take EDAD-7801, EDAD-7802. Corequisite courses: EDAD-8201, EDAD-8202, EDAD-8203.

EDAD - 7907 Finance, Management, and Operations for Effective Schools (3)

Focuses on the responsibilities of a principal in managing the school to provide an optimum learning environment. Starting with the school vision and mission, the course addresses the key issues in establishing a positive learning culture by stressing the management skills required for effective school principals. Budgeting, school discipline, transportation and the extra-curricular program are some of the topics covered. Note: Course replaces three separate 1-credit hour courses (EDAD-7904, 7905, and 7906). Prerequisite: EDAD-7801 and EDAD-7802.

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. Instructional Method: Lecture/discussion. Semesters offered: Fall and Spring; Summer session. Prerequisite: EDAD-7801.

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. Instructional Method: Lecture/discussion. Semesters offered: Fall and Spring; Summer session. Prerequisite: EDAD-7801.

EDAD - 8103 School Law (3)

Includes analysis and application of legal principles derived from case law, statutes, and administrative regulations affecting Illinois public schools, particularly pK-12 students with disabilities and English language learners. Content includes the legal system, roles of federal, state, and local governments; the instructional program; student rights and responsibilities; collective bargaining; and negligence torts. Instructional Method: Online. Terms Offered: Fall, Spring, Summer. Typically, this course is held during summer in the 6th semester of the cohort sequence, but cohorts starting in spring or summer may require the course in fall or spring. Prerequisite: EDAD-7801.

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. Prerequisite: EDAD-7801 and 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].

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: 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. Prerequisite: EDAD-8201 and 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.

EDAD - 8206 Principal Internship I (3)

Provides the opportunity for candidates 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. This is course one of a series of three courses, EDAD 8206, EDAD 8207 and EDAD 8208. Prerequisite: (1) Completion of 24 credit hours - including EDAD - 7803 Supervision and Evaluation (3) and (2) Successful completion of the training required under Section 24A-3 of the Illinois School Code [105 ILCS 5/24A-3] before beginning the internship.

EDAD - 8207 Principal Internship II (3)

Provides the opportunity for candidates 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. This is course one of a series of three courses, EDAD 8206, EDAD 8207 and EDAD 8208. Prerequisite: (1) Completion of 24 credit hours - including EDAD - 7803 Supervision and Evaluation (3) and (2) Successful completion of the training required under Section 24A-3 of the Illinois School Code [105 ILCS 5/24A-3] before beginning the internship.

EDAD - 8208 Principal Internship III (3)

Provides the opportunity for candidates 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. This is course one of a series of three courses, EDAD 8206, EDAD 8207 and EDAD 8208. Prerequisite: (1) Completion of 24 credit hours - including EDAD - 7803 Supervision and Evaluation (3) and (2) Successful completion of the training required under Section 24A-3 of the Illinois School Code [105 ILCS 5/24A-3] before beginning the internship.

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.

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.

EDAD - 8823 Community College Administration (3)

Examines college administration in different areas of college operations. Focuses on policy-setting processes. Equivalent to EDAD-823.

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.

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.

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: 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.

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.

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: 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: 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.

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.

Education - Bilingual-Bicultural

BBED - 4100 Practicum in Bilingual and ESL (3)

Provides supervised advanced field experience in professional decision-making in the classroom. Students work with multilingual students in various bilingual and/ or ESL programs. Students observe, diagnose problems, and prescribe effective instructional strategies related to objectives, learning activities, and alternative assessment techniques. Students will compare field experiences with relevant research. **Requires 100 clock-hours of clinical experience.** Instructional Method: Supervisory. Terms Offered: Fall, Spring, Summer. BBED 8100. Prerequisite: BBED 4520, 4525, 4538, 4977, 4501 and 4530, or permission of Program Coordinator.

BBED - 4501 Teaching English as a Second Language (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. This includes developing an understanding for partnerships and advocacy for ELs and bilingual students and their families, and research on recent developments in the field. Requires 20 clock-hours of field experience.

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. Students will research language acquisition and apply to theories language development and reflect on their own language development. Requires 10 clock-hours of field experience. Terms Offered: Fall, Spring, and Summer.

BBED - 4525 Assessment of Language Minority Students (3)

Studies current trends in testing and the specific role of tests in the bilingual classroom, including content-based instruction. Examines selection and interpretation of language, achievement, diagnostic, and intellectual assessments for limited English proficient students. Also researches and discusses current trends and issues relevant to assessment of bilingual students. Requires 20 clock-hours of field experience. Terms Offered: Fall, Spring, and Summer. Prerequisite: BBED-4501 or Instructor Permission.

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 responsive standards-based units and lesson plans. Students will research instructional practices locally and internationally, needs of students of different ages, pedagogical processes and the inclusion of students' linguistic and academic strengths and reflect on their own language development. Requires 20 clock-hours of field experience. Prerequisite: BBED-4501 and 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. Students will research cultural aspects of language learning classrooms, reflect on personal beliefs understand the influences of culture on education and language learning and how the elements contribute to and influence the effects of discrimination. Requires 10 clock-hours of field experience. Instructional Method: Lecture-Discussion, Online, and Hybrid. Term Offered: Summer. Corequisite: BBED-4520 or Instructor Permission.

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. Students will research language acquisition and apply to theories language development and reflect on their own language development specifically related to reading. **Requires 20 clock-hours of fieldwork.** Instructional Method: Offered in all formats: face-to-face, only, and hybrid. Prerequisite: BBED-4520 or Instructor Permission.

BBED - 6501 Teaching English as a Second Language (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. This includes developing an understanding for partnerships and advocacy for ELs and bilingual students and their families, and research on recent developments in the field. Requires 20 clock-hours of field experience. Corequisite: BBED-6520 or Instructor Permission.

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. Students will research language acquisition and apply to theories language development and reflect on their own language development. Requires 10 clock-hours of field experience. Instructional Method: Lecture-Discussion, Hybrid, and Online. Terms Offered: Fall, Spring, Summer. Equivalent to BBED-520.

BBED - 6525 Assessment of Language of Minority Students (3)

Examines current trends in testing and the specific role of tests in the bilingual classrooms, including content-based instruction. Evaluates selection and interpretation of language, achievement, diagnostic, and intellectual assessments for limited English proficient students. Also analyzes current trends and issues relevant to assessment of bilingual students. Students will analyze an assessment topic from multiple perspectives and develop a coherent opinion on the topic. Requires 20 clock-hours of field experience. Instructional Method: Offered Face-to-face, hybrid, and online. Semester Offered: Fall, Spring, and Summer. Prerequisite: BBED-6501 or Permission of Program Coordinator.

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 responsive standards-based units and lesson plans. Students will research instructional practices locally and internationally, needs of students of different ages, pedagogical processes and the inclusion of students' linguistic and academic strengths and reflect on their own language development. Requires 20 clock-hours of field experience. Prerequisite: BBED-6501 and BBED-6520 or Instructor Permission.

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. Students will research cultural aspects of language learning classrooms, reflect on personal beliefs understand the influences of culture on education and language learning and how the elements contribute to and influence the effects of discrimination. Requires 10 clock-hours of field experience. Instructional Method: Lecture-Discussion, Online, and Hybrid. Corequisite: BBED-6520 or Instructor Permission.

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. Students will research language acquisition and apply to theories language development and reflect on their own language development specifically related to reading. Instructional Method: Lecture-Discussion, Online, and Hybrid. Prerequisite: BBED-6520 or Instructor Permission.

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 problems, and prescribe effective instructional strategies related to objectives, learning activities, and alternative assessment techniques. Requires 100 clock-hours of clinical experience. Instructional Method: Supervisory. Semester Offered: Fall, Spring, and Summer. Prerequisite: Successful completion of BBED-6520, BBED-6525, BBED-6538, BBED-7977, and either BBED-6501 or BBED-6530 or permission of Program Coordinator.

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. Instructional Method: Lecture-Discussion, Online. Fall, Spring, and Summer. 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. Presents technology-enriched pedagogical approaches and effectiveness to other educators to extend professional or personal learning network. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer.

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: 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: 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: EDCP-6101.

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: 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: 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: EDCP-6101.

Education - Early Childhood

EDEC - 2210 Foundation 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. Instructional Method: Lecture/Discussion

EDEC - 2220 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. Instructional Method: Lecture/Discussion

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. 1-seeking IL license must have passed TAP or ACT; EC Opt. 2 - none. Corequisites: Enroll in previously or concurrently in EDUC-2310, EDUC-2330, and SPED-2100

EDEC - 3570 Assessment And Differentiated Instruction In Early Childhood (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 will be emphasized. Instructional Method: Lecture/Discussion Prerequisite: EDUC-2310, EDUC-2330, and SPED-2100

EDEC - 3580 Linguistics 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, exploring alternative communication systems for young children with disabilities, creating quality language-learning environments, and the relationship

between language and literacy. This requires 1.5 hours of field work. Instructional Method: Lecture/Discussion
Prerequisite: EDUC-2310, EDUC-2330, EDCP-2101, and SPED-2100

EDEC - 3590 STEAM In Education (3)

Focuses on instructional strategies, learning experiences, and environments for STEAM (Science, Technology, Engineering, Arts, and Mathematics) based on research and curriculum. Explores how teachers can foster inquiry and active learning, as well as promote research, critical thinking, and problem solving skills. Includes exploration, analysis, and evaluation techniques in establishing interest centers and opportunities for children to work on extended projects that incorporate a variety of subjects. Incorporates strategies for culturally diverse populations and exceptional learners. This course required 3 hours of fieldwork. Instructional Method: Lecture/Discussion
Prerequisite: EDUC-2310, EDUC-2330, EDEC-3099, EDCP-2101, and SPED-2100

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. Prerequisite: EDEC-3099, SPED-2100 and EDEC-2210 or EDEC-2220.

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.
Prerequisite: EDEC-2210, EDEC-2220, EDEC-3099, and EDEC-3580.

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.
Prerequisite: EDEC-2220 and EDEC-3580.

EDEC - 4550 Family, Community, And Culture (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. IAI Major Code: ECE 915. Instructional Method: Lecture/Discussion Prerequisite: EDEC-3099, SPED-2100, EDUC-2310, and EDUC-2330. Corequisite: Enroll concurrently in EDEC-4551

EDEC - 4551 Field Experience I, Infant, Toddler, And Family (1)

Under supervision, students are provided with experience in observing and assessing the development of infants and toddlers, both typical and atypical, assist in developing and maintaining an appropriate educational environment and planning appropriate learning experiences for the young child. Students will be delivering teaching episodes, facilitating parent/child interactions and parent educational displays. Instructional Method: Supervisory Prerequisite: EDEC-3099 Corequisite: Enroll concurrently in EDEC-4550

EDEC - 4560 Curriculum, Literacy, & Exceptional Learners In Preprimary Grades (3)

Introduces techniques for individualizing developmentally appropriate instruction in specified content areas for young children with an emphasis on pre-kindergarten 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 with culturally and linguistically diverse children and children with special needs. Instructional Method: Lecture/Discussion Prerequisite: EDEC-3099, SPED-2100, EDCP-2101, EDUC-2310, EDUC-2330, and ENGL-2131 Corequisite: Enroll concurrently in EDEC-4561

EDEC - 4561 Field Experience 2, Preprimary (1)

Introduces techniques for individualizing developmentally appropriate instruction in specified content areas for young children with an emphasis on pre-kindergarten 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 with culturally and linguistically diverse children and children with special needs. Instructional Method: Supervisory Prerequisite: EDEC-3099, SPED-2100, EDCP-2101, EDUC-2310, EDUC-2330, and ENGL-2131 Corequisite: Enroll concurrently in EDEC 4560

EDEC - 4570 Literacy 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. Instructional Method: Lecture/Discussion Prerequisite: EDEC-4550, EDEC-4551, EDEC-4560, and EDEC-4561. Corequisite: Enroll in concurrently EDEC-4571.

EDEC - 4571 Field Experience 3, Literacy In Primary (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. Instructional Method: Supervisory Prerequisite: EDEC-4550, EDEC-4551, EDEC-4560, and EDEC-4561. Corequisite: EDEC-4570.

EDEC - 4580 Mathematics, Science, Social Studies In Early Childhood Education (3)

Introduces prospective teachers to the content, methodology, and instructional materials for teaching Science, Mathematics, and Social Studies to children from preschool through second grade within a community school context. Instructional Method: Lecture/Discussion Prerequisite: EDEC-4550, EDEC-4551, EDEC-4560, and EDEC-4561. Corequisite: EDEC-4581.

EDEC - 4581 Field Experience 4, Mathematics, Science, And Social Studies (1)

Under supervision, students gain experiences in observing and assessing the development of children in 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. Instructional Method: Supervisory Prerequisite: EDEC-4550, EDEC-4551, EDEC-4560, and EDEC-4561. Corequisite: EDEC-4580.

EDEC - 4820 Leadership and Management in Early Childhood (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. This course requires 7 hours of field work. Instructional Method: Instructional Method: Lecture-Discussion. Equivalent to EDEC-4595. Prerequisite: EDEC-3099, EDEC-4550/EDEC-4551 and EDEC-4560/EDEC-4561.

EDEC - 4899 Practicum in Early Childhood (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. Instructional Method: Supervisory Prerequisite: EDEC-3099, EDEC-2210, EDEC-2220; and minimum GPA 2.5; No more than 9 general education or specialization hours outstanding.

EDEC - 4999 Student Teaching in Early Childhood Education (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 seminar sessions. Instructional Method: Supervisory. Semesters offered: Fall and Spring. Restrictions: Must be recommended for student teaching by Program Coordinator. Prerequisite: 1) Completion of all General Education courses maintaining required minimum GPA; 2) completion of all Professional Education courses maintaining required minimum GPA; 3) completion of all Teaching Specialization courses maintaining required GPA; 4) documentation of 100 hours of successful pre-student teaching clinical experience.

EDEC - 6099 Developmentally Appropriate Practices in Early Childhood Education (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. This course requires 5 hours of field work. Instructional Method: Hybrid. Terms Offered: Fall, Spring. Prerequisite: EDUC-2310, EDUC-2330, EDCP-2101/EDCP-6101, SPED-2100/SPED-6101, ENGL-2131.

EDEC - 6550 Family, Community, and Culture (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. Must earn a B or better to pass this course. Instructional Method: Hybrid. Semester Offered: Fall and Spring. Equivalent to EDEC-6640. Prerequisite: Prerequisites: Undergraduate equivalents - EDUC-2310, EDUC-2330, EDCP-2101/EDCP-6101, SPED-2100/SPED-6101. Corequisite: EDEC-6551.

EDEC - 6551 Field Experience I: Infants & Toddlers (1)

Under supervision, students are provided with experience in observing and assessing the development of infants and toddlers, both typical and atypical, assist in developing and maintaining an appropriate educational environment and planning appropriate learning experiences for the young child. Students will be delivering teaching episodes, facilitating parent/child interactions and parent educational displays. Instructional Method: Supervisory. Semester Offered: Fall and Spring. Equivalent to EDEC-6641. Prerequisite: Prerequisites: Undergraduate equivalents - EDUC-2310, EDUC-2330, EDCP-2101/EDCP-6101, SPED-2100/SPED-6101. Corequisite: EDEC-6550.

EDEC - 6560 Curriculum, Literacy, & Exceptional Learners in Preprimary Grades (3)

Introduces techniques for individualizing developmentally appropriate instruction in specified content areas for young children with an emphasis on pre-kindergarten 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 with culturally and linguistically diverse children and children with special needs. Instructional Method: Hybrid. Fall and Spring. Equivalent to: EDEC-6650. Prerequisite: EDEC-6099. EDEC-6561.

EDEC - 6561 Field Experience 2: Preprimary Grades (1)

Introduces techniques for individualizing developmentally appropriate instruction in specified content areas for young children with an emphasis on pre-kindergarten 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 with culturally and linguistically diverse children and children with special needs. Instructional Method: Supervisory. Semester Offered: Fall and Spring. Equivalent to: EDEC-6651. Prerequisite: EDEC-6099. Corequisite: EDEC-6560.

EDEC - 6570 Literacy in Early Childhood Education (3)

Explores the content, methods, strategies, and materials for teaching reading, writing, and language arts in preschool through primary grades. Provides opportunities to apply knowledge. Focuses on specific instructional methods and techniques for teaching literacy to young children. Instructional Method: Hybrid. Semester Offered: Fall and Spring. Equivalent to: EDEC-6680 Prerequisite: Prerequisites: EDEC 6560 and EDEC 6561. Corequisite: EDEC-6571.

EDEC - 6571 Field Experience 3: Literacy in Primary Grades (1)

Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching reading, writing, and language arts. Requires teaching small groups of primary grade students. Requires 30 clock hours of field work. Instructional Method: Supervisory. Semester Offered: Fall and Spring. Equivalent to: EDEC-6681. Prerequisite: Prerequisites: EDEC 6560 and EDEC 6561. Corequisite: EDEC-6570.

EDEC - 6580 Math, Science, and Social Studies in Early Childhood Education (3)

Explores the content, methodology, and instructional materials for teaching Science, Mathematics, and Social Studies to children from preschool through third grade within a community school context. Associated lab experiences provides opportunities to apply knowledge. Instructional Method: Hybrid. Semesters Offered: Fall and Spring. Equivalent to: EDEC-6690 Prerequisite: EDEC 6560 and EDEC 6561. Corequisite: EDEC-6581.

EDEC - 6581 Field Experience 4: Math, Science, & Social Studies in Primary Grades (1)

Under Supervision student gains experiences in observing and assessing the development of children in the primary grades, assist in developing and maintaining an appropriate educational environment, and creates and implements learning experiences in mathematics, science, social studies, and computer use. Requires 30 clock hours of field

work. Instructional Method: Supervisory. Semester Offered: Fall and Spring. Equivalent to: EDEC-6691. Prerequisite: EDEC 6560 and EDEC 6561. Corequisite: EDEC-6580.

EDEC - 7570 Assessment and Differentiated Instruction in Early Childhood Education (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 will be emphasized. There is a focus on differentiated instruction and assessment for different types of learners. Instructional Method: Hybrid. Semesters Offered: Spring and Summer session. Equivalent to: EDEC-8830. Prerequisite: Prerequisite: EDEC-6099.

EDEC - 7590 STEAM in Education (3)

Focuses on instructional strategies, learning experiences, and environments for STEAM (Science, Technology, Engineering, Arts, and Mathematics) based on research and curriculum. Explores how teachers can foster inquiry and active learning, as well as promote research, critical thinking, and problem solving skills. Includes exploration, analysis, and evaluation techniques in establishing interest centers and opportunities for children to work on extended projects that incorporate a variety of subjects. Incorporates strategies for culturally diverse populations and exceptional learners. Instructional Method: Hybrid. Semesters offered: Fall and Spring; Summer session. Prerequisite: EDEC-6099.

EDEC - 8810 Research and Issues in Education I (3)

Explores trends in education through analysis and interpretation of current issues and problems in the field of Early Childhood Education. Learners will examine and critique various research approaches and methodologies. The relationships between educational issues and research practices are emphasized. Provides the opportunity to synthesize graduate degree coursework through research design as a means to create positive educational change and improvement. Instructional Method: Offered as a hybrid course. Semesters offered: Fall and Spring; Summer session. Equivalent to EDEC-812. Prerequisite: EDUC-6100.

EDEC - 8811 Research and Issues in Education II (1)

Culmination of the research project from EDEC-8810 . Finalizes the synthesis of coursework through research implementation, analysis, and discussion as a means to create positive educational change and improvement. Candidates will complete their research projects that were developed in Part I of this course (EDEC-8810) under the supervision and guidance of an Early Childhood Faculty member. Instructional Method: Offered as a supervisory course with hybrid delivery. Semester Offered: Spring and Summer session. Prerequisite: Prerequisite: EDEC-8810.

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 - 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 (3)

Introduces social/emotional educational goals and methodology for elementary students. Explores evidence-based, secular mindfulness practices for students and teachers that reduce stress and nurture students' social and emotional competencies. Explores mindfulness as a vehicle for developing candidates' attunement and classroom management skills. Provides opportunities to develop culturally and developmentally appropriate mindfulness lessons. Also considers requisite professional dispositions and leadership skills within the framework of the junior seminar. Instructional Method: LD Lecture-Discussion Fall, Spring Prerequisite: EDUC-2310 or the equivalent, must be admitted to the Professional Education Unit of the Division of Education. EMED-3321 and EMED-3333.

EMED - 3199 Professional Development Seminar I: The Mindful Educator I (3)

Introduces social/emotional educational goals and methodology for elementary students. Explores evidence-based, secular mindfulness practices that reduce stress and nurture social and emotional competencies for students and teacher candidates. Explores mindfulness as a vehicle for developing candidates' attunement and classroom management skills. Provides opportunities to develop culturally and developmentally appropriate mindfulness lessons. Also considers requisite professional dispositions and leadership skills within the framework of the junior seminar. Instructional Method: Offered face-to-face during Fall and Spring terms. Prerequisite: EDUC - 2310 Foundations of Education (3). Corequisites: 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. Instructional Method: Lecture/discussion. Terms Offered: Fall, Spring. Prerequisite: EDCEP-2101 prior to or concurrent and must be admitted to the EMED Program. Corequisites: Enroll in EMED-3199 and EMED-3333.

EMED - 3333 Educational Linguistics (3)

Focuses on Common Core English Language Arts knowledge central to students' achievement of linguistic goals and standards in elementary classrooms (grades 1-6): morphology, syntax, semantics, sentence structure, grammar, capitalization, punctuation, etc. Also addresses stages of spelling development as well as phonemic and phonics patterns and principles. Offered Fall and Spring Semesters. Corequisites: EMED - 3199 Professional Development Seminar I: The Mindful Educator I (3) and EMED - 3321 Effective Teaching for Diverse Students and Effective Teaching Laboratory (4).

EMED - 3400 Field Experience I (1-3)

Provides opportunities under supervision for teacher candidates to make, implement, and evaluate instructional decisions in language arts and creative arts. Requires teaching whole classes or small groups of public elementary school students. Requires 30 hours of field experience. Instructional Method: Lecture-Discussion Fall and Spring. Prerequisite: EMED-3199, EMED-3321 and EMED-3333. EMED-3404, EMED-3405, EMED-3420, and EMED-3880.

EMED - 3404 Developmental Reading in the Elementary Grades (3)

Explores the theoretical and practical aspects of pedagogy as applied to effective and scientific research-based methods of teaching reading in the elementary grades. Also examines state and national standards and explores options for making instructional decisions. Instructional Method: Lecture/discussion. Terms Offered: Fall, Spring. Must be admitted to the Professional Education Unit. Prerequisite: EMED-3199, EMED-3321, and EMED-3333. Corequisites: EMED-3400, EMED-3405, EMED-3420, EMED-3425 and EDUC-3550.

EMED - 3405 Literacy Across the Curriculum in the Elementary Grades (3)

Introduces teacher candidates to the Common Core content, methods, and materials for teaching reading, writing, listening, speaking, viewing, and visually representing across the content areas in the elementary grades to students who have already achieved fluency in basic reading skills. Explores options for making effective instructional decisions. Instructional Method: Lecture/discussion. Terms Offered: Fall and Spring. Must be admitted to the Elementary Education program. Prerequisite: EDUC-2310, EMED-3199, EMED-3321, and EMED-3333. Corequisites: EMED-3400, EMED-3404, EMED-3420, EMED-3425, and EDUC-3550 .

EMED - 3420 Teaching the Creative Arts in the Elementary Grades (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 middle school students. 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. Instructional Method: Lecture/discussion. Fall and Spring. Prerequisite: EMED-3199, EMED-3321, and EMED-3333; Corequisites: EMED-3400 , EMED-3404, EMED-3405, EMED-3425, and EDUC-3550 .

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. Prerequisite: EMED-3199, EMED-3321, and EMED 3333. Corequisites: EMED 3404, EMED 3405, EMED 3420, and EDUC-3440.

EMED - 3880 Teaching Physical Education and Health in the Elementary and Middle Schools (3)

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. Instructional Method: Lecture and Online. Fall, Spring or Summer. Prerequisite: EMED-3199, EMED-3321, and EMED-3333.

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. Prerequisite: EMED-3402, and 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 - 4400 Field Experience II: Teaching Science, Mathematics, and Social Studies in the Elementary School (1-3)

Provides opportunities for teacher candidates to make, implement, and evaluate pedagogical decisions under supervision in teaching science, mathematics, and social studies. Requires teaching science, mathematics, and social studies lessons to students in elementary classrooms. Requires field experience. Instructional Method: Supervisory. Terms Offered: Fall, Spring. Prerequisite: EMED-3400, EMED-3404, EMED-3405, EMED-3420, EMED-3425, and EDUC-3550. Corequisite: EMED-4404, EMED-4405, EMED-4406, and EMED-4425.

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. Instructional Method: Lecture-Discussion Fall and Spring. Prerequisite: EMED-3400, EMED-3404, EMED-3405, EMED-3420, EMED 3425, and EDUC-3550; and 12 credit hours of biological, earth/space, and physical sciences. Corequisites: EMED-4400, 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. Instructional Method: Lecture/discussion. Semesters offered: Fall and Spring. Prerequisite: MATH-2131, MATH-2141, and one additional 3-hour MATH elective, grades of C or better in each; EMED 3404, EMED 3405, EMED 3420, EMED-3425. Corequisites: EMED-4400, 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. Instructional Method: Lecture/discussion. Fall and Spring. Prerequisite: EMED-3400, EMED-3404, EMED-3405, EMED-3420, EMED-3425, EDUC-3550 and also required 9 hours of social sciences coursework. EMED-4400, 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 content knowledge comprehension and retention. Investigates a variety of instructional strategies to promote the formation of a productive learning community. Instructional Method: Lecture-Discussion. Fall and Spring.

Available for Elementary Education students only. Prerequisite: EMED-3400, EMED 3404, EMED 3405, EMED 3420, EMED 3425, and EDUC-3550. EMED-4400, EMED-4404, EMED-4405, and EMED-4406.

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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Instructional Method: Lecture/discussion. Fall and Spring. Available only to Elementary Education majors. Prerequisite: EMED-3400 EMED 3404, EMED 3405, and EDUC-3550.

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. Instructional Method: Lecture/discussion. Semesters offered: Fall and Spring; Summer session. Prerequisite: For those with an Elementary Education degree - take EMED-3333 and EDUC-3440; for those with a Secondary Education degree - take EDUC-3440 (or equivalent) and ENGL-6080.

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. Instructional Method: Offered face-to-face. Semesters offered: Fall and Spring; Summer session. Prerequisite: EMED-4404, EDUC-3440 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).

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 Prerequisite: 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. Instructional Method: Offered face-to-face and online during Fall, Spring, and Summer terms. Prerequisite: EMED-4442, EMED-4443, EMED-4444 and a minimum of 15 of the required 21 credit hours of social science 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. Prerequisite: EMED-4442, EMED-4443, and EMED-4444. Corequisites: Take EMED-4453 or EMED-4455 or EMED-4457 or EMED-4459.

EMED - 4999 Field Experience III: Student Teaching and Final 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 seminar sessions. Instructional Method: Supervisory. Semesters offered: Fall and Spring. Restrictions: Must be recommended for student teaching by Program Coordinator. Prerequisite: 1) Completion of all General Education courses maintaining required minimum GPA; 2) completion of all Professional Education courses maintaining required minimum GPA; 3) completion of all Teaching Specialization courses maintaining required GPA; 4) documentation of 100 hours of successful pre-student teaching clinical experience.

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. Prerequisite: 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. Prerequisite: 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. Prerequisite: Initial teacher licensure, graduate status.

EMED - 6453 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. Instructional Method: Offered face-to-face as lecture/discussion. Semesters offered: Fall and Spring; Summer session. Equivalent to undergraduate courses EMED-4453. Restricted to those with an undergraduate or graduate degree in elementary or secondary education with a teaching specialization in English Language Arts.

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. Instructional Method: Offered as lecture/discussion. Fall, Spring and Summer. Prerequisite: Admission to the Program and 15 hours of mathematics courses including MATH-2131 and MATH-2141 or equivalent.

EMED - 6459 Teaching Social Sciences in the Middle Grades (3)

Introduces prospective teachers to content, methodology, and materials for middle grades social studies. Explores options for making instructional decisions. Instructional Method: Offered Online during the Fall, Spring, or Summer terms. Prerequisite: A minimum of 15 of the required 21 credit hours of social sciences coursework.

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: 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: 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: 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: 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: 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. Prerequisite: HEAD-6621.

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. Prerequisite: HEAD-6621.

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. Prerequisite: HEAD-6621 and 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: 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. Prerequisite: 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 ratios as measures of institutional financial health. Focuses on the 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. 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 - 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. Prerequisite: Graduate student status including one three credit-hour course in Reading.

READ - 6230 Integrating Children's and Adolescents' Literature Across the Curriculum (3)

Examines literature for children and adolescents 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. Prerequisite: Graduate Student Status.

READ - 7240 Literacy Assessment (3)

Emphasizes the application of theory and research to the selection of appropriate standardized and informal assessment tools. Explores the use of continuous assessment of reading progress to inform instructional decisions. Includes experiences in analyzing, administering, scoring, and interpreting assessment results. Instructional Method: Online Lecture Equivalent to READ-824.

READ - 7250 Strategies and Intervention for Struggling Readers (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. Instructional Method: Online. Equivalent to READ-825.

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: 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. *Prerequisites: A grade of "B" or better in READ 7250.* Instructional Method: Online. Offered Fall and Spring Semesters and Summer Session. Equivalent to READ-826. Prerequisite: A grade of "B" or better in 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. Instructional Method: Online. Offered Fall and Spring Semesters and Summer Session. Equivalent to READ-827. Prerequisite: A grade of "B" or better in 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 - Secondary Ed

EDUC - 6380 Methods of Teaching in Social Science I (3)

Focuses on issues in teaching and learning in the individual and integrated social sciences. Teaches processes for developing historical thinking skills, reading methods/reading in the content area, engaging all learners including ELL and exceptional students, and connecting to texts. Candidates develop a range of disciplinary specific inquiry-based strategies for planning and teaching social sciences. Students will reflect on positionality and bias and its influence in classroom teaching. Includes 35-40 hours of micro-teaching field experiences for undergraduates seeking certification in social sciences secondary education. Instructional Method: Lecture-Discussion. Term Offered: Fall. Prerequisite: EDCP-6101 or undergraduate equivalent. Restrictions: Students must have completed 24 semester hours in social science and all Gateway I requirements. Corequisite: EDUC-6301.

EDUC - 6390 Methods of Teaching in Social Science II (3)

Focuses on the various components of the secondary school social sciences curriculum. Includes study in instructional practices for various social sciences content and historical thinking with an emphasis on knowledge, pedagogy, reading methods/reading in the content area, and dispositions. Emphasizes the challenges of individual student differences including ELL and exceptional learners, and instructional technology. Students will synthesize current educational research and consider the role of a social justice focus in teaching. Requires 35-40 hours of field experience for students seeking certificate. Instructional Method: Offered face-to-face and hybrid. Semester Offered: Fall and Spring. Prerequisite: EDUC-6380. Corequisite: EDUC-6302.

EDUC - 6425 Becoming Culturally Responsive Educators (1)

Examines societal systems that create and reinforce inequities and create oppressive conditions, including in education. Focuses on identifying inequities, recognizing power and privilege, and methods for acting as advocates by taking social action. Applies current educational research to contemporary educational systems. Instructional Method: Lecture-Discussion. Fall, Spring, or Summer.

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: SPED-6101 or equivalent.

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: 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: 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: 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: 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: 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: 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 is placed in a special education setting commensurate with experiences required for licensure sought (e.g. students with Learning Disabilities, Intellectual Disabilities, Traumatic Brain Injury, Autism, etc.). Seminar activities are also required. This capstone experience requires 15 weeks of full-time teaching and/or co-teaching. Prerequisite: Admission to MCSE candidacy, successful completion of all required courses and approval of MCSE Program Coordinator. Must have passed the required Illinois Content Exam and submit proof of 100 observation hours prior to student teaching.

SPED - 8114 Action Research (3)

Introduces students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice; goals include the improvement of practice, a better understanding of that practice, and an improvement in the situation in which the practice is carried out; topics include an analysis of collaborative and spectator forms of research, ways to identify problems to investigate, the selection of appropriate research methods, collecting and analyzing data, and ways to draw conclusions from the research. Required: 30 clinical/field hours. Instructional Method: Lecture/Discussion and Clinical/Field Hours Prerequisite: SPED-8311 and SPED-8350.

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: SPED-6101 or equivalent.

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: SPED-8200.

SPED - 8311 Applied Behavior Analysis Basic Principles (3)

Provides a strong foundation for practical classroom management procedures; focuses on behavioral principles and their application to diverse populations; includes but not limited to basic principles of positive and negative reinforcement, extinction, punishment, discrimination, and stimulus control; also includes procedures and techniques derived from these principles such as prompting, fading, shaping, chaining, reinforcement schedules, time out, response cost, behavioral contracts and token economy. Required: 30 clinical/field hours. Instructional Method: Lecture/Discussion and Clinical/Field Hours Prerequisite: SPED-6101 or its equivalent; SPED-8200; and SPED-8805.

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. Examines strategies for curriculum development and writing IEPs. Requires 30 clock-hours of fieldwork. Equivalent to SPED-835. Prerequisite: SPED-8619, SPED-8200, and SPED-8310.

SPED - 8351 Assistive Technology (3)

Includes concepts related to the effective use of assistive technology in providing appropriate and enhanced learning environments for learners with exceptionalities; includes how educators understand assistive technology and how assistive technology can support students from early childhood through transition into adulthood; considers different options by examining purpose and not basing selection on the disability the student displays. Required: 30 clinical/field hours. Instructional Method: Face-to-Face. Prerequisite: SPED-2100/SPED-6101 or its equivalent; SPED-8200; and SPED-8805.

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. Prerequisite: SPED-8200 and 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. Prerequisite: SPED-8200 and 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: SPED-6101 or equivalent.

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: SPED-6101 or equivalent.

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. Prerequisite: SPED-2100 or SPED-6101 or its equivalent; and 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. Prerequisite: SPED-6101 or equivalent; SPED-8200; and 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. Prerequisite: SPED-8400 and 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: 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. Instructional Method: Lecture-Discussion.

SUPT - 8838 Collective Negotiations (3)

Focuses 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. Instructional Method: Lecture-Discussion.

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. Instructional Method: Lecture-Discussion.

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. Instructional Method: Lecture-Discussion.

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. Instructional Method: Lecture-Discussion.

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. Instructional Method: Lecture-Discussion

SUPT - 9103 Curriculum and Assessment (3)

Examines the evaluation process of district systems of assessment and their alignment with curriculum in order to analyze student growth data at all PK-12 levels. Also addresses supervision of all resources, including teaching and support staff as well as planning for the facilitation and use of technology in creation of the district vision and mission. Instructional Method: Lecture-Discussion. Fall, Spring, Summer.

SUPT - 9104 Facilities and Sustainability (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-9101, LEAD-9102, LEAD-9103, LEAD-9104, LEAD-9105, and LEAD-9106.

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. Instructional Method: Lecture-Discussion.

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. Instructional Method: Lecture-Discussion.

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. Instructional Method: LD Lecture-Discussion Prerequisite: N/A

SUPT - 9999 Directed Research (1)

Provides the opportunity for candidates to be exposed to and participate in a variety of district leadership situations in school settings that represent diverse economic and cultural conditions and involve interaction with various members of the district community while working directly with a mentor. This course is to be taken over three consecutive semesters. Instructional Method: Supervisory. Fall, Spring, Summer. SUPT 8838, SUPT 9101, SUPT 9104, SUPT 9330 and SUPT 9350.

English

BKST - 2100 Introduction to Black Studies (3)

This writing intensive Introduction to Black Studies examines the events, movements, theories, and texts that have shaped the development of the African diaspora. Investigates the middle passage, slavery, Pan-Africanism, Civil Rights era, contemporary issues. Instructional Method: Lecture/Discussion Prerequisite: ENGL-1000.

ENGL - 1000 Writing Studies I (3)

Introduces the fundamentals of written communication, with an emphasis on primary-source and popular-source research. IAI Gen Ed Code: C1 900.

ENGL - 1010 Writing Studies II (3)

Introduces the fundamentals of English composition with an emphasis on secondary-source research. IAI Gen Ed Code: C1 901R. Prerequisite: ENGL-1000.

ENGL - 1111 British Literature I (3)

Examines British Literature from its beginnings to 1785. IAI Gen Ed: H3 912. Prerequisite: 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. IAI Gen Ed: H3 913. Equivalent to ENGL-3112. Prerequisite: 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. IAI Gen Ed: H3 914. Equivalent to 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. IAI Gen Ed: H3 915. Equivalent to ENGL-3121, ENGL-1221. Prerequisite: 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. IAI Gen Ed: H3 918. Instructional Method: Online, Hybrid, Lecture-Discussion. Fall and Spring. Prerequisite: ENGL 1000 or equivalent. ENGL 1010 or equivalent.

ENGL - 2331 World Literature I (3)

Examines World Literature from its beginnings to 1699. IAI Gen Ed: H3 906. Prerequisite: 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. IAI Gen Ed: F3 907. Prerequisite: 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. Prerequisite: Students must have passed one college-level Composition/Writing class with a grade of C or better.

ENGL - 2610 Introduction To Creative Writing (3)

Introduces students to the art and craft of writing poetry, fiction, and creative nonfiction. Instructional Method: Lecture/Discussion Prerequisite: ENGL-1000 and ENGL-1010

ENGL - 2910 Writing Principles (3)

Emphasizes principles, techniques, form, and style in writing. Equivalent to ENGL-310.

ENGL - 2920 The Writing Studio (1-3)

Emphasizes academic writing and self-editing and will supplement current writing intensive courses. Instructional Method: Lecture/Discussion

ENGL - 2950 Scientific and Public Writing in Environmental Studies (3)

Investigates rhetorical, stylistic, and generic aspects of documents and other texts designed for communication contexts pertinent to Environmental Studies. Students will read, analyze, and produce documents directed toward both scientific and general audiences. Prerequisite: ENGL- 1010

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. Prerequisite: ENGL-1000 and ENGL-1010, or their equivalent.

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: ENGL-3099.

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. Prerequisite: ENGL-1010

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: ENGL-1010

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. Prerequisite: ENGL-1010

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 Languages Association guidelines. Instructional Method: Online. Terms Offered: Fall, Spring, Summer. Equivalent to ENGL-330. Prerequisite: ENGL-1000 and ENGL-1010 or equivalent.

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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: ENGL-1010

ENGL - 4111 African Novel (3)

A critical analysis of the literature written by selected major African writers. Equivalent to ENGL-511. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010 and ENGL-1221 or ENGL-1222

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. Prerequisite: ENGL-1010 and ENGL-1221 or ENGL-1222

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010 and ENGL-1221 or ENGL-1222

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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: ENGL-1010 or C1-901.

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. Prerequisite: ENGL-1010

ENGL - 4220 Women Latin Amer Lit (3)

Studies literary works produced by women in Latin America. Instructional Method: Hybrid, Lecture-Discussion, Online. Prerequisite: ENGL 1000.

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: ENGL-1010

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: ENGL-1010

ENGL - 4387 Exploding the Barriers: Studies 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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010 and ENGL-1222

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. Prerequisite: ENGL-1010 and ENGL-1111 or ENGL-1112

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. Prerequisite: ENGL-1010 and ENGL-1111 or ENGL-1112

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. Prerequisite: ENGL-1010 and ENGL-1221 or ENGL-1222

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. Prerequisite: ENGL-1010 and ENGL-1221 or ENGL-1222

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. Prerequisite: ENGL-1010 and ENGL-1112 or ENGL-1222

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. Prerequisite: ENGL-1010 and ENGL-1112 or ENGL-1222

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. Prerequisite: ENGL-1010 and ENGL-1111 or ENGL-1112

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. Prerequisite: ENGL-1010, EDUC-2310, and ENGL-4110 or ENGL-4205.

ENGL - 4575 Reading Theory and Practice (3)

Focuses on building reading comprehension strategies appropriate for readers in secondary schools. Addresses developing critical literacy, engaging students, and connecting to texts to reveal how highly engaged young adult readers produce meaning. Teaches meaning-making strategies to use with reluctant readers. This course is to be taken concurrently with EDUC 4301 Microteaching Lab, which includes 35 hours of micro-teaching field experiences for undergraduates seeking certification in English secondary education. Instructional Method: Lecture-Discussion. Fall. Equivalent to ENGL-574. Prerequisite: EDUC 2310, SPED 2100, EDCP 2101, and restricted to Secondary English Education candidates with permission of program coordinator or advisor. EDUC 4301.

ENGL - 4580 Read and Rap: Young Adult Literature (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. Instructional Method: Online. Term Offered: Summer. Equivalent to ENGL-533. Prerequisite: ENGL-4575 and EDUC-4465.

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. Prerequisite: ENGL-1010

ENGL - 4610 Writing Fiction (3)

Explores the techniques and practice of writing narrative fiction in a workshop setting. Instructional Method: Lecture/Discussion Prerequisite: ENGL-1010 and ENGL-2610

ENGL - 4620 Writing Creative Nonfiction (3)

Explores the techniques and practice of writing creative nonfiction in a workshop setting. Instructional Method: Lecture/Discussion Prerequisite: ENGL-2610

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: ENGL-1010

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: ENGL-1010

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: 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: ENGL-1010

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: ENGL-1010

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-1010

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. Prerequisite: ENGL-4100 and ENGL-4505 or ENGL-4510.

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.

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. Prerequisite: 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 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 - 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 - 6220 Women in Latin American Literature (3)

Studies literary works produced by women in Latin America. Instructional Method: Hybrid, Lecture-Discussion, Online. Equivalent to UG ENGL-4220.

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 Exploding the Barriers: Studies 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.

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.

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.

ENGL - 6575 Reading Theory and Practice (3)

Focuses on building reading comprehension strategies appropriate for readers in secondary schools. Addresses developing critical literacy, engaging students, and connecting to texts to reveal how highly engaged young adult readers produce meaning. Engages in analysis of instructional strategies for use with reluctant readers. This course is to be taken concurrently with EDUC 6301 Microteaching Lab, which includes 35 hours of micro-teaching field experiences for undergraduates seeking certification in English secondary education. Instructional Method: Lecture-Discussion. Fall. Equivalent to ENGL-574. Prerequisite: SPED 6101, EDCP 6101, and restricted to Secondary English Education candidates with permission of program coordinator or advisor. EDUC 6301.

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; and addresses the evolving needs and interests of the middle school and the high school reader through intentional text selection. Instructional Method: Online. Semester Offered: Summer. Prerequisite: ENGL-6575 and EDUC-6465. Restrictions: The course is restricted to students who have met all Gateway 1 teacher education requirements, licensed teachers, or permission of instructor.

ENGL - 6610 Writing Fiction (3)

Explores the techniques and practice of writing narrative fiction in a workshop setting. Instructional Method: Lecture/Discussion

ENGL - 6620 Writing Creative Nonfiction (3)

Explores the techniques and practice of writing creative nonfiction in a workshop setting. Instructional Method: Lecture/Discussion

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.

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 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. Instructional Method: Lecture Discussion, Online Fall, Spring, Summer Equivalent to ENGL-830.

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.

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. Prerequisite: ENGL-7100 and coursework equivalent to Advanced Composition OR Rhetorical Theory and Practice prior to enrollment.

ENGL - 8540 Graduate Seminar in English and European Literature (3)

Explores selected works of literature from the British Isles and/or Europe. Focuses on period, theme, author, or genre, with readings placed in cultural and historical context. Texts not written in English will be read in translation. Course may be repeated once for credit under a different topic. Equivalent to ENGL-845. Prerequisite: ENGL-6505 or undergraduate course equivalent.

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. Prerequisite: ENGL-6510

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. Prerequisite: ENGL-6505, ENGL-6510, ENGL-6515 or undergraduate course equivalents.

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. Prerequisite: ENGL-6505, ENGL-6510, ENGL-6515 or undergraduate course equivalents.

ENGL - 8580 Pro-Seminar in Literature for Young Adult Readers (3)

Investigates the variety of literatures available for young adult readers (middle school and high school students); examines criteria for the selection of literature for young adults, including the relationship to student interests, reading levels, quality of materials, and psychological, historical, cultural, political, and social issues; and addresses the evolving needs and interests of the middle school and the high school reader through intentional text selection. Instructional Method: Online, Hybrid, Lecture-Discussion. Fall/Spring/Summer. Illinois State Board of Education Professional Educator License (PEL) or equivalent teaching certificate or license. Prerequisite: Undergraduate degree in English or related field.

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. Instructional Method: Offered as Lecture and Online. Fall, Spring or Summer.

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. Prerequisite: ENGL-7500, ENGL-8530, and ENGL-8751

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: 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: 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. Prerequisite: ENTR 3100 , ENTR-4100, ACCT-2110, and FIN 3110.

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. Prerequisite: ENTR-4100 and 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: 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. Prerequisite: ENTR-3100; and must complete internship application and receive approval from division chair.

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. Prerequisite: ENTR-3100, ENTR-4100, and ENTR 4200

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: ENTR-7100.

ENTR - 8500 Corporate Entrepreneurial Leadership (3)

Emphasizes the transformational strategies necessary to lead an entrepreneurial company. Equivalent to ENTR-850. Prerequisite: ENTR-8100.

Film

FILM - 1101 Film Appreciation (3)

Introduces film as an art form, emphasizing a study of the aesthetic and production elements of the medium, including narrative genres, directorial style, cinematography, acting, and editing. IAI Gen Ed: F2 908. Instructional Method: Lecture, Online.

FILM - 1910 Film and Literature (3)

Examines the formal, thematic, and/or historical relationships between literary and cinematic forms, including adaptations and influences that demonstrate the strengths of each artistic medium. Instructional Method: Offered face-to-face as lecture/discussion. Semesters offered: Fall and Spring; Summer session.

FILM - 2700 Introduction to Filmmaking (3)

Develops students' cinema literacy and visualization skills. Draws on a wide array of historical examples to examine the many expressive strategies available in the creation of moving image art forms: image construction and manipulation, editing, composition, sound, narrative, and performance. Emphasizes storytelling and visual design. In addition to analyzing the works of others, students will also produce their own projects, thus putting theory into practice. Instructional Method: Art Lecture/Discussion. Equivalent to ART-2900.

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.

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 - 2908 Film History (3)

Offers an overview of historical stages of film and explores the basic tools for analyzing the art of film and important movements in each period. Throughout the course students will learn about different eras and film movements, developing an understanding of the art of film as it relates to modern film. IAI Gen Ed: F2 909. Instructional Method: Lecture. Fall.

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. Corerequisite: FILM - 2702 or Instructor permission.

FILM - 4040 Film Seminar: (3)

Examines style and influence of key contemporary independent narrative and documentary filmmakers. Emphasizes contemporary documentary filmmakers and their approaches to storytelling, production, post-production, and distribution. Note: this course may be repeated for credit with different topics. Instructional Method: Lecture-Discussion Equivalent to: MCOM-4040.

FILM - 4070 Media Workshop (3)

Focuses on creating a narrative short film project as a core role such as director, cinematographer, producer or production designer. Note: may be repeated for different subjects. Instructional Method: Lecture-Discussion

FILM - 4702 Digital Film Workshop (3)

Focuses on the entire production process of digital short film production including pre-production, production, and post-production. Students will complete a short film as the writer/director/producer by the end of the semester. Instructional Method: Lecture-Discussion. Prerequisite: FILM-2702 or permission of the instructor.

FILM - 4730 Directing Drama for Film and Television (3)

Focuses on both the art and craft of directing dramatic film. Exercises critical viewing, analyzing screenplays, and visualizing stories. Through analysis and applied training, students will fully recognize the director's role during pre-production and production, including casting, rehearsal, directing actors, shot composition, and *mise-en-scène*.

Instructional Method: Lecture-Discussion. Equivalent to: IFDI-4730. Prerequisite: FILM-2702 or permission of the instructor.

FILM - 4731 Screenwriting (3)

Examines and practices principles of writing documentaries and drama, accompanied by scriptwriting assignments. Instructional Method: Lecture-Discussion, Hybrid, Online. Terms Offered: Fall, Spring or contingent on demand.

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 or Instructor permission.

FILM - 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. Instructional Method: Lecture-Discussion. Equivalent to: MCOM-4735. Prerequisite: FILM-2702 or permission of the instructor.

FILM - 4777 Cinematography (3)

Focuses on the art and craft of cinematography as they relate to applied camera operation and lighting techniques. The principles of the image-making process, including still photography and motion picture photography. Instructional Method: Lecture-Discussion. Prerequisite: FILM-2702.

Finance

FIN - 1100 Personal Finance (3)

Covers basic financial terms, institutions, and tools necessary to make wise financial decisions. Topics include budgeting, borrowing, managing credit, and financial planning. Instructional Method: Offered in face-to-face and online format.

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. Instructional Method: Face to face Lecture-Discussion and Online. Offered: Fall & Spring Semesters, and Summer Session. Equivalent to FIN-301. Prerequisite: ACCT-2110 and MATH-2100.

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. Instructional Method: Lecture-Discussion. Term Offered: Fall. Equivalent to FIN-460. Prerequisite: FIN-3110.

FIN - 4100 Financial Planning Capstone (3)

Prepares students to effectively and appropriately develop, communicate, and monitor financial plans. Students will recall, integrate and apply knowledge and skills from the core domains of financial planning to create a financial plan appropriate for a specific client (including recommendations, implementation strategy, and monitoring plan); and effectively communicate the recommendations. This course integrates and applies the essential elements of personal financial planning including cash flow forecasting, tax planning, evaluating all insurance needs, investment analysis, and strategies for meeting long-term goals for education, retirement and estates. Instructional Method: Face-to-Face instructional delivery during Spring semester. Prerequisite: ACCT-2110, ACCT-4251, ACCT-4260, ACCT-4265, FIN-3110, FIN-3501, FIN-4201, and MATH-2100.

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. Instructional Method: Lecture-Discussion, Online. Fall, Spring. Equivalent to FIN-420. Prerequisite: FIN 3110.

FIN - 4201 Insurance and Risk Management (3)

Analyzes the nature and scope of various risk exposures facing individuals and firms. The course examines alternate measures of dealing with risk exposures and other aspects of insurance. Personal, property risk and the nature and types of insurance contracts will be discussed. Students will be able to gain a greater understanding of risk management techniques for their professional and personal affairs. Instructional Method: Lecture-Discussion Offered Fall Semester. Equivalent to FIN-440. Prerequisite: 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. Prerequisite: FIN-3110.

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: FIN-3110.

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: FIN-3501.

FIN - 4530 Financial Institutions and Markets (3)

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. Instructional Method: Lecture-Discussion, Online. Equivalent to FIN-455. Prerequisite: ECON 2301 and FIN 3110.

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 (1-3)

Designed to provide finance students with supervised practical experiences in applied settings Instructional Method: Supervisory. Fall, Spring, Summer. Equivalent to FIN-480.

FIN - 5000 Special Topics in Advanced Finance (1-3)

Special topics course exploring advanced issues in finance.

FIN - 7101 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: 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. Prerequisite: FIN-7101 and MGMT-6700.

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. Prerequisite: FIN-7101 and MGMT-6700.

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. Prerequisite: FIN-7101 and 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: 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: 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. IAI Gen Ed: H9 900.

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. IAI Gen Ed: H3 911D.

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. IAI Gen Ed: S9 900. 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. Prerequisite: 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. Prerequisite: GNSX-3099.

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. Prerequisite: GNSX 3099.

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. Prerequisite: 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 previous coursework and application of theory and research within the context of activism and advocacy. Prerequisite: 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. IAI Gen Ed: S4 902N. Instructional Method: Online, Lecture-Discussion. Terms Offered: Fall, Spring and Summer.

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. IAI Gen Ed: P1 909. 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. IAI Gen Ed: S4 901. 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.

GEOG - 4470 Human Geography (3)

Examines methods and approaches in human geography. This enables an understanding of human geography concepts such as place, space, scale, nature, culture, sustainability - as they apply to the analysis of human settlement patterns, social, economic, and cultural development, and socio-environmental changes. Instructional Method: OL Online Lecture, LD Lecture-Discussion Fall, Spring and Summer Equivalent to GEOG-447. Prerequisite: GEOG 2500.

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: 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. IAI Gen Ed: S9 900. Instructional Method: Offered face-to-face, hybrid, and online formats.

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. IAI Gen Ed: S9 900.

GBLS - 4400 Afro-Latino Latin America (3)

Examines the historical, cultural, political, and linguistic experiences of people of African descent in Latin America and the Caribbean. Includes a significant experiential learning project. Topics that may be examined include: what is "Afro-Latin America"; colonialism and legacy of slavery; complexities of racial formation and its intersections with ethnicity, class, and gender; cultural, artistic, film, and literary expressions; Black social movements; the role of Afro-Latinos/as in nation-building; immigration and Afro-Latino/a identity in the US and Afro-Latino identity. Instructional Method: Lecture-Discussion, Online. Prerequisite: ANTH 1100 or GBLS 1100 or GBLS 2100 or GEOG 1100 or HIST 2710 or LACL 2100 or SOC 1100 or SPAN 2200, or permission of the instructor

GBLS - 6400 Afro-Latino Latin America (3)

Examines the historical, cultural, political, and linguistic experiences of people of African descent in Latin America and the Caribbean. Includes a significant experiential learning project. Topics that may be examined include: what is "Afro-Latin America"; colonialism and legacy of slavery; complexities of racial formation and its intersections with ethnicity, class, and gender; cultural, artistic, film, and literary expressions; Black social movements; the role of Afro-Latinos/as in nation-building; immigration and Afro-Latino/a identity in the US and Afro-Latino identity. Instructional Method: Lecture-Discussion, Online.

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. Note: Offered in both face to face and online format. Equivalent to HLAD-301.

HLAD - 3102 Principles of Healthcare Microeconomics (3)

Introduces the theoretical and analytical framework at the introductory level of microeconomics that can be applied to health care. Focuses on principles of microeconomics which examines the basic fundamentals of the theory of the consumer, theory of the firm, market structures, resource markets, income distribution and poverty, and important issues of public choice, market failure, health care and international economics. This course is the first of a two-course series of Health Economics (HLAD-4104 is the second). Instructional Method: Online. Terms Offered: Fall, Spring, Summer. Equivalent to HLAD-302. Prerequisite: MATH-1423 or passing of the appropriate level of the proficiency examination, or permission of the instructor.

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 - 3105 Health Care Organization (3)

Provides an understanding of how health care is organized in the United States and the way it is provided to consumers.

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. Note: Offered in both face to face and online format. Equivalent to HLAD-335. Prerequisite: HLAD-3103 and 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. Prerequisite: HLAD-3099 and HLAD-3101.

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. Prerequisite: HLAD-3099 and HLAD-3101.

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. Note: Offered in both face to face and online format. Prerequisite: HLAD-3099 and HLAD-3101.

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.

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. Prerequisite: HLAD-4105, HLAD-4106, and HLAD-4107.

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. Prerequisite: HLAD-3099, HLAD-3101, HLAD-3102, HLAD-3103, HLAD-3104, HLAD-3106, HLAD-3107, HLAD-3108, and HLAD-3109.

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. Prerequisite: HLAD-3099, HLAD-3101, HLAD-3102, HLAD-3103, HLAD-3104, HLAD-3106, HLAD-3107, HLAD-3108, and HLAD-3109.

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. Prerequisite: HLAD-3099, HLAD-3101, HLAD-3102, HLAD-3103, HLAD-3104, HLAD-3106, HLAD-3107, HLAD-3108, and HLAD-3109.

HLAD - 4105 Management in the Health Care 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. Instructional Method: Online Lecture. Semesters Offered: Fall and Spring; Summer session. Equivalent to HLAD-455. Prerequisite: HLAD-4101, HLAD-4103, and 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. Prerequisite: HLAD-4103 and HLAD-4104. Corerequisite: may be taken prior to or enrolled concurrently - HLAD-4101,

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. Prerequisite: 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. Prerequisite: HLAD-4101, HLAD-4103, and 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: HLAD-4105, HLAD-4106, and 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? Prerequisite: 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 noninstitutional alternatives, such as home health agencies and adult day care. Examines the long-term care needs of the chronically ill and disabled, and actual and proposed public policy responses to those needs. 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. Prerequisite: HLAD-7101 or undergraduate equivalent.

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.

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.

HLAD - 6102 Issues in Health IT Seminar (3)

Covers policy analysis and development, models of healthcare delivery, and assessment and evaluation of care issues. Prerequisite: HLAD-3203 and HLAD-5104.

HLAD - 7101 Introduction to Healthcare Organizations (3)

Explores conceptually and factually the problems and issues of the current healthcare delivery systems. Introduces macroanalysis of the U.S. healthcare delivery systems and its 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. Instructional Method: LD Lecture-Discussion. Semesters Offered: Fall and Spring.

HLAD - 7102 Community Health and Managerial Epidemiology (3)

Examines population-based health issues and their administrative implications. Explores concepts of epidemiology, measurement of health and diseases, determinants of health, cultural and linguistic impacts on community health, and applications of epidemiology in health administration. Focuses on emerging trends and issues in disease patterns, diversity, community resource allocation; along with improving and reforming the healthcare delivery system. Instructional Method: LD Lecture-Discussion. Semesters Offered; Fall and Spring.

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.

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: STAT-6219 or equivalent.

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.

HLAD - 7107 Economics of Health Administration (3)

Focuses on the application of theoretical principles of economic analysis to studying, evaluating, and understanding the health services sector of the economy. The goal of the course is to provide students of health services administration with an understanding of the economic forces that act upon healthcare markets. The importance of scarcity and incentives in the delivery of health care are explored, including the unique differences that characterize the health care sector. Instructional Method: LD Lecture-Discussion Offered Spring semester and Summer session. Prerequisite: The undergraduate equivalents to HLAD-3102 and HLAD-3104.

HLAD - 7108 Health Care Policy (3)

Provides students with theoretical tools required to understand local, state, and federal policies applying a high moral standard as outline in the American College of Healthcare Executives Code of Ethics. Examines policy process, policy analysis and its intersections with economic and political theory. Explores policy developments in healthcare including: healthcare reform, affirmative action, euthanasia, organ transplantation, stem-cell research, cloning, abortion, and new methods of reproduction are discussed from an ethical and political perspective. Instructional Method: LD Lecture-Discussion Offered Spring semester and Summer session. Prerequisite: Pre or corequisite: HLAD-7102.

HLAD - 7109 Health Care Informatics (3)

Investigates the foundational and practical understanding of health informatics in health care. Prepares students for the computer assisted management process of the future. Topics include health informatics vocabularies, health data management, electronic health records, data security and privacy, distributed and interoperable health information systems, technical data privacy requirements and compliance, and health information management. Provides hands-on training on use of software for health information systems, data analysis and presentation. Instructional Method: LD Lecture-Discussion Offered Spring semester and Summer session. Prerequisite: HLAD 7101 or HLAD 7103 or equivalent courses.

HLAD - 7110 Health Care Financial Management I (3)

Applies the concepts and tools of financial and managerial accounting to various financial issues in the health care organization. Includes budgeting, costing, intermediate reimbursement theory, performance evaluation and cash management. Instructional Method: LD Lecture-Discussion Offered Fall and Summer sessions. Prerequisite: Undergraduate equivalent course to HLAD-4106.

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. Instructional Method: LD Lecture-Discussion Offered Fall semester and Summer session. Prerequisite: ACCT-6100, HLAD 7101, HLAD 7102, and HLAD 7107.

HLAD - 7112 Healthcare Management I (3)

HLAD 7112, Health Care Management I, is a required course in the MHA degree curriculum. The course conveys a detailed understanding of the structure and functions of healthcare delivery organizations and the key management competencies for healthcare delivery organizations. The course will familiarize students with the profession of healthcare administration. Instructional Method: LD Lecture-Discussion Offered Fall and Summer terms. Prerequisite: ACCT-6100, HLAD-7101, HLAD-7102, and HLAD-7103 or equivalent courses.

HLAD - 8000 Program Evaluation and Analysis (3)

Focuses on how to implement, monitor and evaluate a healthcare program. Provides a broad overview of the tools available to evaluate the effects of public programs. Utilizes concepts, methods, applications, and evaluation, including conceptualization, research design, measurement, sampling, data collection and analysis. Examines appropriate use and interpretation of commonly used statistics. Ethical issues will be considered throughout the semester. Offered Fall and Spring semesters. Restricts to MHA, MSN, and DNP students. Other master or doctoral students require instructor approval. Prerequisite: ACCT-6100, HLAD-7101, HLAD-7102, HLAD-7107, HLAD-7108, HLAD-7109, HLAD-7110, HLAD-7111, and HLAD-7112. Corequisites: HLAD 8101 and HLAD 8103.

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. Prerequisite: HLAD-7103, HLAD-7106, and HLAD-7109.

HLAD - 8101 Quantitative Decision-Making for Health Administration (3)

Emphasizes operation science 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 capacity planning 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. Instructional Method: LD Lecture-Discussion Restricted to MHA students only. Prerequisite: ACCT-6100, HLAD-7109, and HLAD-7110.

HLAD - 8103 Healthcare Quality Improvement Concepts and Tools (3)

Introduces and examines concepts of healthcare quality for healthcare administrators and managers. Focuses on Lean Six Sigma process improvement methodologies. Presents quality tools and their application within the healthcare organization context throughout DMAIC phases of Six Sigma. Instructional Method: LD Lecture-Discussion Restricted to MHA and MSN students. Prerequisite: ACCT-6100, HLAD-7101, HLAD-7102, HLAD-7107, HLAD-7111, and HLAD-7112. Must also have had the equivalent of undergraduate courses: HLAD-3104 or equivalent.

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. Prerequisite: HLAD-7103, HLAD-7106, and HLAD-7109.

HLAD - 8105 Healthcare Human Resource Management (3)

Emphasizes the links between and among an organization's strategy, the environment, organizational stage of development, and HR strategies and activities. It argues that effective HR management creates competitive advantage for the organization and highlights how different HR functions are interrelated. A discussion of strategic HR management is a very effective way to begin a course in this area and to disabuse students of the idea that the course will focus on highly operational (and dreaded) HR functions (for example, determining payroll deductions). It is important to point out that operational functions are extremely important but that the course treats HR from a strategic and general management perspective. The perspective is one in which all HR activities are developed in the context of organizational strategies and goals. One can certainly learn these operational functions, but that is not generally the focus of this course. Instructional Method: LD Lecture-Discussion, Online. Semester Offered: Spring; Summer session. Prerequisite: HLAD 7101 , HLAD 7102 and HLAD-7112.

HLAD - 8106 Legal Aspects of Health Care (3)

This course presents an overview of the legal and ethical issues faced by health care consumers, practitioners, and administrators. The course will introduce students to the legal aspects of health care at the federal, state, and local levels. Topics covered will include informed consent, joint ventures, Compliance issues, mergers and acquisitions, medical staff issues and liability, Stark laws, Fraud and abuse. Instructional Method: LD Lecture-Discussion. Prerequisite: HLAD 7101 and HLAD 7102.

HLAD - 8107 Health Care Financial Management II (3)

Demonstrates the applications and concepts of healthcare financial management. It explains the theory behind the financial models and the various topics related to working capital management, managed care contracting, investment decision making, capital financing, and financial performance for healthcare entities. In addition, it compares the financial control and accountabilities of healthcare leaders from other industries. Instructional Method: LD Lecture-Discussion. Offered Fall and Spring semesters. Prerequisite: the equivalent to undergraduate course HLAD-4106; HLAD-7105 and HLAD-7110.

HLAD - 8108 Healthcare Planning and Marketing (3)

Examines the key health planning concepts, methods, and data sources useful in developing community and institutional health plans. In addition, students will utilize their knowledge of vital demographic statistics, community specific health needs, and concepts of epidemiology that are vital for organizational success through critical and strategic thinking. Most successful healthcare organizations create a culture that fosters creativity, innovation, and

transformational leadership. Effective strategic planning depends on leaders' commitment to creating an organizational culture that supports change. Instructional Method: LD Lecture-Discussion. Semester Offered: Fall; Summer session. Prerequisite: HLAD-7101, HLAD-7102, HLAD-7110, HLAD-8100, HLAD-8101, and 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. Prerequisite: Permission required

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. Prerequisite: Permission required.

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. Prerequisite: Permission required.

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. Prerequisite: "Year 5" standing in the MS in Health Informatics Program, HLAD-8904, HLAD-7105, HLAD-4112 or equivalent, HLAD-3109 or equivalent.

HLAD - 8900 Health Informatics Practicum Experience I (3)

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. Prerequisite: HLAD 7105 and HLAD 6102.

HLAD - 8901 Health Care Management II (3)

Examines the comprehensive knowledge necessary for effectively administering healthcare facilities and systems. Applies theoretical knowledge acquired in areas such as finance, law, quantitative methods, human resources management, medical staff relations, ethics, etc., to practice. Focuses on four competencies: 1) communications and interpersonal effectiveness, 2) management and leadership, 3) critical thinking, analysis, and problem solving, and 4) professionalism and ethics. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Summer. Prerequisite: ACCT-6100, HLAD-7101, HLAD-7102, HLAD-7107, HLAD-7108, HLAD-7109, HLAD-7110, HLAD-7111, HLAD-7112, HLAD-8000, HLAD-8101, HLAD-8103, HLAD-8105, HLAD-8106, and HLAD-8107. Approval by instructor and advisor required to enroll. Corequisites: HLAD-8108 and HLAD-8902.

HLAD - 8902 Health Administration Field Experience (3)

Focuses on applying theories and principles of classroom learning in healthcare facility. The field experiences provide opportunities for development, integration, and reinforcement of competence. Instructional Method: SV

Supervisory. Semester Offered: Fall; Summer session. Prerequisite: ACCT-6100, HLAD 7101, HLAD 7102, HLAD 7108, HLAD 7109, HLAD 7110, HLAD 7111, HLAD 7112, HLAD 8000, HLAD 8101, HLAD 8103, HLAD 8105, HLAD 8106, and HLAD 8107. Corequisites: HLAD-8108 and 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. Prerequisite: HLAD-8901; permission required.

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. Prerequisite: HLAD-8901; permission required.

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. Prerequisite: HLAD - 8903, HLAD - 7105, and HLAD - 3109 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. Prerequisite: HLAD-8901; permission required.

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. Prerequisite: HLAD-8901; permission required.

Health Informatics

HLIN - 4099 Health Informatics Capstone (5)

Focuses on understanding how learned material is applied in a professional healthcare technology or informatics setting. It enables students to become connected with IT and informatics professionals and recognizes the need for students to master skills such as critical thinking, technical skills, and analytics skills in order to establish a successful informatics career. Instructional Method: Offered face-to-face and online formats. Semester Offered: Fall. Prerequisite: HLIN-4501, HLIN-4502, HLIN-4503, and HLIN-4504; also must have permission of academic advisor.

HLIN - 4501 Applied Healthcare Data Analytics (3)

Introduces students to fundamental principles of data science in combination with hands-on exercises on using state of the art big data analytics tools and techniques. The course will illustrate the methods for identifying appropriate data sets and using tools to analyze data, evaluate hypotheses, and interpret results. Students will learn how to describe, present, summarize, and organize data effectively in the area of healthcare. Instructional Method: Online. Offered Spring semester. Prerequisite: HLIN-4005.

HLIN - 4502 Healthcare Technical Standards and Interoperability (3)

Introduces students to fundamental principles of health data science in combination with hands-on exercises on state-of-the-art big data tools and techniques. The course will illustrate the methods for identifying appropriate datasets and using tools to analyze data, evaluate hypotheses, and interpret results. Students will learn how to describe, present, summarize, and organize data effectively in the area of healthcare. Instructional Method: Offered face-to-face, hybrid, and online formats during Fall and Spring semesters.

HLIN - 4503 Analysis and Design of Health Information Systems (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. Instructional Method: Offered face-to-face, hybrid, or online. Semester offered: Fall, spring, and summer. Prerequisite: HLIN – 2000.

HLIN - 4504 Human-centered Computing in Healthcare (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. Instructional Method: Offered face-to-face, hybrid, or online during Fall and Spring semesters. Prerequisite: HLIN - 3103 Basics of Health Care Informatics

HLIN - 8900 HI Practicum (3)

Provides students with an opportunity to apply the healthcare informatics concepts, techniques, and tools learned throughout the coursework. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, Summer. HLIN 8901. Prerequisite: HLAD-7101, HLAD-7102, HLAD-7106, HLAD-7109, HLAD-8106, CPSC-8820. Restrictions: Permission of advisor and field experience instructor at least three months in advance. Students must have completed at least 21 credit hours of required coursework in the MSHI Program.

HLIN - 8901 MSHI Thesis (3)

Explores extensive literature survey, defines the scope of research statement, and investigates unique ways of communicating research findings. This also includes the phases of defining a topic, problem identification, empirical study, data collection and analysis, use of tools and technologies to analyze empirical data and the presentation of a coherent research document. The design and execution of the thesis are worked out between the student and faculty advisor. Instructional Method: Thesis-Project. Terms Offered: Fall, Spring. HLIN 8900. Prerequisite: HLAD-7101, HLAD-7102, HLAD-7106, HLAD-7109, HLAD-8106, CPSC-8820, and approval by faculty advisor. **RESTRICTIONS:** The Master's Thesis course is available to students admitted to the Master Program in Health Informatics who have achieved at least 24 credits within the program.

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.

HLSC - 2300 Human Sexuality (3)

This course identified and discusses human sexuality issues of health, and introduces ethical and legal considerations in public health.

HLSC - 2400 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. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring, and Summer.

HLSC - 3099 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 - 3106 Public Health Epidemiology (3)

Presents the use of descriptive and analytic epidemiology, including the 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. Instructional Method: Hybrid, Lecture-Discussion, Online. Fall, Spring, and Summer. Prerequisite: HLAD 3104 or equivalent.

HLSC - 3200 Foundations of 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. Prerequisite: HLSC-2100

HLSC - 3300 Disparities and Cultural Awareness in Health (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. Prerequisite: HLSC-3099

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 - 3500 Disasters and Public Health (3)

This course introduces students to up-to-date understanding of best practices for rebuilding community institutions and community development after a disaster including solutions for ecological restoration and community development. Includes case studies that illustrate best practices and integrate the concepts of community and community rebuilding for local, national, and international stakeholders. Prerequisite: ADMISSION TO BHS Community Health program or course instructor approval. Sixty hours of college credit required.

HLSC - 4100 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. Prerequisite: HLSC-3300

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.

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.

HLSC - 4150 Health Education Models and Systems (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. Prerequisite: HLSC-3300

HLSC - 4160 Public Health Communication (3)

Introduces attributes of effective public health leadership principles and theories of public health leadership development. Additionally, effective communication, team building, and knowledge of social and human rights are discussed. Instructional Method: Offered as an online course. Prerequisite: HLSC-4100

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. Prerequisite: HLSC-3300

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 - 4500 Research Design in Community Health (3)

This course will provide students with basic knowledge of research methods for the evaluation and development of community health research. Prerequisite: HLAD-3104, MATH-2100 or STAT-2100, or M1-902 Corequisites: HLAD-3106 and a Statistical Methods class.

HLSC - 4700 Leadership in Public Health (3)

This course describes the attributes of effective leadership, principles, and theories in practice for leadership development. Additionally, effective communication, team building, and knowledge and social and human rights are discussed. Instructional Method: Offered in an online format. Prerequisite: HLSC-4160

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 - 4989 Internship Seminar (1)

Course prepares students for field placement including professional development, interviewing skills, and how to identify appropriate internship placement sites. Prerequisite: Completion of a majority of Community Health program courses. Must have completed this course prior to enrolling in HLSC - 4990 Internship (3).

HLSC - 4990 Internship (3)

Designed to provide students in the health sciences with supervised practical experiences in applied settings. Equivalent to HLSC-480 and HLSC-4890. Prerequisite: HLSC-4989

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. IAI Gen Ed Code: H2 904.

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. IAI Gen Ed: H2 905.

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. IAI Gen Ed: S2 912N.

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. IAI Gen Ed: S2 913N.

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.

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.

HIST - 3130 History of Corrections (3)

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. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, Summer. Equivalent to CJUS-3130.

HIST - 3900 Historical Methods (3)

Emphasizes the principles of historical research, the organization of materials, and the discussion of various writing styles. History majors taking this course will be expected to have previously completed HIST - 3099 Junior Seminar: Public History and Civic Engagement (3). Student must have junior status to enroll.

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)

Examines special topics in global history. Content varies by topic indicated in course subtitle. Develops skills of historical thinking, including contextualization, periodization, analyzing continuities and changes over time, interpreting and evaluating primary sources, and constructing persuasive arguments supported by evidence. Instructional Method: Lecture-Discussion Offered Fall and Spring Semesters and Summer Session.

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)

Covers US domestic history and the role of the United States in world affairs from 1900-1945, including progressivism, imperialism, World War I, the Great Depression, and World War II. Restricted to those with sophomore status or higher, or permission of instructor. Instructional Method: Lecture-Discussion Offered Fall and Spring Semesters and Summer Session. 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. Prerequisite: HIST-1110 and HIST-3100.

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. Prerequisite: HIST-3100, and 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, the post-Cold War period, and Putin and the "New Cold War." Emphasizes development of knowledge and skills necessary to analyze current historical developments and political changes in Russia Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, Summer.

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 (3)

Focuses on conducting extensive research in primary and secondary sources preparatory to writing and presenting a substantive history-based paper or internship report. First half of the six-credit senior capstone experience. Must be taken in the senior/ final year of the degree or by permission of the instructor. Instructional Method: Supervisory. Note: Restricted to History majors in the senior/final year of the degree or by permission of instructor. Prerequisite: HIST - 3900 Historical Methods (3)

HIST - 4920 Senior Capstone II (3)

Focuses on writing and presenting a substantive history-based paper resulting from extensive research in primary sources, or internship report resulting from internship experience, undertaken during HIST - 4910 Senior Capstone I (3). Second half of the senior capstone experience. Must be taken in the senior/ final year of the degree or by permission of the instructor. Instructional Method: Supervisory. Prerequisite: HIST - 4910 Senior Capstone I (3).

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. Prerequisite: 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. Prerequisite: HPT-6100 and 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: 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: 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. Prerequisite: HPT-6200, HPT-7100, and 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: 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: 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: 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.

Independent Film and Digital Imaging

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.

IFDI - 1910 Film And Literature (3)

Examines the formal, thematic, and/or historical relationships between literary and cinematic forms, including adaptations and influences that demonstrate the strengths of each artistic medium. IAI Gen Ed: HF 908. Instructional Method: Lecture/Discussion.

IFDI - 2908 Film History (3)

Discuss historical stages of film and research important movement in each period. Watch films representing each era and film movements and understand film as it relates to modern films.

IFDI - 4040 Film Seminar: (3)

Topics course offering themed surveys on contemporary independent narrative and documentary film. Instructional Method: Lecture/Discussion Prerequisite: FILM 1101 or instructor permission.

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: 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 - 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.

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: MCOM-6734 or undergraduate equivalent.

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.

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 - 5567 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. Instructional Method: Lecture/Discussion

IFDI - 5702 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. Prerequisite: 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.

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. Prerequisite: IFDI-5702.

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.

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.

IFDI - 5769 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. Instructional Method: Lecture/Discussion

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. Prerequisite: IFDI-5702 and IFDI-5735.

IFDI - 6044 The Environmental Documentary (3)

Examines style and influence of key contemporary environmental narrative and documentary filmmakers. Prerequisite: IFDI-5702

IFDI - 6070 Graduate Media Workshop (3)

Create a digital short film project as core role. Prerequisite: 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.

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 - 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 compositing. Corequisite: Take one of the following either prior to enrollment or concurrently - ART-6565, CPSC-6565, IFDI-6565, or ART-6566, IFDI-6566, CPSC-6566

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. Prerequisite: Take one of the following either prior to enrollment- ART-6565, CPSC-6565, IFDI-6565, or ART-6566, IFDI-6566, CPSC-6566

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. Prerequisite: Take one of the following either prior to enrollment - ART-6565, CPSC-6565, IFDI-6565, or ART-6566, IFDI-6566, CPSC-6566

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.

IFDI - 6653 Introduction to Virtual Reality (3)

Introduce the students to the creation of Virtual Reality (VR) application. The class will focus on learning about current hardware and software for VR, the process of creating immersive environments, and interactive user experiences. Instructional Method: Hybrid. Equivalent to: ART-6653 and CPSC-6653. Prerequisite: ART-6565 or CPSC-6565 or IFDI-6565.

IFDI - 6700 Graduate Media Workshop (3)

Create a digital short film project as core role. Equivalent to IFDI-670. Prerequisite: IFDI-5702

IFDI - 6702 Digital Film Production (3)

Discusses the entire digital filmmaking process for short film (narrative and experimental) including pre-production, production, and post-production. Requires students to complete individual projects as the writer/director by the end of the semester. Instructional Method: Lecture-Discussion. Equivalent to IFDI-502. Restrictions: Must be admitted to the MFA-IFDI or permitted by the instructor.

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.

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. Prerequisite: IFDI-5702 and IFDI-6731.

IFDI - 6731 Screenwriting (3)

Examines and practices principles of writing documentaries and drama; and includes script-writing assignments. Instructional Method: Hybrid, Lecture-Discussion, Online Fall and Spring or as Enrollment warrants. Restricted to students admitted into the MFA-IFDI or instructor permission.

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.

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: 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. Prerequisite: MCOM-6735 or undergraduate equivalent.

IFDI - 7730 The Screenplay Project (3)

Intensive development and drafting of a feature dramatic or documentary screenplay project. Equivalent to IFDI-730. Prerequisite: IFDI-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 or Instructor permission.

IFDI - 8100 Survey of the MFA in Independent Film and Digital Imaging (3)

Introduces the degree path and the fields of independent film and digital imaging. Instructional Method: Lecture-Discussion. Fall. Equivalent to IFDI-800. Restrictions: Admission by formal application to the MFA-IFDI program. Students who have not yet applied for the MFA or have received conditional admissions must still be accepted in the program or meet all conditions of admission before the course can be counted toward the degree.

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. Prerequisite: ART-6544 or undergraduate equivalent.

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 in Independent Film & Digital Imaging (1-9)

Provides the student with work experience in a work environment. The internship is a required component of the degree path and provides meaningful experience related to the student's area of concentration, normally at a time when a student is transitioning to graduation. Instructional Method: Independent Study Fall, Spring, Summer with permission. Equivalent to IFDI-880. RESTRICTIONS: Admission at the Graduate level to GovState. Prerequisite: IFDI - 8100.

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 The MFA-IFDI Thesis (1-9)

Guides students in preparing and following through on a proposal for engagement in the advanced processes of filmmaking or the design of an exhibition of photography to fulfill the requirements of the applied Master of Fine Arts thesis project. The design and execution of the thesis is worked out between the student and faculty advisor. Instructional Method: Thesis-Project Fall, Spring, Summer. Equivalent to IFDI-890. Restrictions: Admission to the MFA-IFDI and approval of proposal by a committee of three faculty. A thesis will not be registered in the absence of the signatures of a chair and two readers.

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.

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.

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.

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: 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.

Interdisciplinary Studies

IDSS - 3099 Junior Seminar: Academic Writing Strategies (3)

Assists students with the transition to the IDSS major and the GSU community; develops writing skills including close reading, scholarly citation, and professional correspondence norms; explores resources and strategies for degree completion and personal, professional, and academic success. Course must be taken in first term of enrollment in the major. Instructional Method: Hybrid, Lecture-Discussion, Online. Fall, Spring, Summer. IDSS majors only

IDSS - 3100 Interdisciplinary Theories (3)

Introduces perspectives and theories within the field of interdisciplinary studies; covers methods of discipline inquiry and integration; explores the relationships among personal, professional and academic experiences to develop and apply interdisciplinary approaches to complex problems. Instructional Method: Lecture-Discussion, Online, Hybrid Lecture Fall, Spring, Summer Equivalent to IDSS-310.

IDSS - 3200 Career Planning and Decision-Making (3)

Emphasizes planning and decision-making skills toward choosing a career pathway, developing a plan of study, and making preliminary post-baccalaureate plans; introduces students to career and life-planning concepts and their application to students' professional opportunities, graduate study, or entrepreneurial pursuits Instructional Method: Hybrid, Lecture-Discussion, Online. Fall, Spring, Summer.

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: IDSS-3100.

IDSS - 4001 Interdisciplinary Studies Workshops: ... (1)

Presents a series of workshops on various topics related to interdisciplinary studies. May be repeated for credit with a different topic. Equivalent to IDSS-406. Prerequisite: IDSS-3100.

IDSS - 4002 Interdisciplinary Studies Issues in ... (1)

Presents a series of workshops on various topics viewed from an interdisciplinary perspective. This course is repeatable for credit with a different topic. Equivalent to IDSS-407. Prerequisite: 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: IDSS-3100.

IDSS - 4400 Interdisciplinary Ethics (3)

Examines ethical issues via multiple disciplinary perspectives with an explicitly interdisciplinary analysis. Students will learn ethical decision-making and evaluate the ethical implications of social and institutional structures, with a particular emphasis on translating ethics across disciplinary and cultural differences. Instructional Method: Lecture/Discussion, online, hybrid.

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 Research Project Capstone Seminar (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. Instructional Method: Lecture-Discussion, Online, Hybrid Lecture Fall, Spring, Summer Equivalent to IDSS-490. Prerequisite: IDSS 3099 and IDSS 3100

IDSS - 4910 Interdisciplinary Service Learning Capstone Seminar (3)

Equips students to apply their interdisciplinary coursework to the generation, implementation, and evaluation of a service-learning project integrating multiple disciplinary perspectives on a complex social problem. Instructional Method: Lecture-Discussion, Online, Hybrid Lecture Fall, Spring, Summer Prerequisite: IDSS 3099 and IDSS 3100

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: 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: 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 - 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: 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. Prerequisite: INST-3100, INST-3110, and 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: 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: BIOL-2104.

Intercultural Studies

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: 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: 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. Prerequisite: ICS-3400 and 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: 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 - 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.

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.

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. Instructional Method: Online Lecture Offered during the Spring Semester.

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. Corequisite: CPSC-4342

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. Prerequisite: IT-3520

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)

Enhances student's knowledge of security and securing operating systems. Explores the skill sets, procedures and compliance related practices regarding securing operating systems. Instructional Method: Lecture/discussion. Semester Offered: Fall. Prerequisite: CPSC-4570.

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: 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: 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: IT-4520 or IT-4521.

IT - 4535 Introduction to the Unix System (3)

Provides a conceptual structure for students who want to learn to work within a Linux environment. This course breaks down beginning concepts building into the more advanced ones. Instructional Method: Online Lecture Offered during Fall Semester and Summer Session.

IT - 4536 Introduction to the Linux System (3)

Provides a structured means for students who want to learn the state-of-the-art of the Linux environment. Instructional Method: Offered face-to-face and online. Offered Fall and Summer terms.

IT - 4537 Advanced Linux Administration (3)

Builds upon the knowledge gained from CPSC - 4535 Introduction to the UNIX System (3). This course covers the additional administration tasks of the Linux Operating System. Students will be working with such concepts as assigning permissions to users and groups, setting up email and printing capabilities, working with the X Windows system and system configurations. Prerequisite: CPSC-4535 or approval of program advisor.

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: 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 attack an organization's information infrastructure. Special emphasis is placed on the use and understanding of scanning and exploit tools. Prerequisite: 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.

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.

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: IT-4560.

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.

IT - 7000 Social Engineering Concepts (3)

Defines social engineering, how to strengthen the human element against social engineering, and how to properly educate and train people on social engineering techniques. Students participate in multiple social engineering attempts to check for vulnerabilities and exploits in resources. Instructional Method: Instructional Method: Lecture/Discussion Prerequisite: Must have an undergraduate degree in Information Technology or Computer Science

IT - 7020 Fundamentals of Security Management (3)

Introduces the foundation of how to design, build, and maintain security functions. Students learn how to manage user access control, counter-act common malware attacks, and how to manage via defense in depth strategies while utilizing various software. Instructional Method: Lecture/Discussion. Terms Offered: Fall and/or Summer. Prerequisite: Equivalent of the undergraduate course CPSC-4580.

IT - 7030 Cybersecurity Fundamentals (3)

Explores concepts in cybersecurity and network security. Students illustrate the ability to employ cryptography, monitor threats and implement countermeasures on enterprise network systems, database security, network security, and security administration. Instructional Method: Lecture/Discussion. Terms Offered: Spring. Prerequisite: The equivalent of the undergraduate course CPSC-4342.

IT - 7035 Infrastructure Management & Design (3)

Develops the fundamental skills needed for network design. It focuses on design methodologies, routing protocols, addressing and network expansion taking into considerations such as security, voice, and wireless requirements. Instructional Method: Lecture/Discussion. Terms Offered: Fall. Prerequisite: The undergraduate equivalent to IT-3520 and IT-3521 or Cisco CCNA Routing and Switching certification.

IT - 7120 Distributed Systems & Network Security (3)

Expands LAN topics in dealing with network security while traversing a public WAN environment. Teaches how to ensure data integrity and confidentiality while making data readily available. Instructional Method: Lecture/Discussion. Terms Offered: Spring. Prerequisite: The undergraduate equivalent CPSC-4342 and IT-7020.

IT - 7202 Health Care Security Framework (3)

Describes the ways one can protect patient's personal information in addition to hardening the defenses while learning about information and risks governances that are directly related to the health care industry. Instructional Method: Lecture/Discussion. Terms Offered: Fall, Summer.

IT - 7230 Cyber Attack Methodologies (3)

Outlines the knowledge for the security practitioners to configure and operate security threat detection tools. Skills in analyzing security operations data and events will be covered. Identifying and addressing risks to organizations and providing proper information to management will be taught. Instructional Method: Instructional Modalities: Lecture/Discussion Offered Spring Semester. Prerequisite: IT-7030

IT - 7265 Information Technology Project & Team Management (3)

Compare and contrast the principles and practices necessary to be an effective IT project manager with a strong focus on the PMI knowledge areas. Illustrate the ability to manage an IT project from start to finish utilizing project management methodologies. Instructional Method: Lecture/Discussion Term Offered: Spring. Prerequisite: The undergraduate course experience equivalent to IT-3310.

IT - 7412 Configuring Advanced Windows Server (3)

Working in a client/server network a professional needs to have the advanced knowledge to effectively manage the network operating system. Topics include configuring network services, advanced usage of active directory domain services (AD DS), and working with various access solutions for fault tolerance and load balancing. Instructional Method: Lecture/Discussion. Terms Offered: Fall. Prerequisite: The undergraduate courses equivalent to CPSC-4342 and CPSC-4572.

IT - 7450 Cloud Integrity Assurance (3)

With the advent of cloud computing more and more companies have been leveraging its advantages due to its convenience and global availability. Topics will include utilizing a cloud service provider to implement disaster recover, ensuring business continuity and virtual storage provisioning with a strong focus on privacy and trust baselines. Instructional Method: Lecture/Discussion. Terms Offered: Fall. Prerequisite: Must have the undergraduate course knowledge equivalent to IT-4561.

IT - 7455 Advanced Security Practitioner (3)

This course covers the competencies and skills required to design, and engineer secure solutions across enterprise environments, as well as the ability to apply research and standard methodologies across the security disciplines. Instructional Method: Lecture/Discussion. Terms Offered: Fall. Prerequisite: IT-7030.

IT - 7462 Special Topics in Infrastructure Management (3)

This course provides a review of contemporary issues concerning network infrastructure management, design and maintenance. Explores current and emerging issues impacting the field, research and development in the enterprise network field, and human resources issues pertaining to the impact of technology. Instructional Method: Instructional Modality: Lecture/Discussion Offered Fall Semester. Prerequisite: IT-7035

IT - 7514 Designing & Implementing a Server Infrastructure (3)

Building upon the knowledge gained from IT - 7412 Configuring Advanced Windows Server (3) students will learn how to manage high server availability via redundancy and business continuity while also being able to work Active Directory's more advanced features. In addition, this course will teach students to effectively managing remote and network access solutions. Instructional Method: Instructional Modality: Lecture/Discussion Offered Fall Semester. Prerequisite: IT – 7412.

IT - 7520 Implementing Cisco Network Security (3)

Disseminates the knowledge needed for securing routers and switches and their associated networks. Students will learn skills for installation, troubleshooting and monitoring of network devices to maintain integrity, confidentiality and availability of data and devices and develops competency in the technologies used in security infrastructure. Instructional Method: Instructional Modality: Lecture/Discussion Offered Fall Semester. Prerequisite: Undergraduate equivalent course experience with IT - 3520 and IT - 3521 or Cisco CCNA Routing and Switching Certification.

IT - 7521 Unified Communication Solutions (3)

Analyze the various integration and deployment solutions, as well as the environmental differences between PBX and IP telephony-based telephone systems. Provides the fundamental design and administration goals for migrating from PBX to IP Telephony. Including supporting unified messaging: e-mail, voice, and fax messages delivered to a single

inbox. Instructional Method: Instructional Modality: Lecture/Discussion Offered Spring Semester. Prerequisite: Undergraduate equivalent course experience with IT - 3520 and IT - 3521 or Cisco CCNA Routing and Switching Certification.

IT - 7535 Oracle Linux Administration (3)

With the increase in open source software being utilized due to its reduced cost, flexibility and customization more businesses are leveraging its capability. Oracle Solaris is one of the world's most advanced enterprise operating system students will learn the basics of Solaris while advancing their knowledge with Solaris' more advanced features. Instructional Method: Instructional Modality: Lecture/Discussion Offered Fall Semester. Prerequisite: Undergraduate equivalent course experience in Unix System, such as CPSC-4535.

IT - 7540 Wireless Penetration Testing (3)

With wireless communication being utilized for the transfer of sensitive data, wireless local area networks and wireless wide area networks have seen a tremendous amount of use. With more use of such technologies, the amount of security risks increases. Students taking this course will use commercial tools to perform penetration testing on AP and Bluetooth devices. Based on those results they will work on hardening the WAPs. Instructional Method: Instructional Modality: Lecture/Discussion Offered Fall Semester. Prerequisite: Undergraduate equivalent course experience with IT – 4210.

IT - 7582 Applied Cryptography (3)

Since its initial implementation, the concept of cryptography has changed drastically in the world of technology. This course breaks down the concepts of cryptography by examining modern cryptography and practice, how to look for vulnerabilities in different algorithms, and steps to help mitigate given vulnerabilities utilizing the advanced features of different cryptography ciphers. Instructional Method: Instructional Modality: Lecture/Discussion Offered Fall Semester and Summer Session. Prerequisite: IT - 7020.

IT - 7605 Advanced Network Forensics and Analysis (3)

Explains and demonstrates skills used for analyzing network traffic. Its focus includes an introduction to IPv6, ICMPv6 and DHCPv6 analysis and understanding packet capturing functionality and trace files analysis. Instructional Method: Instructional Modality: Lecture/Discussion Offered Fall Semester and Summer Session. Prerequisite: IT - 7120.

IT - 7740 Operating System & Application Hardening (3)

An analysis of vulnerabilities in software, running various nodes that connect to a network, and learning how to strengthen them to reduce the likelihood of security breaches. Topics regarding hardening the Windows OS (both server and client), utilizing whitelisting, applying security templates, and configuration via PowerShell are examined. Instructional Method: Instructional Modality: Lecture/Discussion Offered Fall Semester. Prerequisite: Undergraduate equivalent course experience with IT – 4540.

IT - 7750 Fundamentals of Biometric Security (3)

Examines methods and principles for biometric security and identification systems. Biometric technologies covered include fingerprint, facial, iris, hand shape geometry, and voice-based biometrics. Additional topics include system design, performance evaluation, and biometric system security. Instructional Method: Lecture/Discussion. Terms Offered: Spring.

IT - 7980 Research Thesis (3)

Students will leverage all the material covered in the previous courses to provide a detailed resolution to a technology issue. In addition, students will apply employee research and theory investigation of a problem in information technology, under the supervision of a faculty member.

IT - 7990 Graduate Capstone (3)

Provides Information Technology graduate student with the opportunity to synthesize work by developing and completing a project specific to the student's interests in information technology and management. Prerequisite: IT-7035.

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: 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: JAPN-3351.

Liberal Arts and Sciences

LAS - 4100 Investigations in the Social Sciences (3)

Examines the major debates over the dominant paradigms that guide the various social research disciplines, (e.g., history, sociology, political science, and economics). In particular, the status of social knowledge, theories of "human nature," the social basis of collective action, the role of the state, and the sources of social diversity and historical change will be considered. 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: 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. Prerequisite: 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: 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. Prerequisite: (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. Prerequisite: Take LEAD-9991 and LEAD-9998; (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

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. Prerequisite: MATH-2109 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. Instructional Method: Offered face-to-face, hybrid, and online. Instructional Method: LD Lecture-Discussion, HL Hybrid Lecture, OL Online Lecture Fall, Spring, Summer.

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 - 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...

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 impacts of organizations upon stakeholders and the impact of stakeholders upon organizations. Instructional Method: Offered face-to-face, hybrid and online Instructional Method: Lecture-Discussion, Hybrid , Online. Fall, Spring, Summer.

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. Instructional Method: Offered face-to-face and online. Equivalent to MGMT-3210. Prerequisite: 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: 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 on quality management and process improvement. Instructional Method: Lecture-Discussion, Hybrid, Online. Fall, Spring, Summer. Equivalent to MGMT-340. Prerequisite: MGMT 2100 and MATH 2100.

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 MGMT2100. Instructional Method: Lecture-Discussion, Hybrid, Online. Fall, Spring, Summer. Equivalent to MGMT-401. Prerequisite: 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: 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: 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. Prerequisite: ECON-2301 and 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: MGMT-3300.

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. Instructional Method: Lecture-Discussion and online. Prerequisite: MGMT-3300.

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. Instructional Method: Offered face-to-face and online. Prerequisite: MGMT – 3300.

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: 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. Prerequisite: MGMT-2100 and MATH-2100.

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: 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: 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: MATH-2100.

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: 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 - 4560 Business Leadership Theory and Practice (3)

Explores the leadership strategies and psychological perspectives necessary to lead teams and organizations in a global business environment. Prerequisite: MGMT-2100 or ENTR-3100.

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: BUS-3700.

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. Instructional Method: Offered face-to-face and online. Equivalent to MGMT-410. Prerequisite: 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: MGMT-3099.

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. Prerequisite: MGMT-2100; submit internship application; approval by Division Chair to enroll.

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. Instructional Method: Offered face-to-face and online. Prerequisite: Senior status; ACCT-2110, ACCT-2111, BLAW-2100, FIN-3110, MIS-3101, MKTG-2100, MGMT-2100, BUS-3200, MGMT-3400, and MGMT-3500 (all required).

MGMT - 4901 Project Management (3)

Focuses on issues of managing a project, including initiating, planning, executing, monitoring, controlling, and closing of projects. Studies project constraints and develops methodologies and skills for managing projects. Instructional Method: Offered in face-to-face and online format. Prerequisite: Senior status; ACCT-2110, ACCT-2111, FIN-3110, MIS-3101, MKTG-2100, MGMT-2100, and MGMT-3400.

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: BUS-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.

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. Prerequisite: 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 COB. Includes descriptive statistics, probability, sampling theory, interval estimations, significance testing, the analysis of variance, correlation, and regression. Instructional Method: Lecture-Discussion, Online or Hybrid Fall, Spring, or Summer Equivalent to MGMT-610.

MGMT - 7100 Professional Development Seminar (1)

Develops advanced professional skills for MBA students. Acquisition of these skills through active participation in the course will enhance students' marketability and success Instructional Method: Lecture-Discussion, Hybrid, Online. Fall, Spring, Summer.

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. Instructional Method: Lecture-Discussion, Hybrid, Online. Fall, Spring, Summer. Equivalent to MGMT-823.

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. Instructional Method: Lecture-Discussion, Hybrid, Online. Fall, Spring, Summer. Equivalent to MGMT-820.

MGMT - 7310 Strategic Organizational Staffing (3)

Study strategies for human resource staffing that is aligned with organizational strategies and swiftly changing business contexts.

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 - 7330 Human Resources Analytics And Performance Management (3)

Study of tactics for analyzing HRM effectiveness and managing employee performance. Topics include alignment of performance systems with organizational strategy, design and implementation of performance management systems, legal issues associated with performance management, and measuring and analyzing Human Capital utilization. Instructional Method: Lecture/Discussion

MGMT - 7340 Strategic Human Resource Compensation (3)

Study of pay and benefits systems that incentivize employees to achieve strategic goals of the organization and functionally adapt to a changing business environment. Instructional Method: Lecture/Discussion

MGMT - 7400 Operations Management Strategies & 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. Instructional Method: Lecture-Discussion, Hybrid, Online. Fall, Spring, Summer. Equivalent to MGMT-840. Prerequisite: MGMT 6700 or equivalent.

MGMT - 7500 Organization Behavior in the Global Context (3)

Appraises behavior in organizations worldwide and critically examines theories for explaining organizational phenomena and change. Equivalent to MGMT-810. Prerequisite: Graduate Status.

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. Prerequisite: ECON-6100.

MGMT - 7601 IHRM (3)

Provides students with a thorough understanding of international human resource management (IHRM) practices and challenges through an appreciation of international business strategy and cultural, economic and political and legal conditions in different world regions. Differentiates between domestic and international HR, explains the strategic role of IHRM to a multinational enterprise's performance and competitive advantage and focuses on global talent management and functional aspects of HR in the international context. Instructional Method: Lecture-Discussion. Fall, Spring, Summer.

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)

Examines relations between labor and management using three major processes: how unions are formed (union organizing), how contracts are developed (bargaining), and how bargaining disputes and grievances are resolved (dispute resolution). Intersections between theory, research, and strategies and tactics for labor relations are explored. Instructional Method: Lecture-Discussion, Hybrid, Online. Equivalent to MGMT-825.

MGMT - 8301 Legal Issues in HRM (3)

Examines employment-related legislation and legal precedent impacting employee relations and human resource management Instructional Method: Lecture-Discussion.

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: 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: MGMT-7400.

MGMT - 8401 Lean Six Sigma for Supply Chain (3)

Covers topics of Lean Six Sigma for Supply Chain including value-flow maps (VFM) and value stream maps (VSM) to eliminate waste and improve overall customer satisfaction. Optimizes order fulfillment while focusing on the voice of the customer (VOC). Emphasizes all aspects of DMAIC (Define, Measure, Analyze, Improve, and Control), root-cause analysis, and third-party logistics within a lean environment to create competitive advantage. Instructional Method: Lecture-Discussion, Hybrid, Online. Fall, Spring. MBA students only. Prerequisite: MGMT 8400.

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: 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: Prerequisite: 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: 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. Prerequisite: MIS-7101 and MGMT-6700.

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.

MGMT - 8460 Operations Planning and Inventory Management (3)

Teaches operations planning and inventory control management in a production environment. Focuses on using systems such as MRP and ERP to develop and execute operations strategy and an operations plan. Includes initiatives that support sales and operations planning (S&OP) such as forecasting, supply chain and distribution requirements planning, and supply management. Instructional Method: Lecture-Discussion, Hybrid, Online. Fall, Spring, Summer. MBA Students only Prerequisite: MGMT-7400.

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.

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. Instructional Method: Offered in Lecture, Online and Hybrid. Offered in Fall, Spring or Summer. Prerequisite: MGMT-7500

MGMT - 8540 Power, Politics and Organizational Culture (3)

Examines power dynamics and political relationships in organizations. Focuses on the fit between an individual and organizational culture as a key factor in career success. Instructional Method: Hybrid, Lecture-Discussion, Online. Fall, Spring, Summer. MBA students only.

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.

MGMT - 8551 Risk Analysis for the General Manager (3)

Introduces the principles of modern methods of risk management. Examines topics such as what is risk; uncertainty; risk management; risk assessment; risk communication; enterprise risk management; and decision making under uncertainty. Instructional Method: Hybrid, Lecture-Discussion, Online. Fall, Spring, Summer. MBA students only. Prerequisite: MGMT-6700 or equivalent or permission of instructor.

MGMT - 8560 Organizational Theory and Design (3)

Introduces the principles of organizational theory and design. Examines topics such as organization design; the external environment of organizations, the impact of organizational goals on organizational effectiveness; organizational technology; organizational bureaucracy, classic organizational structures; the impact of structure on innovation, change, information and control, and decision making in organizations; integrating all parts of an organization; and organizational learning and renewal. Instructional Method: Hybrid, Lecture-Discussion, Online. Fall, Spring, Summer. MBA Students only.

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: 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: 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)

Provides MBA/MSHRM students with supervised practical experiences in applied settings. Instructional Method: Supervisory Fall, Spring, Summer. Equivalent to MGMT-880. Restrictions: 1) Application through the graduate academic advisor is required in order to register; 2) Completion of the internship application and approval by the division chair is required; 3) Concurrent enrollment for the internship term is limited to no more than 12 credit hours; 4) Minimum GPA = 3.0.

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 will be charged at the time of registration for this course. Equivalent to MGMT-849. Prerequisite: ACCT-7101, ECON-7500, MGMT-7400, MGMT-7500, MGMT-7600, FIN-7101, MIS-7101, and MKTG-7100; also need graduate advisor approval.

MGMT - 8910 Integrative Human Resource Management Strategies (3)

Study of strategies for integrating human resource processes to achieve organizational goals and take advantage of modern business information systems. Instructional Method: Lecture/Discussion. Prerequisite: MGMT-7300 with a minimum grade of "B" and Graduate Advisor Approval required.

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: 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. IAI Major Code: BUS 902. Instructional Method: Lecture-Discussion, Online. Fall, Spring, Summer. 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. Instructional Method: Lecture-Discussion, Online. Fall, Spring, Summer. Equivalent to MIS-370. Prerequisite: MIS-2101 or permission of instructor.

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. Prerequisite: MIS-3101.

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. Prerequisite: MIS-3101, MIS-3201, and 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: MIS-3101 and BUS-3700.

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: 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: 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. Prerequisite: MIS-3501 and 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. Prerequisite: MIS-3201, MIS-3401, and BUS-3700.

MIS - 4201 Information Systems Project Management (3)

Emphasizes project management principles, techniques, and software tools in an information systems setting. Prerequisite: MIS-3101.

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. Prerequisite: MGMT-3099, MIS-3201, and 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. Prerequisite: MIS-3101 and BUS-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: 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: 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 - 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: MIS-2101.

MIS - 6201 Information Systems Project Management (3)

Emphasizes project management principles, techniques, and software tools in an information systems setting.

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.

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.

MIS - 7101 Information Systems and Technology (3)

Prepares students to participate in an organization's information systems and technology decisions. Emphasizes the strategic value of information resources, alignment of IT and business strategies, the role of the IT department in an organization, performance and process improvements through information systems, data and analytics for decision-making, and ethical use of information resources. Equivalent to MIS-800.

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: 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: 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: 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. Prerequisite: ACCT-6100, ECON-6100, and 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: 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: 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: 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. Prerequisite: ECON-6100, MGMT-6700, and 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: 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: 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)

Introduces marketing theory and concepts. Emphasizes the role of each element of the marketing mix (e.g., product, price, promotion, and distribution) in different product situations and volatile marketing environment. Focuses 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. Instructional Method: Lecture-Discussion, Hybrid, Online. Fall, Spring, Summer. 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: MKTG-2100.

MKTG - 3500 Digital Marketing (3)

Provides an overview of the key digital marketing platforms and tools used in marketing consumer products and services such as online marketing, social media, mobile marketing, and content marketing. Students will develop a foundational knowledge of the key digital marketing concepts and effective digital marketing approaches toward increasing marketing return on investments. Instructional Method: Lecture-Discussion, Online. Prerequisite: MKTG-2100 and computer technology skills.

MKTG - 3800 Professional Selling (3)

Addresses the fundamentals of professional selling. Focuses on building sales skills such as prospecting, making the sales call, developing consultative presentation, responding to objections, negotiation, and closing the deal. Instructional Method: Lecture-Discussion, Online. Prerequisite: 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: 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. Prerequisite: MKTG-2100 and MATH-2100.

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: MATH-2100 and MKTG-2100.

MKTG - 4450 Marketing Analytics (3)

Studies various methods for generating marketing insights from empirical data. Examines the use of data available to marketers in making business-to-consumers and business-to-business decisions. Instructional Method: Lecture-Discussion. Fall, Spring, and Summer. Prerequisite: 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: 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: MGMT-4600.

MKTG - 4700 Customer Relationship Management (3)

Focuses on fundamentals of customer relationship management. Topics include theory and applications of relationship marketing, customer acquisition, development and retention, customer lifetime value, and analytical procedures that support strategic decision making. Instructional Method: Lecture-Discussion, Online. Prerequisite: MKTG-2100, FIN-3110, MATH-2100, and MIS-3101.

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. Prerequisite: MKTG-2100; must also complete internship application and receive approval by the division chair.

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.

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.

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. Prerequisite: ECON-6100 and 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.

MKTG - 8300 Marketing Information: Methods and Analysis (3)

Explores various methods for addressing marketing research problems. 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. Instructional Method: Lecture-Discussion, Online, Hybrid Fall, Spring, Summer Equivalent to MKTG-810.

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: 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.

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. Restriction: Must have taken the ALEKS placement exam or have previously had a college level math course.

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. IAI Gen Ed: M1 902. Prerequisite: A minimum ALEKS placement score of 26; or completion of a college level mathematics course with a grade of "C" or better; or successful completion of AP or CLEP testing for mathematics. Corequisite: For those who have not met one of the prerequisite options, must enroll in corequisite course MATH - 2101.

MATH - 2101 Elementary Statistics Laboratory (1)

Corequisite support for students enrolled in Elementary Statistics (MATH-2100). This weekly mathematics laboratory will blend individualized, self-guided algebra review (supported by the instructor) with activity-based instruction to help students apply algebraic and statistical skills to solve "real world" problems. Problem-solving activities emphasize reading and writing of mathematics. Discussion to develop self-efficacy, study habits, and habits of mind are additional components of this course. Corequisite: MATH-2100.

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. IAI Gen Ed: M1 906. Restrictions: Must complete the ALEKS placement exam or have previously had a college level math course.

MATH - 2131 Mathematical Structures and Concepts I (3)

Focuses on mathematical reasoning and conceptual understanding. An introductory content-oriented mathematics course with topics including problem solving; sets; numeration systems: whole numbers, intergers, rational numbers, irrational numbers, and real number; ratios; and proportions. The two-course sequence meets the requirements for state certification in elementary teaching. Equivalent to MATH-320. Restriction: Must complete the ALEKS placement exam or have previously had a college level math course.

MATH - 2137 Mathematical Foundations (3)

Focuses on mathematical reasoning and solving real-life problems rather than on routine skills and appreciation. Topics studied in depth include geometry, counting techniques and probability, graph theory, logic/set theory, mathematical modeling, mathematics of finance, game theory, linear programming and statistics. The use of

calculators and computers are strongly encouraged. Equivalent to MATH-335. Restriction: Must complete the ALEKS placement exam or have previously had a college level math course.

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. IAI Gen Ed: M1 903. Equivalent to MATH-322. Prerequisite: 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. IAI Gen Ed: M1 905. Prerequisite: 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: 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. Prerequisite: MATH-2292.

MATH - 2281 Applied Calculus (4)

Emphasizes applications of basic calculus concepts. Topics include limits; techniques of differentiation applied to polynomial, rational, exponential, and logarithmic functions; partial derivatives and applications; maxima and minima; elementary techniques of integration including substitution and integration by parts. This course is designed specifically for student in business and the social sciences and does not count toward a mathematics degree. Instructional Method: Offered face-to-face and online. Semester Offered: Fall, Spring, Summer. Equivalent to MATH-355. Prerequisite: MATH-1423 or a minimum score of 46 on the ALEKS placement exam.

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. IAI Gen Ed: M1 9001. Prerequisite: MATH-1423 or a minimum score of 46 on the ALEKS placement exam.

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. IAI Gen Ed: M1 9002. 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. IAI Gen Ed: M1 9003. Prerequisite: MATH-2292.

MATH - 2449 Linear Algebra (3)

Covers vectors, matrices, vector spaces, and linear transformations, as well as the following topics: vectors; operations on matrices; matrices; inverse of a matrix; solution of systems of linear equations; rank of a matrix; Rank Theorem; vector spaces and subspaces; linear dependence and independence; basis and dimension; linear transformations; sums, composites, inverses of linear transformations; range and kernel of a linear transformation; student-written proofs. Further topics could include: determinants; eigenvalues and eigenvectors; orthogonality and inner product spaces; Gram-Schmidt Process, and quadratic forms. IAI Major Code: MTH 911. Instructional Method: Lecture-Discussion Equivalent to MATH-3449. Prerequisite: MATH-2292.

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.

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 number, 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 arithmetics using pocket calculators and computers, Fermat's Last Theorem, and related topics. Equivalent to MATH-465. Prerequisite: MATH-3099 or MATH-2449.

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. Prerequisite: MATH-2292 and 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: MATH-2294.

MATH - 4240 R Programming (3)

Provides an introduction to programming in the R language. Topics covered include vectors, matrices, lists, data frames, manipulation of data frames, data plotting library, sampling from data and distribution, computation of statistics (mean, variance, five-number summary), confidence intervals and hypothesis testing, and linear regression. Instructional Method: Offered face-to-face as lecture/discussion. Semester Offered: Fall. Prerequisite: MATH-2100 or STAT-4219 (may be taken as a co-requisite).

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 \mathbb{R}^n , and vector calculus. Equivalent to MATH-472. Prerequisite: MATH-2294.

MATH - 4243 Analysis II: Complex Variable (3)

Introduces 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, Mittag-Leffler expansion of meromorphic functions. Equivalent to MATH-474. Prerequisite: MATH-2294.

MATH - 4250 Applied Statistics - Time Series (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: MATH-2137.

MATH - 4350 Foundations of Actuarial Science (4)

Provides a comprehensive study of applications of calculus, probability, and statistics to actuarial science and risk management. Prerequisite: MATH-2292 and MATH-4557 or equivalent.

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 manifolds, continuous functions and deformations, as well as point-set topology. Equivalent to MATH-531. Prerequisite: MATH-2292 and 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: EDUC-4360.

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. Prerequisite: MATH-2292 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: MATH-3099 or MATH-2449.

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: 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. Prerequisite: MATH-2150 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. Prerequisite: 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 composite 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. Instructional Method: Offered face-to-face as lecture/discussion. Semester Offered: Fall and Summer session. Equivalent to MATH-505. Restricted to students admitted to graduate program in Mathematics.

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. Instructional Method: Offered face-to-face

as lecture/discussion. Semester Offered: Fall. Intended Audience: Students enrolled in the Master of Science in Mathematics program or anyone seeking to study calculus at a higher level.

MATH - 6240 R Programming (3)

Provides an introduction to programming in the R language. Topics covered include vectors, matrices, lists, data frames, manipulation of data frames, data plotting library, sampling from data and distribution, computation of statistics (mean, variance, five-number summary), confidence intervals and hypothesis testing, and linear regression. Instructional Method: Offered face-to-face as lecture/discussion. Semester Offered: Fall. Equivalent to UG MATH-4240.

MATH - 6241 Analysis of Real Numbers (3)

This course provides a proof-based survey of the fundamentals of mathematical analysis: properties of the real number system, convergence of sequences and series, continuity, differentiability, Riemann integral, and sequences and series of functions. It emphasizes an understanding and construction of proofs. Offered during Fall and Spring semesters. Admission to Masters Program in Mathematics required to enroll.

MATH - 6337 Modern Geometry (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. Instructional Method: Offered face-to-face as lecture/discussion. Semester Offered: Fall. Equivalent to MATH-537.

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 manifolds, continuous functions and deformations, as well as point-set topology. Equivalent to MATH-531.

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. Prerequisite: EDUC-6360.

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 course provides a rigorous study of linear algebra with a strong emphasis on reasoning and proof, and includes a student research project. Instructional Method: Offered face-to-face as lecture/discussion. Semester Offered: Spring. Equivalent to MATH-642.

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.

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. Instructional Method: Offered face-to-face as lecture/discussion. Semester Offered: Spring. Equivalent to MATH-540.

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. Instructional Method: Offered face-to-face as lecture/discussion. Semester Offered: Fall. Equivalent to MATH-593.

MATH - 7121 Combinatorics and Graph Theory (3)

Provides a foundation in the principles of combinatorics and graph theory with an emphasis on mathematical reasoning and proof. Prerequisite: MATH-2137 or MATH-2449.

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. Instructional Method: Offered face-to-face as lecture/discussion. Semester Offered: Fall.

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.

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.

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.

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.

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.

MATH - 8250 Applied Statistics - Time Series (4)

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.

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 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.

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. Instructional Method: Offered face-to-face as lecture/discussion. Semester Offered: Fall.

MATH - 8523 Financial Mathematics (3)

Provides a calculus-based examination of financial mathematics and its applications.

MATH - 8623 Mathematical Modeling (3)

Explores 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. Instructional Method: Offered face-to-face as lecture/discussion. Semester Offered: Fall. Prerequisite: MATH-6449 and STAT-6219.

MATH - 8700 Independent Study In Mathematics (1-4)

Includes individual reading, research, and/or education project in mathematics under the supervision of faculty. Requires permission of instructor and division chairperson. Instructional Method: Independent Study

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 - 4731 Screenwriting (3)

Introduces principles of writing documentaries and drama. Including outlines, character descriptions, scenes, and sequences. Equivalent to MCOM-5731, MCOM-531. Prerequisite: MCOM-4740.

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.

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: 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 - 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. Prerequisite: 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.

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: MCOM-4735.

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.

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.

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.

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.

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.

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.

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.

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.

MCOM - 6720 Audio Production (4)

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: 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.

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.

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.

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.

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. Prerequisite: 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.

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.

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. Prerequisite: 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 multi-media; the Internet and World Wide Web; communications satellites; video distribution systems including cable, video cassettes, and disks; and virtual reality. Also considers programming and content planned or available. 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.

MCOM - 7730 The Screenplay Project (3)

Intensive development and drafting of a feature dramatic or documentary screenplay project. Equivalent to MCOM-730.

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. Corequisite: take MST-2100 previously or enroll in concurrently.

MST - 2104 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. Instructional Method: Offered as a face-to-face course during Fall, Spring, and Summer terms. Equivalent to MCOM - 2700 On-air Performance (3). Prerequisite: Students in this course must meet MST admission classifications and requirements.

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. Prerequisite: MST-2100 and MST-2101

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.

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. Prerequisite: MST-2100 and MST-2101.

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. Prerequisite: MST-2100 and 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.

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.

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 - 3730 Audio Production 1 (4)

Introduces students to professional audio production covering principles and techniques that are common to all types of production including film, television, radio and live sound. The primary focus will be on gaining a foundation in fundamental concepts of production and post-production audio. This course will also focus on production audio. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, Summer. MCOM-4720. Prerequisite: MST-2100 or equivalent, MST-3740 or permission of instructor. MST-3740 may be taken concurrently.

MST - 3740 Media Production Techniques: Field and Studio (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. Prerequisite: MST-2100 and MST-2102.

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. Instructional Method: Lecture-Discussion, Hybrid, Online. Fall, Spring, Summer. Prerequisite: MST-2100.

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. Prerequisite: MST-2100 or MST-2101 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.

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. Prerequisite: MST-2100 and MST-2102.

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. Instructional Method: Online. Prerequisite: MST-2100 and MST-2102.

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.

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. Prerequisite: MST-2100.

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. Prerequisite: MST-2100 and MST-2101.

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 - 4450 Netflix: Streaming TV Theory & Analysis (3)

Examines the development of Netflix as a global internet-streaming and on-demand media provider. Positions emerging original programming, distribution, and the distribution platform as primary source texts. Integrates media and television studies approaches and methods to critically examine cultural assumptions of content, production, distribution, and reception. Instructional Method: Hybrid, Online, Lecture-Discussion. Fall, Spring, Summer.

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. Prerequisite: MST-2100.

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 2 (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. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, Summer. Prerequisite: MST 3740 and MST 3730.

MST - 4740 Advanced Media Production & Post-production (4)

Emphasizes sophisticated uses of production skills in a state of the art video facility. Particular attention is devoted to lighting, audio, and beginning post-production. Students will produce a range of programs. Emphasis is placed on the conceptualization, planning, and execution of advanced television programs. Instructional Method: Lab, Lecture-Discussion, and Studio Fall and Spring. Equivalent to MCOM 4750 . Prerequisite: MST 2100 and MST 3740.

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.

MST - 4800 Internship (2-6)

Designed to provide students with supervised, practical experiences in applied settings. Prerequisite: Instructor permission.

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.

Military Science

AS - 101 Heritage and Values of the US Air Force I (1)

This survey course is designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force as well as basic communication skills. This is the first course of a two-course sequence that continues with AS 102 Heritage and Values of the United States Air Force II. Instructional Method: University of Chicago Course ROTC AS-499

AS - 102 Heritage and Values of the United States Air Force II (1)

This survey course is designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force as well as basic communication skills. This is the second course of a two-course sequence that begins with AS 101 Heritage and Values of the United States Air Force I. Instructional Method: University of Chicago Course ROTC Prerequisite: AS-101 AS-499

AS - 201 Leadership Foundation I (1)

This course provides a fundamental understanding of both leadership and team building. Materials will discuss personal leadership style as well as teamwork. The courses will prepare cadets for their field training experience where they will implement the skills they learned in class. The purpose is to instill a leadership mindset and to identify students to transition from AFROTC cadet to AFROTC officer candidate. This is the first course of a two-course sequence that continues with AS 202 Team and Leadership Fundamentals II. Instructional Method: University of Chicago Course ROTC Prerequisite: AS-102 AS-499

AS - 202 Leadership Foundation II (1)

This course provides a fundamental understanding of both leadership and team building. Materials will discuss personal leadership style as well as teamwork. The courses will prepare cadets for their field training experience where they will implement the skills they learned in class. The purpose is to instill a leadership mindset and to identify students to transition from AFROTC cadet to AFROTC officer candidate. This is the second course of a two-course sequence that begins with AS 201 Team and Leadership Fundamentals I. Instructional Method: University of Chicago Course ROTC Prerequisite: AS-201 AS-499

AS - 301 Leading People and Effective Communication I (3)

This course builds on the AS 200 curriculum, teaching skills and knowledge in management and leadership. Special emphasis is placed on enhancing communication and emotional intelligence for leadership. Cadets have an opportunity to practice these leadership and management techniques in a supervised environment. This is the first course of a two-course sequence that continues with AS 302 Leading People and Effective Communication II. Instructional Method: University of Chicago Course ROTC Prerequisite: AS-202 AS-499

AS - 302 Leading People and Effective Communication II (3)

This course builds on the AS 200 curriculum, teaching skills and knowledge in management and leadership. Special emphasis is placed on enhancing communication and emotional intelligence for leadership. Cadets have an opportunity to practice these leadership and management techniques in a supervised environment. This is the

second course of a two-course sequence that begins with AS 301 Leading People and Effective Communication I.
Instructional Method: University of Chicago Course ROTC Prerequisite: AS-301 AS-499

AS - 401 National Security (3)

This course is designed for 4th year cadets, providing the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level.
Instructional Method: University of Chicago Course ROTC Prerequisite: AS-302 AS-499

AS - 402 Preparation for Active Duty (3)

This course is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession that prepares the college student for their first assignment in the US Air Force or US Space Force. Instructional Method: University of Chicago Course ROTC Prerequisite: AS-401

AS - 499 AFROTC LLAB Leadership Laboratory (3)

Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic curriculum. Most of the LLAB lesson objectives are cadet planned, organized, and executed under the supervision of the Detachment Commander and Operations Flight Commander. Cadets will explore and implement their personal leadership style, communication, and other techniques in a supervised environment. LLAB is required every term for Air Force cadets. Instructional Method: University of Chicago Course ROTC

MILS - 1010 Leadership and Personal Development with Lab (2)

Examines the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management related to leadership, officership, and the Army profession.
Course Information: Open to all students and enrollment does not require a commitment to join the US Army.

MILS - 1310 ROTC Cadet Military Physical Fitness Training Program (1)

Intended for students participating in ROTC. The students will gradually improve their level of physical fitness over the course of a semester. Course Information: May be repeated for credit.

Music

MUS - 1100 Music Appreciation (3)

Develops students' understanding of form, content, musical elements and how composers employed these devices to create music throughout the history of western music from 450 A.D. to the present. This course also includes a look at world music, blues, jazz, rock as well as music for the stage and screen. Instructional Method: Lecture-Discussion, Online. Fall, Spring, Summer.

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. IAI Gen Ed Code: F1 903N.

MUS - 2000 Topics in Music (3)

Explores selected issues in music, addressing several aspects of the topic using a variety of methodologies, theories, and/or perspectives at an introductory level. Topics will vary and course may be repeated with new topic for a maximum of 6 credit hours. Instructional Method: Lecture/Discussion

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 - 2500 Beginning Choral Performance (3)

Provides introductory instruction and skills development in choral performance, while exploring different styles of music in various languages. Introduces music literacy and music reading abilities, and begins to build proper vocal technique and confidence through public performance(s). Requires performance in a public concert at the end of the semester and may be repeated for credit. Instructional Method: Lecture/Discussion

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 - 3500 Intermediate Choral Performance (3)

Provides introductory instruction and skills development in choral performance, while exploring different styles of music in various languages. Introduces music literacy and music reading abilities, and begins to build proper vocal technique and confidence through public performance(s). Requires performance in a public concert at the end of the semester and may be repeated for credit. Instructional Method: Lecture/Discussion Prerequisite: Instructor permission or two semesters of MUS-2500.

MUS - 4000 Advanced Topics in Music (3)

Analyzes selected issues in music at an advanced level, addressing several aspects of the topic using a variety of methodologies, theories, and/or perspectives. Topics will vary and course may be repeated with new topic for a maximum of 6 credit hours. Instructional Method: Lecture/Discussion Prerequisite: MUS-2000.

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 - 4500 Advanced Choral Performance (3)

Provides advanced instruction and skills development in choral performance. Explores many different styles of music in various languages. Requires performance in a public concert at the end of the semester. Increases music literacy and music reading abilities as well as proper vocal technique to build confidence through public performance(s). May be repeated for credit. Instructional Method: Lecture/Discussion Prerequisite: Instructor Permission.

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 - 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. Prerequisite: NPSE-9202

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 - 3099 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. Prerequisite: Admission to the Nursing major Corequisite: Take NURS-3150

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: NURS-3099.

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. Prerequisite: NURS-3099 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. Prerequisite: NURS-3099 and 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: 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. Prerequisite: NURS-3099 and a Statistics course.

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. Prerequisite: NURS-3099, NURS-3150, NURS-3160, and NURS-3170. Corequisite: 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. Prerequisite: NURS-3099, NURS-3150, NURS-3160, and NURS-3300. Corequisite: 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: 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: 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: 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. Prerequisite: NURS-5510, NURS-5520 and take ADDS-5500 or NURS-5500.

NURS - 6102 Connecting Nursing Leadership & Innovation across the Globe (3)

Explores for profit, not-for-profit and several other agencies both nationally and internationally. Provides nursing students with an array of leadership innovative experiences at local, state, national, and international levels in health care. Instructional Method: Offered online and study abroad site during fall semester. Prerequisite: None, but course restricted to students in undergraduate, graduate and doctoral nursing programs who have completed their core nursing courses. Must hold RN license to enroll in this course and have personal malpractice liability insurance.

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 - 7101 Organization Leadership for Nurse Executives (3)

Explores conceptual and factual problems and issues of the U.S. healthcare delivery systems including the impacts of health-related behaviors on the structure, function and cost of the health care delivery system. Other emerging and recurrent issues related to organization leadership are considered. Instructional Method: Offered Fully Online during Fall and/or Spring semesters.

NURS - 7109 Informatics for Nurse Executives (3)

Provides graduate students with experience to think in an expansive, open and innovative way about technology. Used as another tool for improving the quality of care. Explores methods to build a platform at a nurse executive level and for effective and efficient deployment of information technology. Utilizes online teaching strategies. Instructional Method: Offered online during the fall semester. Equivalent to: HLAD - 7109 Health Care Informatics (3) Prerequisite: NURS-6145, NURS-8342, and NURS-7101 or equivalent courses.

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. Prerequisite: NURS-6145 and 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. Prerequisite: NURS-6145 and 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. Prerequisite: NURS-6145

NURS - 7183 Documentation for Advanced Practice Nurses (2)

Focuses on communication skills related to the documentation of encounters with clients for efficiency and effectiveness in determining the appropriate differential diagnosis for the client. Instructional Method: Online, Hybrid. Terms Offered: Fall, Spring. Corequisite: NURS-7180.

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. Must have an RN license in state of residence and personal malpractice liability insurance. Instructional Method: Online. Equivalent to NURS-803. Prerequisite: NURS-8102.

NURS - 8104 Quality Improvement and Innovation for Nurse Executives (3)

Provides graduate students with the collaborative knowledge of the concepts related to healthcare quality improvement and innovation. Focuses on the evidence-based practice and innovation paradigms. Instructional Method: Offered Fully Online during Fall and/or Spring semesters. Prerequisite: NURS-7101 and NURS-7109.

NURS - 8105 Human Resource Management for Nurse Executives (3)

Provides graduate students with the generalized concepts of human resource management. Highlights how different human resource functions are interrelated. Instructional Method: Offered Fully Online during Fall and/or Spring semesters. Prerequisite: NURS-7101 and NURS-7109.

NURS - 8106 Strategic Planning and Evaluation of Healthcare Programs (3)

Provides graduate students with tools to develop and implement healthcare related strategic plans. Enables students to focus on planning, implementing, monitoring, evaluating and measure outcomes of healthcare program. Instructional Method: Offered online. Semesters Offered: Fall and Spring. Equivalent to former course HLAD-8102. Restricted to those holding an RN license and a baccalaureate degree in nursing. Prerequisite: NURS-7101 and NURS-7109.

NURS - 8107 Gerontology Acute Care Alterations (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. Take previously or concurrently NURS-8102.

NURS - 8108 Gerontology Chronic Care Alterations (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. Take previously or concurrently 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. This course has 125 required clinical hours. Instructional Method: Offered online during Fall and Spring terms. Prerequisite: NURS-8102, NURS-8221, and NURS-8222. Corequisites: take concurrently 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. Instructional Method: Offered online during Spring and Summer terms. Prerequisite: NURS-8102, NURS-8221, and NURS-8222 can be taken concurrently. Corequisites: NURS-8103 and NURS-8111.

NURS - 8119 Clinical Practicum in Young 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 pregnant or pediatric/adolescent client as a family nurse practitioner. Instructional Method: Online. Prerequisite: NURS-8111, NURS-8112, NURS-8221, and NURS-8222. 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. Instructional Method: Online Prerequisite: NURS 8103, NURS 8111, and NURS 8112 Corequisite: NURS-8119

NURS - 8210 Gerontology I: Clinical Nurse Specialist Role Specialty (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. Prerequisite: NURS-8103 and NURS-8108.

NURS - 8221 Clinical Practicum in Family Nurse Practitioner Role (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. Prerequisite: 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 the family nurse practitioner (FNP) students a platform to explore the competencies and enact the role of the FNP. The course highlights a sound conceptual basis for practice and an appreciation for evidence-based care. Emphasizes using evidence-based practice frameworks to accurately assess and manage most common acute and chronic illnesses and evaluate outcomes. Students work with a variety of clients in the primary care setting with course faculty oversight and clinical preceptor supervision. Instructional Method: Online. Prerequisite: NURS-6145, NURS-6150, NURS-7180, NURS-7181, and NURS-7182. Corequisites: NURS-8221 and NURS-8102.

NURS - 8342 Professional Writing For Nurse Executives (3)

Provides practical experience with requirements of professional writing and documentation. Professional writing skills are essential for effective nurse executives. Explores methods to build a platform as a professional writer at the nurse executive level and for publication. Utilizes online teaching strategies. Instructional Method: Online.

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. Offered in both face to face and online course formats. Equivalent to NURS-835. Prerequisite: 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. Prerequisite: NURS-8102, NURS-8103, and 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. Emphasis on advanced leadership topics of regulatory compliance, diversity, social issues, policy development, and disaster preparedness. Equivalent to NURS-855. Prerequisite: NURS-6145, NURS-7182, HLAD-7101, HLAD-7109, and ONTL-5101. Corequisite course: NURS-8956.

NURS - 8701 Independent Study (Variable)

Provides individualized, guided learning experiences at the graduate level in a chosen area of concentration. The area of concentration selected should reflect both the role and the student's specific interests. Independent Studies can include reading, research, clinical practicum or project in nursing under the supervision of the faculty. Proposed work is outlined prior to registration and agreed upon by the student, faculty, program coordinator, and department chair/director. Instructional Method: Independent Study Fall, Spring, Summer. 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 and 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 - 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.

NURS - 8946 Gerontology II: Clinical Nurse Specialist 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: 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. Prerequisite: NURS-8119 and NURS-8120 and a minimum of 360 clinical hours; minimum grade of "B". 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. Instructional Method: Online. Terms Offered: Fall, Spring. Prerequisite: NURS-8119 and NURS-8120 with a minimum grade "B". Corequisite: NURS-8949.

NURS - 8956 Nursing Administration II: Practicum (3)

Applies advanced knowledge skills in advanced nursing leadership, theoretical perspectives and concepts unique to the role of nurse executive in the current healthcare environment. Applies evidence based nursing leadership practices on regulatory compliance, diversity, social issues, policy development, and disaster preparedness and innovation. Equivalent to NURS-856. Prerequisite: NURS-6145, NURS-7182, NURS 8102, NURS-8103, NURS-8350, NURS-8400, HLAD-7101, HLAD-7109, HLAD-8103, HLAD-8105, and ONTL-5101. 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. Prerequisite: DNP-8171, DNP-8172, DNP-8173, HLSC-7500, HLSC-8300, HLSC-8350 and take STAT-8260 or HLAD-7105. Corequisite: 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. Prerequisite: DNP-8171, HLSC-8300 and take STAT-8260 or HLAD-7105. Corequisite: 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. Prerequisite: 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. Prerequisite: DNP-9180, DNP-9181, and 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. Prerequisite: DNP-9180 and 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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 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 measurable, tangible, and deliverable academic product that is reviewed and evaluated by an academic committee. Prerequisite: DNP-9510, DNP-9520, DNP-9530, and 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. Prerequisite: 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. Prerequisite: 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: 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: DNP-9961.

NURS - 8610 Curriculum Development in Nursing (3)

Explores the curriculum development process, theories, and philosophical values from the perspective of nursing as a practice discipline. Examines the curriculum elements and factors that influence the achievement of nursing educational goals and outcomes. Focuses on standards and techniques used to design, deliver and evaluate a curriculum and program outcomes. Instructional Method: Hybrid. Summer. Equivalent to NURS-860. NURS-8611.

NURS - 8611 Instructional Methods in Nursing (3)

Explores the different teaching strategies, methods, technology, and evaluative approaches designed to foster a productive and effective teaching environment. Emphasizes nursing instructional strategies, assessment and evaluation methods, to facilitate learning in an educational or healthcare environment. Instructional Method: Hybrid. Summer. Equivalent to NURS-861. 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. Instructional Method: Hybrid. Fall. The course is designed for students who are in the Doctorate of Nursing Practice Program, Practitioner/Educator Option or master's nursing students with permission of the instructor and program coordinator. Prerequisite: NURS-8610 and NURS-8611.

Occupational Therapy

OCCT - 2400 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. Instructional Method: Online only. Equivalent to OCCT-400.

OCCT - 2500 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. Instructional Method: Online only. Equivalent to OCCT-440.

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 - 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 - 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: OCCT-6601.

OCCT - 6605 Graduate Studies in OT 1

Explores the graduate education practices and influences on student learning including professional, ethical, and value-based development of the graduate student. Master of Occupational Therapy Program and university policies and expectations will be explored. Engages students in leadership, groups, and organizations at local, state, and national levels. Instructional Method: LD Lecture-Discussion Summer Restricted to students accepted into the Master of Occupational Therapy Program.

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: OCCT-6601.

OCCT - 6612 Gross Anatomy II Laboratory (1)

Provides detailed dissection on human cadavers that parallels the topics covered in OCCT-6611. Prerequisite: OCCT-6602.

OCCT - 6615 Functional Anatomy (4)

Explores the relationship between structural design and functional capabilities needed for occupational performance. Topics include anatomy, biomechanical, neuromuscular, and sensory principles and effects on occupational performance as they relate to specific motor skills; an introduction of the etiology, symptoms, diagnosis, and related treatment of different orthopedic conditions across the lifespan; and influence on occupational performance skills. Instructional Method: Lecture-Discussion. Summer. OCCT-6616.

OCCT - 6616 Functional Anatomy Lab (1)

Focuses on the practical application of Occupation-Based Anatomy course content including: identification of topical and structural landmarks, palpation, range of motion assessment, manual muscle testing, sensation testing, balance testing, and safe patient handling techniques including functional movement transitions. This course will also explore the occupational and clinical perspectives of how an understanding of anatomy informs Occupational Therapy practice. Instructional Method: Lab. Summer. OCCT-6615.

OCCT - 6625 Neuroscience for OT (3)

Explores the structural components and function of the nervous system and how neurologic dysfunctions impact occupational performance with an emphasis on functional performance (including auditory visual, somatosensory, impulse control, memory, learning, executive functioning, and engagement in meaningful life roles). The structure and function of nervous system cells, nervous system development and plasticity, as well as the organization and function of the brain, brainstem and spinal cord are emphasized. Topics include the etiology, symptoms, and diagnosis of neurological conditions across the lifespan and their influence on occupational performance skills. Instructional Method: Lecture-Discussion. Fall. Prerequisite: OCCT-6615.

OCCT - 6626 Neuroscience for Occupational Therapy (3)

This course is a comprehensive study of the neurosciences, focusing on the neuroanatomy and neurophysiology of the sensory and motor systems. The structure and function of nervous system cells, nervous system development and plasticity, as well as the organization and function of the brain, brainstem and spinal cord are emphasized. Other topics include the neuromuscular junction, sensory-motor integration through the basal ganglia and cerebellum, ascending and descending pathways in the spinal cord, the anatomy and function of the special senses, and structural context for higher-order functions such as language and cognition. Instructional Method: Lecture-Discussion. Term Offered: Fall. Prerequisite: OCCT-6611, OCCT-6612. Corequisite: OCCT 6627.

OCCT - 6627 Neuroscience for Occupational Therapy (3)

This course is a comprehensive study of the neurosciences, focusing on the neuroanatomy and neurophysiology of the sensory and motor systems. The structure and function of nervous system cells, nervous system development and plasticity, as well as the organization and function of the brain, brainstem and spinal cord are emphasized. Other topics include the neuromuscular junction, sensory-motor integration through the basal ganglia and cerebellum, ascending and descending pathways in the spinal cord, the anatomy and function of the special senses, and structural context for higher-order functions such as language and cognition. Instructional Method: Face-to-Face. Semester Offered: Fall term. Corequisite: OCCT - 6628.

OCCT - 6628 Neuroscience for Occupational Therapy Laboratory (1)

This course parallels the topics covered in Neuroscience OCCT6626, with a focus on neuroanatomy. Structural components of the central and peripheral nervous system, including meninges, blood supply, ventricles, surface of the cerebrum, brainstem, cranial nerves, basal ganglia, cerebellum, and sensory and motor pathways will be emphasized. Laboratory studies in this course will include human brain specimen dissection. Instructional Method: Face-to-Face. Semester Offered: Fall. Corequisite: OCCT - 6627 or permission of instructor.

OCCT - 6704 OT Foundations (3)

Examines the occupational therapy profession with an emphasis on the history, philosophy, theoretical perspectives, and ethical and practical considerations. Topics include professional development, the American Occupational Therapy Code of Ethics, Occupational Therapy Practice Framework: Domain and Process, and how to describe occupational therapy to clients, caregivers, family, and communities. Instructional Method: Lecture-Discussion. Summer. Restricted to students accepted in the Master of Occupational Therapy Program.

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: Complete OCCT-6705 and admission to the Master of Occupational Therapy Program or permission of instructor.

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 - 6732 Models of Practice (3)

Examines theoretical basis of occupational therapy practice with an emphasis on specific occupational therapy models of practice. Topics include the occupational therapist perspective of human behavior, the environment, and the influence of occupation and social determinants on health; models will relate to the occupational therapy process; and the components of models and frames of reference in relation to improved occupational performance. Instructional Method: Lecture-Discussion. Fall. Prerequisite: OCCT-6704.

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. Prerequisite: OCCT-6730 and 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: Complete OCCT-6705 and admission to the Master of Occupational Therapy Program or permission of instructor.

OCCT - 7116 Foundations of Peds OT (3)

Explores the identification, etiology, progression, and prognosis of congenital, developmental, medical, and psychosocial influences upon occupational performance with particular focus on the pediatric population of infants through adolescents. Topics include the exploration of the development and the impact of disability on participation including environmental factors and occupational performance; the influence of policy and legislation; and the implementation of the occupational therapy process for service delivery in various practice settings while utilizing evidence-based practice and occupation-based models and frames of references Instructional Method: Lecture-Discussion. Spring. Prerequisite: OCCT-7140.

OCCT - 7117 Foundations of Adult OT (3)

Explores the identification, etiology, progression, and prognosis of congenital, developmental, medical, and psychosocial influences upon occupational performance with particular focus on the adult population of young adults through senescence. Topics include the exploration of the development and the impact of disability on participation including environmental factors and occupational performance; the influence of policy and legislation; and the implementation of the occupational therapy process for service delivery in various practice settings while utilizing evidence-based practice and occupation-based models and frames of references. Instructional Method: Lecture-Discussion. Summer. Prerequisite: OCCT-7116.

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: OCCT-7110 and admission to the Master of Occupational Therapy Program or permission of instructor.

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. Prerequisite: OCCT-7120; Admission to MOT Program or Instructor Permission.

OCCT - 7140 OT Foundations II (3)

Explores the in-depth understanding of the occupational therapy process, ethical standards, and the AOTA Occupational Therapy Practice Framework: Domain and Process. Topics include occupational profiles, activity analysis, occupational performance analysis, and evaluation; understanding the role of the occupational therapy practitioner in assessment/evaluation (including modifying or grading an activity, and documentation of the results); and utilizing screening, standardized and non-standardized tools to assess individual, occupational, environmental factors and ethical considerations. Instructional Method: Lecture-Discussion. Fall. Prerequisite: OCCT-6704.

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: OCCT-6706, OCCT-7740, and 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: OCCT-7210. Corequisite: OCCT-7810 and 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: OCCT-7220. Corequisite: OCCT-7820 and OCCT-7821.

OCCT - 7240 Level IA - Psychosocial (1)

Engages in Level 1A- Psychosocial Practice with an emphasis on occupational therapy practice including health promotion and well-being. This course is designed to enhance student's application and clinical reasoning skills of course material through clinical experiences. Students will follow the OT Process while addressing the psychosocial/behavioral health/social factors that affect occupational engagement and performance of children and youth, adults, or older adults. Students will observe and participate in evaluation and intervention while demonstrating development of therapeutic use of self, professional ethics, values and responsibilities. Instructional Method: Lecture-Discussion. Term Offered: Spring. Prerequisite: OCCT-7140. OCCT-7720 and OCCT-7721.

OCCT - 7250 Level IB - Pediatric Practice (1)

Engages in Level 1B - Pediatric Practice with an emphasis on occupational therapy practice including health promotion and well-being. This course is designed to enhance student's application and clinical reasoning skills of course material through clinical experiences. Students will follow the OT Process while addressing the person and environmental factors that affect occupational engagement and performance of infants, children and adolescents. Students will observe and participate in evaluations and interventions while demonstrating development of therapeutic use of self, professional ethics, values and responsibilities. The course grade is a pass/fail. Instructional Method: Lecture-Discussion. Terms Offered: Summer. Prerequisite: OCCT 7716. Corequisite: OCCT-7805 and OCCT-7806.

OCCT - 7260 Level IC - Adult Practice (1)

Engage in Level IC - Adult Practice with an emphasis on occupational therapy practice including health promotion and well-being. This course is designed to enhance student's application and clinical reasoning skills of course material through clinical experiences. Students will follow the OT Process while addressing the person and environmental factors that affect occupational engagement and performance of adults and older adults. Students will observe and participate in evaluation and intervention while demonstrating development of therapeutic use of self, professional ethics, values and responsibilities. The course grade is a pass/fail. Instructional Method: Lecture-Discussion. Terms Offered: Fall. Prerequisite: OCCT-7117. Corequisite: OCCT-7815 and OCCT-7816.

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: OCCT-6611, OCCT-6612 and admission to the Master of Occupational Therapy Program or permission of instructor

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: OCCT-6611 and OCCT-6612.

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: OCCT-7705 and OCCT-7715. Corequisite: OCCT-7716

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: OCCT-6706 .

OCCT - 7710 Movement for Occupation (3)

Explores the relationship between biomechanics and kinesiology with an emphasis on understanding and analysis of movement during occupational performance. Topics include functional transfers, wound management, orthotics, orthotics fabrication, taping, tissue mobilization, lymphedema, myofascial release, and evaluation and documentation. Instructional Method: Lecture-Discussion. Fall. Prerequisite: OCCT-6615 and OCCT-6616. Corequisite: OCCT-7711.

OCCT - 7711 Movement for Occupation Lab (1)

Provides multi modal experiences and application of principles covered in the Movement for Occupation course. Instructional Method: Lab. Fall. Prerequisite: OCCT-6615 and OCCT-6616. Corequisite: OCCT-7710.

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 and OCCT-6612.

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: OCCT-7705 and OCCT-7715.

OCCT - 7720 Psych A & I (3)

Provides application and syntheses of psychosocial assessment and intervention to support the participation, performance and wellbeing of the population in various settings. Major topics include professional reasoning through integration and application of knowledge and evidence; understanding the roles of family members and other professionals; problem-solving complex cases of personal, environmental/contextual, cultural and social factors; problem identification; assessment; intervention planning and documentation. Instructional Method: Lecture-Discussion. Spring. Prerequisite: OCCT-7140. OCCT-7721.

OCCT - 7721 Psych A & I Lab (1)

Provides multi modal learning experiences and application of principles covered in the Psychosocial Assessment and Intervention course. Instructional Method: Lab. Spring. Prerequisite: OCCT-7140. OCCT-7720.

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. Prerequisite: 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. Prerequisite: 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. Prerequisite: OCCT-6706 and OCCT-6730. Corequisite: OCCT-7742 and 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: OCCT-7210 and 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.

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: OCCT-7750, or request instructor permission.

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: OCCT-7760.

OCCT - 7785 Health Promo, Wellness, Prev (3)

Examines the concepts of health as it pertains to individuals, communities, systems, organizations, and populations. Topics include concepts of social justice and barriers impacting occupational participation; concepts of disease, illness, and dysfunction within the models of health, wellness, and prevention for persons, groups, and populations;

and analysis of scientific evidence on the health promoting influence of occupations. Instructional Method: Lecture-Discussion. Fall. Prerequisite: OCCT-7117.

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. Prerequisite: OCCT-6730.

OCCT - 7795 Research (3)

Explores the foundation of fundamental research. Topics include tools to locate and appraise evidence; designing clinical research in occupational therapy; analysis of current professional research, methodologies, and design; literature searches; methods of research design and data collection; and research methods and statistical designs used in clinical research to help develop logical thinking, critical analysis, problem solving and creativity. Instructional Method: Lecture-Discussion. Spring. Prerequisite: OCCT-7140.

OCCT - 7805 Pediatric A & I (3)

Provides application and syntheses of pediatric assessment and intervention to support the participation, performance and wellbeing of infants, toddlers, children, and adolescents in various settings. Major topics include professional reasoning through integration and application of knowledge and evidence; understanding the roles of family members and other professionals; problem solving complex cases of person, environmental/contextual, cultural and social factors; problem identification; assessment; intervention planning and documentation. Instructional Method: Lecture-Discussion. Summer. Prerequisite: OCCT-7116. OCCT-7806.

OCCT - 7806 Pediatric A&I Lab (1)

Provides multi modal experiences and application of principles covered in the Pediatric Assessment and Intervention course. Instructional Method: Lab. Summer. Prerequisite: OCCT-7116. OCCT-7805.

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: OCCT-7210 and OCCT-7750. Corequisite: 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: OCCT-7750. Corequisite: OCCT-7220 and OCCT-7810.

OCCT - 7815 Adult A&I (3)

Provides application and syntheses of adult assessment and intervention to support the participation, performance and wellbeing of adults in various settings. Major topics include professional reasoning through integration and application of knowledge and evidence; understanding the roles of family members and other professionals; problem solving complex cases of person, environmental/contextual, cultural and social factors; problem identification; assessment; intervention planning and documentation. Instructional Method: Lecture-Discussion. Fall. Prerequisite: OCCT-7117. OCCT-7816.

OCCT - 7816 Adult A&I Lab (1)

Provides multi modal experiences and application of principles covered in the Adult Assessment and Intervention course. Instructional Method: Lab. Fall. Prerequisite: OCCT-7117. OCCT-7815.

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: OCCT-7220 and OCCT-7760. Corequisite: 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: OCCT-7220, OCCT-7810, OCCT-7811, and OCCT-7760. Corequisite: OCCT-7230, OCCT-7820.

OCCT - 7825 Aging (2)

Examines the conditions and environmental factors that impact occupational performance with a focus on the older adult population, the well elderly, those with dementia, and end of life. Applies clinical reasoning skills to problem identification and ethical decision-making using cases with physical, psychological, cognitive and contextual factors to support aging in place, dementia care, and dealing with loss. Emphasizes the integration of the caregiver. Major topics include the various adult practice settings; critical analysis of the older adult population through assessment and intervention approaches; documentation; and policies influencing practice. Instructional Method: Lecture-Discussion. Fall. **RESTRICTIONS:** Must be accepted in the Master of Occupational Therapy Program to enroll in this course. Prerequisite: OCCT-7117.

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. Prerequisite: OCCT-7750 or instructor permission.

OCCT - 7832 Assistive Technology (3)

Examines the principles of assistive and rehabilitation technology and the environmental adaptations that improve occupational performance and participation across the lifespan. Major topics include how to appropriately select and use high and low assistive technology (relating to concerns involving vision, hearing, communication, mobility, motor, sensory, and cognition); driver rehabilitation; community access; ergonomics; telehealth; distance communication; and service delivery models. Instructional Method: Lecture-Discussion. Summer. Prerequisite: OCCT-7710.

OCCT - 7833 Seminar in PAMS (1)

Focuses on the use of physical agent modalities in occupational therapy practice through didactic training. These modalities are used as adjunctive methods to promote occupational performance in purposeful activities. Instructional Method: Lecture-Discussion. Fall. Prerequisite: OCCT-7832.

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: 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: OCCT-7220.

OCCT - 7845 Leadership and Management (3)

Explores the language and practice of management, regulations, systems and organization in occupational therapy practice. Major topics include leadership, supervision styles, policy mandates, marketing, program evaluation, enhancement, development, certification, licensure issues, the importance of political involvement, and the relationship between health and human service policies and personal leadership in traditional and emerging areas of occupational therapy practice. Instructional Method: Lecture-Discussion. Fall. Prerequisite: OCCT-7117.

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 - 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.

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: 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.

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.

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. Prerequisite: OCCT-8310.

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: 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: 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: OCCT-8520.

OCCT - 8705 Seminar I (1)

Facilitates the Doctoral experience. Students explore and reflect on the demanding aspects of the Professional Scholar and methods for navigating challenges within the OT Profession. During this seminar, students explore individual research interests and progress toward a research topic. Instructional Method: Online Spring

OCCT - 8710 Seminar II (1)

Explores the evidence for developing a research vision. Critical appraisals of the literature and concept mapping will be used to conceptualize the topic of focus toward capstone vision. Instructional Method: Online
Summer Prerequisite: OCCT 8705, OCCT 9205, OCCT-9210.

OCCT - 8715 Seminar III (1)

Guides students to develop a research plan supported by a completed literature review that will be utilized for the Capstone project. Introduction to research ethics and compliance procedures. IRB, CITI training, and grant funding will be explored and completed. Instructional Method: Online. Fall Prerequisite: OCCT 8705, OCCT 8710, OCCT 9205, OCCT 9210, OCCT 9340, and OCCT 9345 with a minimum grade of B-.

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: OCCT-7790.

OCCT - 8905 Independent Research Study (3)

Focuses on the implementation of a master's project. Self-directed activities will culminate in a formal presentation of project results. Students will present in a professional format, such as a scientific poster or manuscript for publication. Instructional Method: Thesis-Project. Summer. Prerequisite: OCCT-7795.

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. Prerequisite: OCCT-7230, OCCT-7820, and OCCT-7821.

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: OCCT-7830.

OCCT - 8945 Professional Seminar (1)

Applies professional development concepts for service delivery, leadership, management and entry-level practice. Major topics include liability issues in service provision; varied roles of occupational therapist providing service on contractual basis; principles of instructional design, teaching and learning; legal and ethical supervision; evaluation of systems that relate to federal and state legislation; regulations of applicable national requirements for credentialing, licensure, federal and state certification; and quality management, quality of services and direct administrative changes. Includes NBCOT preparation. Instructional Method: Lecture-Discussion. Summer. Prerequisite: OCCT-8950. Corequisite: OCCT-8960.

OCCT - 8950 Fieldwork Level II A (8)

Applies an in-depth period of supervised fieldwork experience to allow application of higher-level critical reasoning skills to plan and provide occupation-based and occupation-focused services. 24 weeks of Level II fieldwork of experience is mandated by the Accreditation Council of Occupational Therapy Education (ACOTE). Consists of 2 12week supervised practical experience with a full-time or equivalent clinical site placement. Instructional Method: Supervisory. Spring. This is an existing course with only a course number change. The old syllabus is attached to be reviewed. Prerequisite: OCCT-7260.

OCCT - 8960 Fieldwork Level IIB (8)

Applies an in-depth period of supervised fieldwork experience to facilitate application of higher-level critical reasoning skills to plan and provide occupation-based and occupation-focused services. The focus of the fieldwork experience is the acquisition and application of knowledge and theoretical concepts in the practice of occupational therapy. Instructional Method: Supervisory. Terms Offered: Summer. This is an existing course with only a course number change. The old syllabus is attached to be reviewed. Prerequisite: OCCT-8950. Corequisite: OCCT-8945.

OCCT - 9205 Advanced OT Models, Concepts and Application (3)

Explores the underlying precepts that support assumptions in the meaning of Occupation. The student will explore the current evidence that provides the rationale for what creates a positive occupation-based outcome for the individuals, groups, populations, communities, and organizations that are served. Utilization of models and theories will be analyzed. Instructional Method: Online Spring.

OCCT - 9210 Advanced Research in OT (3)

Provides students 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. Instructional Method: Online Spring Admission in the first semester of the DrOT program and permission of the instructor.

OCCT - 9340 Leadership and Advocacy in OT (3)

Explores the multi-dimensional paradigm of leadership from a personal, professional, departmental, organizational, and societal perspective. Identifies the types of leadership and the tools to enact and develop outcomes of leadership. Students will create an opportunity to explore and embed themselves in an environmental exploration of leadership. Students will explore the ethical obligation to advocate for social justice for all persons, groups, and populations. Instructional Method: Online Summer Prerequisite: OCCT 8705, OCCT 9205, and OCCT 9210 with a minimum grade of "B-".

OCCT - 9345 Evidence-based Practice and Innovation (3)

Examines the central concepts that are embedded in occupational therapy practice to uncover the research evidence that supports critical decision making and reimbursement of services. Students use critical reflection to evaluate how occupation is validated and outcomes are measured in various contexts of health care, academia, community, political and social systems. Explores current, emerging and future practice environments, stakeholders, ethical and cultural perspectives to investigate best practice. Instructional Method: Online Summer Prerequisite: OCCT 7805, OCCT 9205, and OCCT 9210 with a minimum grade of B- and permission of the instructor.

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.

OCCT - 9992 Applied Scholarship I (3)

Engages students in the research plan to finalize the Introduction, Review of the Literature, and Methodology for the final research paper. Submission to IRB will be completed. Instructional Method: Online. Term Offered: Spring. Prerequisite: OCCT 8715, ONTL 6101, and ONTL 6201 with a minimum grade of "B-".

OCCT - 9995 Applied Scholarship II (3)

Engages students in the research plan to collect data, analyze data, and finalize results for final research paper. Instructional Method: Online. Term Offered: Summer. Prerequisite: OCCT 8715, ONTL 6101, and ONTL 6201 with a minimum grade of "B-".

OCCT - 9997 Directed Scholarship (3)

Provides additional time, if needed, beyond the Capstone (OCCT 9999) in order to complete the doctoral requirements: defend research; submit manuscript to peer reviewed journal; and submit to present research at State or National level conference. Instructional Method: Online. Term Offered: Upon Request. Prerequisite: OCCT-9999.

OCCT - 9999 Capstone (3)

Guides students through the completion of Capstone Defense; submit manuscript to peer reviewed journal to acceptance; and submit to present research at State or National level conference. Instructional Method: Online. Term Offered: Fall. Prerequisite: OCCT 9995 with a minimum grade of "B-".

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 Teaching (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. Instructional Method: Online.

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. Instructional Method: Online. Prerequisite: Admission to the Certificate in Online Teaching program. Successful completion of ONTL-6101.

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. Instructional Method: Online. Prerequisite: Admission to the Certificate in Online Teaching program. Completion of the following courses with a grade of "B" or better: ONTL-6101 and ONTL-6201.

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. Instructional Method: Online. Prerequisite: Admission to the Certificate in Online Teaching program. Successful completion of the following course with a grade of "B" or better: ONTL-6201.

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. Instructional Method: Online. Prerequisite: Admission to the Certificate in Online Teaching program. Completion of the following courses with a grade of "B" or better: ONTL-6101, ONTL-6201, ONTL-6850.

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. Instructional Method: Online. Prerequisite: Admission to the Certificate in Online Teaching and Learning Program. Completion of the following courses with a grade of "B" or better: ONTL - 6101, ONTL - 6201, ONTL - 6850, and ONTL - 7101.

Philosophy

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.

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. IAI Gen Ed: H4 900.

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. IAI Gen Ed: H4 904. 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. IAI Gen Ed: H4 906. 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. IAI Gen Ed: H5 904N. 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. IAI Gen Ed: H4 905.

PHIL - 3101 Studies in Philosophy (3)

Explores basic judgments, arguments, and dialects on the nature of persons, God, society, government, freedom, knowledge, and the natural world, toward clarifying the issues at the core of these philosophical controversies.

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. IAI Gen Ed: H4 904.

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.

PHIL - 3535 Ethics in Sports (3)

Examines sports from a philosophical perspective, with special focus on ethics, fairness, and exploitation in sports today. Topics include sports and race, gender, and disability, performance enhancement, politics and corruption, and the rights of college athletes. Instructional Method: Offered Face-to-Face, Hybrid, Fully Online.

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 Method and Values in Science (3)

Provides a philosophical investigation of the theories, methods, and values at work in scientific research. This course explores the relationships between theory and evidence, pure and applied research, scientific and social values, and the similarities and differences between scientific methodology and everyday reasoning. Instructional Method: Lecture-Discussion, Online. Fall Prerequisite: At least one previous course in philosophy or the natural sciences.

PHIL - 4000 Topics in Philosophy (3)

Investigates specific topics in philosophy, with either a particular historical or thematic philosophical focus, as determined by the affiliated instructor teaching the course. Instructional Method: Lecture-Discussion, Online. Terms Offered: Spring/Summer/Fall.

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); 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 - 4319 Women In Philosophy (3)

Surveys the contributions made by women to both classic and contemporary philosophy, on such topics as knowledge and belief, justice and oppression, ethics, free will, and the nature of reality. Instructional Method: Face-to-Face.

PHIL - 4344 Black And Africana Philosophy (3)

Explores the work of black philosophers and thinkers from the U.S., Caribbean, and throughout the African diaspora on topics including racial identity, solidarity, oppression, liberation, authenticity, beauty, justice and double consciousness. Instructional Method: Face-to-Face.

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: PHIL-1202 or PHIL-3101.

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-3101.

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. Prerequisite: PHIL 1886 , PHIL-3101 , 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. Instructional Method: Online. Equivalent to PHYT-320.

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.

PHYT - 6601 Gross Anatomy I (2)

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. Instructional Method: Lecture-Discussion Fall. Corequisite: PHYT-6602

PHYT - 6602 Gross Anatomy I Laboratory (1)

Initiates detailed dissection of human cadavers paralleling the topics covered in PHYT6601. Regions of the trunk and upper extremity are emphasized. Fall. Corequisite: PHYT-6601 or permission of the instructor.

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. Prerequisite: PHYT-6601 and PHYT-6602.

PHYT - 6612 Gross Anatomy II Laboratory (1)

Provides detailed dissection on human cadavers that parallels the topics covered in BIOL-7711 or PHYT-6611. Equivalent to PHYT-612. Corequisite: PHYT-6611.

PHYT - 6626 Neuroscience for Physical Therapy (3)

This course is a comprehensive study of the neurosciences, focusing on the neuroanatomy and neurophysiology of the sensory and motor systems. The structure and function of nervous system cells, nervous system development and plasticity, as well as the organization and function of the brain, brainstem and spinal cord are emphasized. Other topics include the neuromuscular junction, sensory-motor integration through the basal ganglia and cerebellum, ascending and descending pathways in the spinal cord, the anatomy and function of the special senses, and structural context for higher-order functions such as language and cognition. Instructional Method: Lecture-Discussion. Term Offered: Fall. Prerequisite: PHYT 6627 BIOL-7701 and BIOL-7702 or take PHYT-6601 and PHYT-6602. PHYT 6627.

PHYT - 6627 Neuroscience for Physical Therapy Lab (1)

This course is a comprehensive study of the neurosciences, focusing on the neuroanatomy and neurophysiology of the sensory and motor systems. The structure and function of nervous system cells, nervous system development and plasticity, as well as the organization and function of the brain, brainstem and spinal cord are emphasized. Other topics include the neuromuscular junction, sensory-motor integration through the basal ganglia and cerebellum, ascending and descending pathways in the spinal cord, the anatomy and function of the special senses, and structural context for higher-order functions such as language and cognition. Instructional Method: Lecture-Discussion. Term Offered: Fall. Prerequisite: BIOL-7701 and BIOL-7702 or take PHYT-6601 and PHYT-6602.

PHYT - 6701 Patient Management I (1)

Examines foundational skills for patient screening and basic patient care techniques in physical therapy with emphasis on clinical decision-making strategies. Includes infection control procedures, professional behaviors and communication skills, fundamental documentation principles, body mechanics, screening of various body systems, adaptive/assistive devices and equipment, responding to emergencies in patient care settings, and patient handling techniques for basic functional mobility. Instructional Method: Lecture-Discussion Fall. Corequisite: PHYT- 6702.

PHYT - 6702 Patient Management I Laboratory (2)

Provides an opportunity to observe, practice, and become proficient in the performance of professional behaviors and patient care skills utilized in PHYT-6701. Instructional Method: Lecture-Discussion. Fall. Equivalent to PHYT-702. Corequisite: PHYT-6701.

PHYT - 6705 Movement Analysis I (2)

Applies concepts of gross anatomy to the human movement systems. This course examines the static and dynamic relationships between the function and structure of the trunk and upper extremity and their application to specific joint, region and/or whole movement system. Corequisite: PHYT-6706

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. Instructional Method: Lab Fall. Equivalent to PHYT-706. Corequisite: 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. Corequisites: Take previously or concurrently - BIOL-7706, BIOL-7707, PHYT-6701, PHYT-6702, PHYT-6705, PHYT-6706, and PHYT-6627.

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. Prerequisite: PHYT-6701 and PHYT-6702. Corequisite: 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: 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. Prerequisite: PHYT-6705 and PHYT-6706. Corequisite: 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: 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: PHYT-6710. Corequisite: BIOL-7716, PHYT-6711, PHYT-6712, PHYT-6715, PHYT-6716, and PHYT-6724.

PHYT - 6721 Patient Management III Lecture (2)

Covers the selection and administration of assessment and screening techniques, outcome measures, and use of therapeutic interventions in physical therapy practice with a variety of PT diagnoses. Principles of motor control and patient self-efficacy impacting effective patient instruction will be applied to therapeutic interventions focusing on topics including but not limited to soft tissue mobilization, strength, endurance, balance, and flexibility. Equivalent to PHYT-721. Prerequisite: PHYT-6711 and PHYT-6712. Corequisite: PHYT-6722.

PHYT - 6722 Patient Management III Laboratory (1)

Provides an opportunity for students to observe, practice and become proficient in the selection and administration of assessment and screening techniques, outcome measures, and use of therapeutic interventions in physical therapy practice with a variety of PT diagnoses. Equivalent to PHYT-722. Prerequisite: PHYT - 6711 and PHYT - 6712. Corequisite: 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. Prerequisite: BIOL-7706 and 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. Prerequisite: PHYT-6611, PHYT-6612, PHYT-6715, and PHYT-6716.

PHYT - 6743 Evidence Informed Practice I (2)

Provides the student with the foundational knowledge and skills to critically read published scientific and clinical research which is needed to guide evidence-informed clinical practice. Evaluation of the strengths and limitations of

the research will be emphasized, including major themes of research, such as study design, methodology, measurement, data analysis, and validity. Instructional Method: Online. Term Offered: Fall.

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: BIOL-7716. Corequisite: 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: 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: 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: 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. Prerequisite: PHYT-6715 and PHYT-6716. Corequisite: 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 PA Lab (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. Instructional Method: Lab Fall Equivalent to PHYT-727. Corequisite course: PHYT-7728.

PHYT - 7728 PA in PT (1)

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. Instructional Method: Lecture-Discussion Fall. Equivalent to PHYT-728. Corequisite: PHYT-7727.

PHYT - 7729 Clinical Experience I (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. Prerequisite: PHYT-6711, PHYT-6712, and 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: PHYT-6720. Corequisite: PHYT-7717, PHYT-7718, PHYT-7727, PHYT-7728, PHYT-7755, PHYT-7756, and PHYT-7757.

PHYT - 7737 Clinical Orthopedics II (2)

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. Prerequisite: PHYT-7717 and 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: PHYT-7730. Corequisite: PHYT-7737, PHYT-7738, PHYT-7762, PHYT-7766, PHYT-7767, and PHYT-7772.

PHYT - 7750 Preparation for Clinical Experiences in Physical Therapy I (2)

This course augments the foundational physical therapy didactic coursework and facilitates the student's understanding and application skills acquired in previous coursework. As students complete structured engagement activities, the student develops an understanding of the professional behaviors and expectations surrounding self-efficacy, clinical reasoning and skill level required for successful completion of the upcoming clinical experiences. Structured engagement activities include: simulated patient/client scenarios, clinical instructors and faculty mentors within the classroom setting. Instructional Method: Lecture-Discussion. Due to the restructuring of the PT clinical education curriculum (previously approved and implemented in Fall of 2022), this clinical education preparation course in addition to the second in a series (Preparation for clinical experiences in Physical Therapy II) became necessary to maintain the credit hour requirements for the full curriculum. To bring the current cohorts up to date, this course will need to be offered in Spring of 2022, and then once the cohorts are caught up, the proper sequence of this course will be the fall semester with the second course being offered in the spring semester prior to the students encountering their first clinical experience in the summer semester. This course is for students enrolled in the Doctor of Physical Therapy program Prerequisite: PHYT-6711, PHYT-6712, PHYT-6720.

PHYT - 7751 Clinical Experience I (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. Instructional Method: Supervisory. Term Offered: Summer. Prerequisite: PHYT-6711, PHYT-6712, PHYT-6720.

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. Prerequisite: PHYT-6745 and 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. Prerequisite: PHYT-6721, and 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. Prerequisite: PHYT-6721 and 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. Prerequisite: BIOL-7716, PHYT-6711, PHYT-6712, PHYT-6721, and PHYT-6722.

PHYT - 7766 Neuroscience Therapeutics II (2)

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. Prerequisite: PHYT-7756 and PHYT-7757. Corequisite: 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: 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: 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. Prerequisite: PHYT-6715 and PHYT-6716.

PHYT - 7780 Physical Therapy in the Healthcare Team (2)

Introduces common healthcare settings relevant to the field of physical therapy. Focuses on professional standards observed in the common healthcare settings and current topics on going in the field. Equivalent to PHYT-780.

PHYT - 7782 Imaging for Physical Therapists 2

Introduces the role of diagnostic imaging as part of patient management. Covers common evaluation principles, specialized diagnostic imaging for musculoskeletal injuries and neurological testing procedures. Instructional Method: OL Online Lecture Summer term Equivalent to PHYT-782. Prerequisite: PHYT 7737 and 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. Prerequisite: BIOL-7716, PHYT-7737, PHYT-7738, PHYT-7766, and PHYT-7767.

PHYT - 7788 Comprehensive Patient Management (3)

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. Prerequisite: PHYT-7729, PHYT-7737, PHYT-7738, PHYT-7755, PHYT-7762, PHYT-7766, and 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. Prerequisite: PHYT-6790 and 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: 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. Prerequisite: 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: PHYT-8801.

PHYT - 8801 Clinical Experience 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-801. Prerequisite: PHYT-7780 and 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. Prerequisite: PHYT-7780 and PHYT-7788. Corequisite course: PHYT-8801.

PHYT - 8803 Clinical Experience 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-803. Prerequisite: PHYT-8801 and 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. Prerequisite: PHYT-8801 and PHYT-8802. Corequisite course: PHYT-8803.

PHYT - 8810 Preparation for Clinical Experiences in Physical Therapy II (1)

This course is the second course in a series of two course that augments the didactic coursework in the physical therapy program and facilitates the student's understanding and application of skills acquired in previous coursework. As students complete structured engagement activities, the student develops a deeper understanding of the professional behaviors and expectations surrounding self-efficacy, clinical reasoning and skill level required for successful completion of the upcoming clinical experiences. Structured engagement activities include: simulated patient/client scenarios, clinical instructors and faculty mentors within the classroom setting. Instructional Method: Lecture-Discussion. Term Offered: Spring of the students second year. Doctor of Physical Therapy Students only. Prerequisite: PHYT-7750, PHYT-7751.

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. Prerequisite: PHYT-8801 and PHYT-8802.

PHYT - 8820 Clinical Experience II (4)

Emphasizes the application of physical therapy skills through 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. Instructional Method: Supervisory. Term Offered: Summer. Prerequisite: PHYT-7780, PHYT-7788. PHYT-8802.

PHYT - 8830 Clinical Experience III (4)

Emphasizes the application of basic physical therapy skills through 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. Instructional Method: Supervisory. Term Offered: Fall. Prerequisite: PHYT-8802, PHYT-8820. PHYT-8804.

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: 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. Prerequisite: PHYT-6743, PHYT-8801.

PHYT - 9805 Clinical Experience IV (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. Prerequisite: PHYT-8803, PHYT-9783.

PHYT - 9807 Clinical Experience V (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. Prerequisite: PHYT-8803, PHYT-9783. 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 - 9810 Clinical Experience IV (6)

Emphasizes the application of physical therapy skills through 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. Instructional Method: Supervisory. Term Offered: Spring. Prerequisite: PHYT-8830, PHYT-9783.

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: 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. IAI Gen Ed: P1 900. Equivalent to PHYS-302.

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. IAI Gen Ed : P1 900L. Equivalent to PHYS-303.

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. IAI Gen Ed: P1 900. Equivalent to PHYS-3141

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. IAI Gen Ed: P1 900L. Equivalent to PHYS-3142

PHYS - 2143 Intermediate Physics II (3)

The areas of physics covered in this course include wave motion, electricity, magnetism, light, and optics. Equivalent to PHYS-3143 Prerequisite: 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. Equivalent to: PHYS-3144

PHYS - 2171 University Physics I (3)

Application of calculus to topics of kinematics, forces, energy, momentum, rotational motion, and thermodynamics. IAI Gen Ed: P1 900L. Instructional Method: Face-to-Face. Equivalent to PHYS-3171, PHYS-372. Prerequisite: MATH-2290.

PHYS - 2172 University Physics I Lab (1)

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. IAI Gen Ed P1 900L. Equivalent to PHYS-3182 Corequisite: 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. Prerequisite: PHYS-2171 and MATH-2292. Corequisite: PHYS-2182.

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. Equivalent to PHYS-3181 Corequisite: 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. IAI Gen Ed: P1 901.

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.

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: MATH-1423 or equivalent.

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: MATH-1423 or equivalent.

Political and Justice Studies

POJS - 6100 Theoretical Foundation of Political and Justice Studies (3)

Examines the basic theories and approaches of political and social justice studies, including competing theories of justice, theories of the state, class, race and gender conflict, and general issues of distribution in society.

POJS - 6120 Research Methods (3)

Examines the uses and objectives of empirical research in the social sciences, primary assumptions underlying the approaches, fundamental paradigms and current trends in empirical social science research methodologies.

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 - 6210 International Politics and the Global Economy (3)

Employs established international political theories of liberalism, realism, and Marxism/ Historical structuralism to examine the intersection of economic and political structures of power. Explores the changing relationship between multinational corporations and the nation-state, the limits and possibilities of state sovereignty under globalization, and the structures of power that contribute to poverty and inequality. Instructional Method: Face-to-Face, online, hybrid.

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.

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 research are applied through development of a survey instrument, quantitative data analysis, and proposal design. Equivalent to POJS-707. Prerequisite: PSJS-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.

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. Prerequisite: PSJS-6100 and PSJS-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: PSJS-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: PSJS-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: 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: 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. Prerequisite: POJS-8150, POJS-8190, and 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. Prerequisite: POLS-5150.

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: POJS-8300.

POJS - 8390 Challenges of Globalization (3)

Current theories, approaches and issues concerning the global system 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. Prerequisite: POJS-8300.

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 effect 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: PSJS-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. Prerequisite: POJS-8150, POJS-8190, POJS 8200, POJS-8210, POJS-8300, and 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.

PSJS - 6100 Theoretical Foundation of Political and Social Justice Studies (3)

Examines the basic theories and approaches of political and social 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-6100.

PSJS - 6120 Research Methods (3)

Examines the uses and objectives of empirical research in the social sciences, primary assumptions underlying the approaches, fundamental paradigms and current trends in empirical social science research methodologies. Equivalent to POJS-6120.

PSJS - 6150 Civil and Human Rights (3)

Examines civil and human rights from both domestic and international perspectives, within the contexts of legal and social equality and the broad contexts of culture and justice. 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. Equivalent to: POJS-6150

PSJS - 6170 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, including standard participant observational techniques and semi-structured interviews through exploratory methods, such as grounded theory and critical social research. Equivalent to: POJS-8170

PSJS - 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-6200

PSJS - 6210 International Politics and the Global Economy (3)

Employs established international political theories of liberalism, realism, and Marxism/ Historical structuralism to examine the intersection of economic and political structures of power. Explores the changing relationship between multinational corporations and the nation-state, the limits and possibilities of state sovereignty under globalization, and the structures of power that contribute to poverty and inequality.

PSJS - 6220 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-7220

PSJS - 6250 Community Justice (3)

Enables theoretical and practical consideration of the aspects of the justice system that comprise what community justice, including repairing harm, reducing risk, and empowering community. Examines community justice principles

and how they relate to restorative justice. Instructional Method: Lecture-Discussion, Online Fall, Spring, Summer
Equivalent to: POJS-6250 PSJS or CJUS graduate students, or with instructor permission

PSJS - 6300 Corporate Influence on Politics (3)

Examines 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 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-6300

PSJS - 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 toward the study of power, as well as analyses of the American political system as a resource for change and obstacles to change with particular reference to contemporary social movements. Equivalent to: POJS-6320

PSJS - 6330 Politics of the Middle East (3)

Examines Islamic civilization since the age of European expansion, imperialism, westernization, nationalism, and modernization.

PSJS - 6340 Politics of Latin America and the Caribbean (3)

Analyzes the evolution of Latin American and Caribbean political systems. Examines the social and economic context within which Latin American and Caribbean 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. Instructional Method: Lecture-Discussion, Online Fall, Spring and Summer Equivalent to: POJS-6340

PSJS - 6400 Politics of Gender and Sexuality (3)

Examines major theoretical approaches used in the study of sexuality and gender. Analyzes ways in which social institutions regulate the social construction of sexuality, with attention to gender, races, and class differences. Explores feminist social, political, and legal theories as frameworks for analysis, including feminist perspective on politics, crime leadership, and social change. Equivalent to: POJS-7400

PSJS - 6410 Race, Ethnicity, and Justice (3)

Explores interrelationships among race, ethnicity, and social justice today and throughout history, in the United States and in global contexts. Investigates forms of racial discourse, injustice, and resistance in civil-rights movements and colonial and post-colonial encounters.

PSJS - 6420 Borders, Borderlands, and Social Justice (3)

Examines borders and borderlands as unique locations for concerns regarding social justice, focusing on the flows of peoples and goods across borders, borderlands security, and borderlands policing in North America. Prerequisite: PSJS-6100.

PSJS - 6430 Liberation Theology and Social Justice (3)

Examines liberation-theology philosophies and social movements in their historical and political contexts, with an interdisciplinary approach to overlapping spiritual, cultural, and socioeconomic factors. Prerequisite: Prerequisite: PSJS-6100

PSJS - 6440 Environmental Justice (3)

Surveys theories, practices, and selected key issues related to environmental justice, including modern problems of environmental protection, regulation, policy, law, and inequity. Applies theories and study of major environmental problems through case studies and policy analysis. Instructional Method: Hybrid. Restriction: graduate standing.

PSJS - 6500 Academic and Professional Writing in Political and Social Justice Studies (3)

Facilitates improvement of student writing skills within the context of political and social justice studies. Surveys rhetorical strategies for different audiences, purposes, and types of writing of particular relevance to political and social justice studies.

PSJS - 6650 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.

PSJS - 7035 Politics of the United States (3)

Explores pivotal theories and current issues in American politics and policy, and examines the interaction between theories, practice, and outcomes in American political processes. Examines theories and justification of elitism, including comparison of political elites and interrelationships between recruitment, circulation, and democratic accountability in American politics. Equivalent to: POJS-7035

PSJS - 7036 Topics in Comparative and Global Politics (3)

Investigates current theories, approaches, and issues concerning the global political system. Equivalent to: POJS-7036

PSJS - 7037 Topics in Social Justice and Public Policy (3)

Investigates current theories, approaches, and issues concerning justice in society. Equivalent to: POJS-7037

PSJS - 7101 Constitutional Law (3)

Examines the foundations and structures of the U.S. Constitution, Supreme Court, and evolving doctrines. Analyzes 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 American society. Equivalent to: POJS-7101

PSJS - 7150 Law, Society, and Public Policy (3)

Discusses central aspects of law, selected public policy topics, and the effects of judicial decisions upon the formation of public policy. Equivalent to: POJS-7150

PSJS - 7210 Nonprofit Organizations in Social Justice (3)

Explores the role of the nonprofit sector in American society. Enables a thorough understanding of the nonprofit sector, its challenges, and its opportunities. The range and depth of issues facing communities requires that nonprofit organizations improve their ability to respond in successful ways, which requires reconsideration of nonprofit mission, impact, and leadership development as they relate to their role in society. Equivalent to: POJS-7210

PSJS - 7300 Social Origins of Violence (3)

Examines the social origin of violence. Equivalent to: POJS-7300.

PSJS - 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 and State Department decision-making processes. Emphasizes nature of American foreign policies with respect to major regions of the world and key functional problems. Equivalent to: POJS-7330

PSJS - 7350 Third World in Global Development (3)

Critically examines the Global North/ Global South dichotomy and contemporary changes in the Third World in global relations and development. Investigates differences among various regions in the Third World. Equivalent to: POJS-7350

PSJS - 8100 Labor, Workforce, and Social Change (3)

Applies labor market techniques to investigate job stratification in urban communities. Examines issues of labor migration and mechanisms of employment growth and reduction. Equivalent to: POJS-8100

PSJS - 8110 Wealth, Power, and Inequality (3)

Examines wealth and income distribution and analyzes ideological and political forces in relation to social and economic inequalities. Equivalent to: POJS-8110

PSJS - 8150 Contemporary Theories of Social Justice (3)

Provides an overview of major currents of political and social thought in the post-enlightenment period. Examines social justice and the proper relationship between individual, state, and society. Term Offered: Fall. Equivalent to: POJS-8150.

PSJS - 8160 Comparative Urban Development (3)

Analyzes the redevelopment of American cities in comparative context, drawing upon examples of non-American cities for theoretical understanding and conceptual clarity. Instructional Method: Lecture-Discussion, Hybrid, and Online Fall, Spring and Summer Equivalent to: POJS-8160

PSJS - 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 formulations, implementations, and evaluations. Examines issues on an intergovernmental perspective in a constantly changing federalist structure. Explores ethical dimensions of public-policy decisions and actions of policy-makers. Instructional Method: Online. Fall, Spring, Summer. Equivalent to: POJS-8210.

PSJS - 8250 Crime and Social Inequalities (3)

Investigates criminal behavior in relation to several varieties of crime. Emphasizes the evolution of crime, its social origins, and its relationship to social inequalities. Equivalent to: POJS-8250 Prerequisite: Prerequisite: PSJS-8150

PSJS - 8300 Theories of the State (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-8300

PSJS - 8390 Challenges of Globalization (3)

Evaluates current theories, approaches and selected issues concerning the global system within the context of U.S. foreign policy. Equivalent to: POJS-8390

PSJS - 8450 International Law and Organization (3)

Examines underlying principles of international law and the evolving organizational structure of the global system, including the roles of nation-states, intergovernmental, and nongovernmental organizations. Equivalent to: POJS-8450 Prerequisite: Prerequisite: PSJS-8300

PSJS - 8460 Crime, Justice, and the Media (3)

Examines the interrelationship of crime, justice, and media in contemporary American society. Topics include the history of media coverage of crime and justice, social constructions of crime, reality television, film and copycat crime, social effects of crime news, and media depictions of criminals, gangs, and drugs. Equivalent to: POJS-8460

PSJS - 8700 Graduate Research (1-4)

Individual reading, research in political and social justices studies under faculty supervision. Equivalent to: POJS-8700

PSJS - 8800 Practicum (1 - 3)

Provides students with supervised practical experiences in applied settings related to political and social justice, with an emphasis on initial internship or practicum work related to restorative, social or community justice and service initiative, and directed towards later application in the Practicum Project. Equivalent to: POJS-8800

PSJS - 8970 Practicum Project (3)

Provides students with supervised practical experiences in applied settings related to political and social justice, building on prior internship or practicum work from Practicum course and application of the student's experience in a project approved by the faculty committee and publicly presented. Equivalent to: POJS-8970

PSJS - 8981 Directed Research and Analysis I (3)

Supervised readings of theories, methods and approaches in political and justice studies, including areas in Global and Comparative Politics, Social Justice, Public Policy, and International Relations. Equivalent to: POJS-8981

PSJS - 8982 Directed Research and Analysis II (3)

Further supervised reading of theories, methods and approaches in political and social justice studies, including areas in Global and Comparative Politics, Social Justice, Public Policy, and International Relations. Equivalent to: POJS-8982

PSJS - 8990 Graduate Final 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 project are presented and discussed. Equivalent to: POJS-8990 Prerequisite: Prerequisites:PSJS-8150, PSJS-8210, and PSJS-8300

PSJS - 8999 Directed Scholarship: PSJS (1-3)

Maintains active enrollment in the graduate program under the supervision of a graduate faculty member. Instructional Method: Thesis-Project. Fall, Spring, Summer. POJS 8999. Prerequisite: Previous enrollment in PSJS-8990. RESTRICTIONS: Admission to graduate candidacy in PSJS. Students must have permission from the graduate faculty supervisor for a grade of "CO" in a designated capstone course.

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. IAI Gen Ed: S5 900. Equivalent to POLS-302.

POLS - 2101 Principles of Political Science (3)

Analyzes the nature of politics and the principles and methods of political science, focusing on the development of political science as a discipline, the political process, political institutions and the interrelationships among elements in the political system. IAI Gen Ed: S5 903. Instructional Method: Lecture-Discussion Fall, Spring or Summer Equivalent to POLS-301.

POLS - 2200 Local Governmental Systems (3)

Examines state and local political jurisdictions and systems in the United States, including their powers, organization, functions, development and contemporary problems. Emphasizes the legal basis and functioning of local jurisdictions in Illinois. Instructional Method: Lecture-Discussion Fall, Spring or Summer 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. IAI Gen Ed: S5 904. Instructional Method: Lecture-Discussion, Online Fall, Spring, or Summer Equivalent to POLS-3110, POLS-311.

POLS - 3150 Comparative Political Analysis (3)

Employs a problem-based (problematic) approach to the study of comparative politics. Considers the historical context, culture, and economics as they are expressed by varying political units such as nation-states, allowing one to understand and appreciate the similarities and differences between countries. Instructional Method: Face-to-Face. Semesters Offered: Fall, Spring, and Summer Session.

POLS - 3250 International Political Economy (3)

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. The third period brings us to the contemporary systemic issues confronting our interdependent world. Instructional Method: Face-to-Face. Semesters Offered: Fall, Spring and Summer Session.

POLS - 3300 Political Economy of Sustainable Development (3)

Explores political institutions and economic policies that promote green development, with particular attention to potential conflicts between the goals of sustainable development and economic growth in developing nations.

POLS - 3400 Issues of Global Public Health (3)

Investigates issues of global public health such as malnutrition, HIV/AIDS, Ebola, malaria, diabetes, water quality and disability from a political science perspective, with the goal of identifying constructive roles for public policy and citizen action on these issues in a globalizing world.

POLS - 3600 International Organizations (3)

Analyzes the complexities of international affairs and those factors that affect them. Focuses on how well governmental and nongovernmental organizational institutions maintain and promote global governance in the international system in order to resolve international concerns. Instructional Method: Online. Fall, Spring, Summer.

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 - 3950 Special Topics in Political Science: Model Illinois Government (3)

Prepares students for the annual Model Illinois Government (MIG) competition held in the Illinois Senate and House chambers. MIG is a role-playing competition that builds upon student preparation in parliamentary procedure, bill analysis, policy research, drafting legislation and debate. Examples of roles are senator, representative, lobbyist, journalist, and legislative staff. Students enrolled in this course are automatically part of the MIG team. Instructional Method: Face-to-Face. Semester Offered: Spring.

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 systems. Instructional Method: Lecture-Discussion. Fall, Spring, Summer.

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. Instructional Method: Lecture-Discussion. Fall, Spring, Summer. Equivalent to POLS-520.

POLS - 4230 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 in 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. Instructional Method: Lecture-Discussion, Online. Fall, Spring, Summer.

POLS - 4300 The Chicago Political Tradition (3)

Examines past and current politics in the City of Chicago. Analyzes thoroughly twentieth and twenty-first century Chicago mayors. Equivalent to POLS-530. Instructional Method: Lecture-Discussion. Fall, Spring, Summer.

POLS - 4320 The Politics of Development and Underdevelopment (3)

Analyzes the causes of development and underdevelopment in countries of the Global South. Examines major theoretical approaches to understanding development problems, as well as the roles of major national and international actors. Instructional Method: Lecture-Discussion, Online. Fall, Spring, Summer.

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: 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 Initiatives (3)

Examines global peace building initiatives, including strategies and practices based upon restorative justice. Instructional Method: Lecture-Discussion. Fall, Spring, Summer.

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. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring, Summer. Equivalent to POLS-440. Prerequisite: 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.

POLS - 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. Instructional Method: Lecture Discussion, Online Fall, Spring, Summer.

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: POLS-2101.

POLS - 4900 Political Science Capstone Seminar (3)

Provides a comprehensive overview of the major theories and methodologies in the subfields of political science, culminating in an original research paper capable of serving as a writing sample for graduate study, employment, or presentation at a scholarly conference. Prerequisite: POLS - 2100 and POLS - 2101; For Political Science Majors only.

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.

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.

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: 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. IAI Gen Ed: S6 900.

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.

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.

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. Instructional Method: Online. Semesters Offered: fall and spring semesters. Prerequisite: ENGL 1010 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. Instructional Method: Online. Semesters offered: fall, spring, and summer terms. 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. IAI Gen Ed: S6 902.

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. IAI Gen Ed: S8 900. IAI Major Code: PSY 908. Equivalent to PSYC-3345. Prerequisite: 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: 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: PSYC-1101 or equivalent.

PSYC - 3099 Ethics in Psychology (3)

Focuses on ethical principles and standards in psychology. Explores application of ethical principles, professional ethical codes, and legal considerations to case examples involving psychology professionals in their work with research participants and clients, including effects on all stakeholders and affected parties. PSYC-4130 Prerequisite: PSYC-2102, PSYC-2150, and PSYC-3430.

PSYC - 3150 Psychology Statistics (3)

Introduces students to statistics and statistical software used in psychological research and related fields. Topics covered include data entry, converting data, descriptive methods (frequency distributions, graphing, central tendency, skewness, variability, and kurtosis), and inferential methods (including hypothesis testing, t-test, correlation and regression, analysis of variance, and appropriate follow-up effect size tests). Data analysis from

entry to computing, interpreting, and writing up results will be covered. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, Summer. Prerequisite: Take PSYC-2150 with a minimum grade of "C"; also take any general education mathematics course prior to enrollment.

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. IAI Gen Ed: S6 903. 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: PSYC-2201 or 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: PSYC-2201 or 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: PSYC-3201.

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: 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. Instructional Method: Lecture-Discussion. Fall and Spring. Prerequisite: PSYC-1101.

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. Prerequisite: PSYC-2201 or PSYC-3201.

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. Prerequisite: PSYC 2410 and 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. Instructional Method: Face-to-Face and Online. Semesters Offered: Fall and Spring terms. Prerequisite: PSYC-1101.

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: PSYC-2150, PSYC-2201, and STAT 2100 or PSYC-3150.

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: 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: 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 (fMRIs, EEGs, etc.) to conduct research and further knowledge that serves as the basis for clinical and pharmacological treatments will also be considered. Prerequisite: PSYC-1101.

PSYC - 3680 Introduction to Neuropsychology (3)

Introduces human neuropsychology. Covers the basic organization of the brain, the main circuits and processing areas used for major psychological functions, and the current conceptualization of brain functions as they impact psychological processes. Focuses on foundations of neuropsychology, structure of nervous system, brain-behavior relationships, functional specialization of the brain, cognitive functions, and assessment of brain disorders and related bio-psychological conditions. Instructional Method: Face-to-Face and Online. Semester Offered: Fall and Spring; Summer session. Prerequisite: PSYC-1101 and PSYC-3520.

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. Instructional Method: Offered face-to-face and online. Semester Offered: Fall. Prerequisite: 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. Prerequisite: 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. . Prerequisite: 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: 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: PSYC-1101.

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. Instructional Method: Face-to-Face and online. Semester Offered: Fall. Prerequisite: 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. Instructional Method: Face-to-Face and Online. Semester Offered: Fall. Equivalent to COUN-544, COUN-5544. Prerequisite: PSYC-2201, PSYC-2410 and 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. Instructional Method: Lecture-Discussion and Online Fall Equivalent to COUN-510. Prerequisite: PSYC-2201 and 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: 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. Prerequisite: PSYC-3602 and PSYC-3650.

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. Prerequisite: PSYC-2150 and STAT 2100 or PSYC-3150.

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. Instructional Method: Lecture-Discussion and Online Fall and Spring Equivalent to PSYC-580. Prerequisite: PSYC-2102, PSYC-2150 and STAT-2100 or PSYC-3150.

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: PSYC-2150, PSYC-2410, PSYC-3520 or PSYC-3524.

PSYC - 4880 Field Experience (3)

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 setting under the supervision of qualified professionals and faculty. Instructional Method: Lecture-Discussion. Terms Offered: Fall, Spring. Prerequisite: PSYC 2410, PSYC 3099, and PSYC-3430.

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. Instructional Method: Online. Equivalent to PSYC-546. Prerequisite: PSYC-2102, PSYC-2150, STAT-2100 or PSYC-3150, and three of the following courses - PSYC-2345, PSYC-2410, PSYC-3430, PSYC-3520 or PSYC-3524. Corequisite: PSYC-3099.

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.

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.

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.

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 - 6460 Mindfulness Studies (3)

Introduces the scientific literature on mindfulness, which is a way of paying attention moment-to-moment to what's happening within and around us without judgment. The practice of mindfulness will be applied to a variety of everyday problems ranging from anxiety, intimacy issues, to health problems. Emphasis will be given to applying mindfulness to specific challenges students face in their personal lives. Instructional Method: Face-to-Face Semester Offered: Spring.

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.

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.

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 - 7301 Risk and Resiliency (3)

Introduces the theories of risk and resiliency across a developmental framework. Emphasis on theories of risk and resilience, including evidence-based factors to promote resilience and reduce the impact of risk over the lifespan will be presented. Personal strengths associated with healthy development and learning and the role adults play in changing a person's trajectory from one of risk to one of resilience will be discussed. Instructional Method: Lecture-Discussion. Terms Offered: Spring. Prerequisite: PSYC-6229 and PSYC-6635.

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: PSYC-6110 Corequisite: PSYC-6221.

PSYC - 7350 Introduction To Child Psychotherapy (3)

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. Prerequisite: PSYC-6229 and PSYC-7320.

PSYC - 7429 Psychotherapy Techniques I (3)

Covers clinical interviewing skills and application of a therapeutic approach, and basic listening and interviewing skills as a part of a client assessment. Directive and non-directive approaches to interviewing through demonstrations, role-playing, and structured exercises will be explored. Instructional Method: Lecture/Discussion. Prerequisite: PSYC-6160.

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: PSYC-7429 or former 2 credit-hour 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.

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. Prerequisite: SPED-6101 (or undergraduate equivalent), PSYC-6229, and PSYC-6635. Corequisite: 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. Prerequisite: PSYC-7635.

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. Prerequisite: PSYC-6606, PSYC-6221, and PSYC-6635. Corequisite: PSYC-7635 - take previously or concurrently.

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. Prerequisite: PSYC-6229. Corequisite: PSYC-7630 - take previously or concurrently.

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. Prerequisite: PSYC-6221, PSYC-6229, PSYC-6606, and PSYC-6635. Corequisite: PSYC-7645 - take previously or concurrently.

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. Prerequisite: PSYC-7625. Corequisite: PSYC-7640 - take previously or concurrently.

PSYC - 7650 Crisis Preparedness, Prevention, and Intervention in Schools. (3)

This course is an introduction to the research, policies and practices of school-based crisis, trauma and disaster prevention response. Candidates will gain core knowledge related to preventing, preparing for, responding to, and recovering from crises impacting school-aged children and schools. Issues related to crisis prevention, assessment, diagnosis, and treatment of individuals in an educational setting will be addressed. Equivalent to PSYC-852. Prerequisite: PSYC-7625 and PSYC-7635.

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. Prerequisite: PSYC-7801 and 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. Prerequisite: PSYC-7801 and PSYC-7802.

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. Prerequisite: PSYC-7803 and 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. Prerequisite: 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. Prerequisite: 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: 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. Prerequisite: PSYC-6160, PSYC-7429 or former 2 credit-hour 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. Prerequisite: COUN-7725 or COUN-7730 and take PSYC-7431, 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. Prerequisite: PSYC-8549, STAT-8260; and 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.

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: 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: 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. Prerequisite: SPED-6101 or equivalent, PSYC-6229, and PSYC-6635. Corequisite: 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: 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. Instructional Method: Lecture-Discussion. Spring. Prerequisite: 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: 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: 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-7650.

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 - 8965 Practicum in School Psychology (4)

Practice in a school setting. Participation in direct and indirect interventions, including psychometric, curriculum-based and functional behavioral assessment, related intervention, counseling, and consultation. Direct experience with organization and operation of the schools.

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 - 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.

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.

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.

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.

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.

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.

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.

PADM - 5170 Regional Planning (3)

Broad coverage of regional planning, its basic concepts, techniques of analysis, and planning methods. Equivalent to PADM-545.

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.

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.

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.

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.

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: PADM-7100.

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.

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. Prerequisite: PADM-7100 and MGMT-6700.

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: 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: 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: PADM 7100.

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. Prerequisite: PADM-7100.

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: 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: PADM-7100.

PADM - 8200 Ethics for Public Administration (3)

Examines normative issues as they relate to American public administration. Equivalent to POLS-863. Prerequisite: 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 and Strategic 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: PADM-7100.

PADM - 8500 Seminar in Public Policy (3)

Examines advanced questions about the development of public policy. Equivalent to PADM-840. Prerequisite: 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: 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: PADM-8500.

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.

PADM - 8999 Continuing Registration for MPA (1-3)

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 PADM - 8990 Master's Research Paper (3) or PADM - 8900 Problems in Applied Public Management (3). Note: This course is variable (1-3) in credit hours, repeatable (not replaceable) and is a P/NC option. Prerequisite: Graduate Degree Candidacy, instructor permissions, and CR option being awarded in PADM-8990 or PADM-8900.

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. Prerequisite: 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. Prerequisite: 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: 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: 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: 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: 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. Prerequisite: 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: 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: 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: 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:
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. IAI Gen Ed: H5 900.

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. IAI Gen Ed: H5 904N.

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. IAI Gen Ed: H4 905.

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. IAI Gen Ed: H5 901.

RELS - 3131 Religion in the United States (3)

Examines the role of religion in American culture, including differences between rural and urban society, the development of religious freedom, religious diversity, tolerance, secularism, and other religious issues confronting American society. IAI Gen Ed: H5 905. Instructional Method: Lecture-Discussion, Online. Equivalent to: IAI: H5905 Religion in American Society.

RELS - 3465 Psychology of Spirituality (3)

Examines spiritual development from a psychological perspective, with a focus on intersections between Christian spirituality and other spiritual traditions. Topics include the psychology of faith development, contemplative spirituality, ancient beliefs about spiritual formation, and multicultural aspects of spiritual development. Instructional Method: Lecture-Discussion. Prerequisite: PSYC-1101.

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.

RELS - 4111 Comparative Study of Science and Religion (3)

Applies scholarly tools to the comparative study of science and religion: their similarities and differences, points of conflict and tension, and the roles both play in shaping our personal beliefs and cultural practices. Instructional Method: Offered face-to-face and online Offered during fall semester. Prerequisite: At least 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. Instructional Method: Supervisory. 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. Prerequisite: 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 - 4080 Social Sciences Special Topics (3)

Provides an opportunity for students to explore current topics of special interest in the social sciences. Course may be repeated with different topics.

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. Prerequisite: Take 3 credits; from subject SOSC; at level 1000, 2000, or instructor permission.

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: ANTH 3100.

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 United 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. Prerequisite: 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: 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: 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 - 3000 Professionalism in Social Work (2)

Introduces students to the ethical and professional obligations of the social work profession. Provides students with the knowledge and practical skills for self-reflection, self-regulation, and self-care, as well as ethical decision-making. Students will consider concepts such as emotional intelligence, personal and professional values, standards of professional demeanor and communication; and will learn strategies for self-care strategies and life management. The course will be in a workshop format that will introduce content and reinforce learning through exercises, role plays, and critical self-reflection. Instructional Method: Face-to-Face. Semesters Offered: Fall and Spring. Prerequisite: SOCW-2100.

SOCW - 3099 Diversity and Social Justice - Junior Seminar (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. Prerequisite: SOCW-2100 or equivalent.

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. Prerequisite: SOCW 2100 and POLS 2100 (or equivalent) prior to enrollment.

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. Corequisite: enroll in prior to or concurrently SOCW-2100.

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. Corequisite: enroll in prior to or concurrently SOCW-2100.

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. Prerequisite: SOCW-2100.

SOCW - 3104 Forensic Social Work (3)

Examines social issues and social work practice settings that are related to the law and legal systems. Specifically, this class will consider practice settings and topics within the juvenile and criminal legal systems, child welfare, mental illness, and various forms of violence. Using social and economic justice frameworks and a human rights perspective, this course will focus on the specific settings in which forensic social workers may work, the types of social issues to which they might respond, pertinent criminal and civil legal issues, and their impact on vulnerable populations. Instructional Method: Face-to-Face. Semesters Offered: Fall and Spring; Summer session. Replaces former course SOCW-4100 Law for Human Service Professionals. Prerequisite: SOCW-2100 and SOCW-3100.

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. Prerequisite: SOCW-2100 or equivalent.

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. Prerequisite: SOCW-2100 and SOCW-3100.

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: SOCW-2100, SOCW-3100, and SOCW-3400.

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: SOCW-2100, SOCW-3100, and SOCW-3600.

SOCW - 4000 Topics in Social Work (1-4)

Provides a 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. This topics course is considered a social work selective which focuses on the theoretical and practice issues associated with each topic. Instructional Method: Face-to-Face. Semesters Offered: Fall and Spring; Summer Session. Equivalent to former course - SOCW-5000. Restricted to Undergraduate Social Work majors. Prerequisite: SOCW-2100, SOCW-3099, SOCW-3100, SOCW-3200, SOCW-3400, and SOCW-3600.

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. Prerequisite: SOCW-2100, SOCW-3100, SOCW-3099, SOCW-3400, SOCW-3500, SOCW-3600, and SOCW-3700.

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: SOCW-2100, SOCW-3100, SOCW-3099, SOCW-3400, and 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: SOCW-2100, SOCW-3100, SOCW-3099, SOCW-3400, SOCW-3500, SOCW-3600, and SOCW-3700. Social Work Minors must take SOCW-3100 prior to enrolling.

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: SOCW-2100, SOCW-3100, SOCW-3400, and SOCW-3600. Social Work Minors must take SOCW-2100 and SOCW-3100.

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: SOCW-2100, SOCW-3100, SOCW-3099, SOCW-3400, SOCW-3500, SOCW-3600, and SOCW-3700.

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: SOCW-2100, SOCW-3100, SOCW-3099, SOCW-3400, SOCW-3500, SOCW-3600, SOCW-3700, and MATH-2100.

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: SOCW-2100, SOCW-3100, SOCW-3099, SOCW-3400, SOCW-3500, SOCW-3600, and SOCW-3700.

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: SOCW-2100, SOCW-3100, SOCW-3099, SOCW-3400, SOCW-3500, SOCW-3600, SOCW-3700, SOCW-4500, and SOCW-4501. Corequisite: 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: SOCW-2100, SOCW-3100, SOCW-3099, SOCW-3400, SOCW-3500, SOCW-3600, SOCW-3700, SOCW-4500, and SOCW-4501. Corequisite: SOCW-4600.

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. Prerequisite: SOCW-6100.

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: 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: 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. Prerequisite: SOCW-6100 and SOCW-6200.

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. Prerequisite: SOCW-6100 and SOCW-6200.

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: 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: 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. Prerequisite: SOCW-6100, SOCW-6200, and SOCW-7200. Corequisite: 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. Prerequisite: SOCW-6100, SOCW-6200, and SOCW-7200. Corequisite: 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. Prerequisite: SOCW-7500 and SOCW-7501. Corequisite: 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. Prerequisite: SOCW-7500 and SOCW-7501. Corequisite: 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 meditation practice while strengthening their commitment to utilize mindfulness-based approaches in their personal and professional lives. Prerequisite: SOCW-7801 and 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. Prerequisite: SOCW-7801 and 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. Prerequisite: SOCW-7803 and 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. Prerequisite: SOCW-7803 and 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. Prerequisite: SOCW-7805 and 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. Prerequisite: SOCW-7805 and 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 Mindfulness in Social Work (3)

Exposes students to current research and application of mindfulness interventions in psychotherapy and social work practice with racialized individuals and communities. Emphasizes experiential learning in class and application outside the classroom setting through a social justice lens. Provides an intensive immersion in mindfulness practice through a weekend non-residential retreat. This is the second course in a sequence designed for students to obtain a certificate on mindfulness practice. Instructional Method: Lecture-Discussion, Online. Spring. Equivalent to SOCW-860. Prerequisite: SOCW 8100, SOCW 8200, SOCW 8220 and SOCW 8225.

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 an ecological-systems framework and strengths perspective to guide school social work practice. Considers historical, theoretical, research, and practice issues relevant to the delivery of social work services in schools. Instructional Method: Face-to-Face. Semester Offered: Fall. Equivalent to SOCW-825. Must have completed all Foundation level coursework to enroll.

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 Complementary, Alternative, and Indigenous Healing Practices (3)

Provides extensive exposure to complementary, alternative, healing and wellness practices, used as adjunctive treatments, when standard allopathic procedures do not fully relieve symptoms or cause side effects. Specific practices include energy-based systems (i.e. reiki), holistic medical systems (i.e. Ayurveda), body-based systems (massage), complementary mental health systems (i.e. end-of-life care), and mindfulness-based interventions. First course in a sequence designed for students to obtain a certificate on mindfulness practice. Instructional Method: Online, Lecture-Discussion. Spring. Restrictions: Admission to the MSW advanced program and completion of prerequisites. Prerequisite: SOCW 8100, SOCW 8200, and SOCW 8220.

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: 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. Applies a social justice perspective, consistent with professional social work ethics, to policy issues affecting students and schools. Examines school-related policies and policy issues for their relevance to social work practice and implications for children and youth, with particular attention to the needs and concerns of vulnerable and marginalized populations. Instructional Method: Lecture/Discussion. Semester Offered: Spring.

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)

Provides direct practice experience in a field placement setting at the advanced curriculum level in the specialization and develops skills as critical practitioners in preparation for their professional roles in various work settings. This is the first course of the practicum sequence in the advanced curriculum. Instructional Method: Supervisory. Term Offered: Fall. Equivalent to SOCW-853. Restrictions: Must submit proof of recent background check to the Social Work Field Education Division of Governors State University prior to internship placement. Schools require students to pass a criminal background check in accordance with the Illinois School Code [105 ILCS 5/10-21.9 and 105 ILCS 5/34-18.5]. Prerequisite: SOCW-7501 (or an equivalent foundation course). SOCW-8601.

SOCW - 8601 Field Practicum III: Integrative Seminar (2)

Provides students the opportunity 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. Instructional Method: Lecture-Discussion. Term Offered: Fall. Equivalent to SOCW-854. Corequisite: SOCW-8600.

SOCW - 8700 Field Practicum IV (3)

Emphasizes the critical integration of all course work and practice activities to further knowledge and to refine the use of skills and values. This is the second course in a two-part practicum experience in the advanced curriculum offering a continuation of practice experiences in the school social work specialization. Provides candidates with the opportunity to complete a school social work internship in any approved school serving students from Pre-Kindergarten to Grade 12 (PK-21). Instructional Method: Supervisory. Terms Offered: Spring. Equivalent to SOCW-855. Prerequisite: SOCW 8600 and SOCW 8601. Corequisite: SOCW-8701.

SOCW - 8701 Field Practicum IV: Integrative Seminar (2)

Emphasizes development of cultural competence and 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. Instructional Method: Lecture-Discussion. Term Offered: Spring. Equivalent to SOCW-856. Corequisite: 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: 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. IAI Gen Ed: S7 900. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring, Summer.

SOC - 2100 Contemporary Social Issues (3)

Analyzes contemporary social problems and investigation of theories on social organization and conflict. Explores the genesis, significance and amelioration of social problems. IAI Gen Ed: S7 901. Instructional Method: Lecture-Discussion and Online. Terms Offered: Fall, Spring, Summer.

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. IAI Gen Ed: S7 903D. Prerequisite: Take at least one 1000 or 2000 level course from ANSO or SOC; or request instructor permission.

SOC - 2800 Sociology of Marriage and Family (3)

Explores the contemporary family in historical and cross-cultural perspectives to better understand the diverse and changing nature of family life in the United States and globally. Includes trends in mate selection, marriage, sexuality, child-rearing, employment, gender roles, and communication within the family. IAI Gen Ed: S7 902. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring or Summer. Prerequisite: Take at least one 1000 or 2000 level course in ANSO or SOC; or request instructor permission.

SOC - 3100 Studies in American Society (3)

Examines United States and North American social issues through a lens of sociological concepts and theories. Explores the impacts, social stability, and changes of US society on social institutions, organizations, population, culture, and other societies. Instructional Method: Lecture-Discussion, Online. Terms Offered: Fall, Spring, or Summer.

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. Instructional Method: Face-to-face and Online. Offered Fall and Spring Semesters and Summer Session. Prerequisite: SOC-1100 or ANSO-2100 or permission of instructor.

SOC - 3200 Class Inequalities (3)

Examines social class stratification using an intersectional approach to understand how social dimensions of difference affect our social class and life chances. Analyzes interlocking systems of privilege to explain how they maintain and reproduce inequality. Includes a field component. Instructional Method: Online, Lecture-Discussion. Fall, Spring, or Summer. Prerequisite: SOC-1100 and one of the following: SOC-2100, SOC-2200, SOC-2800, or ANSO 2100.

SOC - 3300 Principles of Urban Studies (3)

Presents an interdisciplinary study of basic principles and dynamics in the development of our increasingly urban world. Features focus on the worldwide process of urbanization, urban lifestyles, and some of the common elements in the cities in America and other areas of the world. Instructional Method: Offered as a correspondence course only. 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. Prerequisite: Take at least one course from ANSO or SOC at the 1000 or 2000 level, or request permission from instructor.

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. Prerequisite: Take SOC-3200 and one other ANSO or SOC course

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. Prerequisite: Take at least 2 course (6 credit hours) from ANSO or SOC at the 1000 or 2000 level, or request instructor permission.

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. Instructional Method: Offered face-to-face and online formats. Prerequisite: Take two introductory ANSO or SOC courses (6 credits); or request permission from instructor.

SOC - 4000 Topics in Sociology (3)

Explores issues or topics in sociology. Instructional Method: Online, Lecture-Discussion. Fall, Spring, or Summer. Equivalent to SOC-510. Prerequisite: Two ANSO or SOC courses, or permission of instructor.

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. Prerequisite: Take at least one course (3 credits) from ANSO or SOC at the 3000 or 4000 level, or request permission from instructor.

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. Prerequisite: Take at least one class (3 credits) in ANSO or SOC at the 3000 or 4000 level, or request instructor permission.

SOC - 4400 Social Movements (3)

Examines the current debates in social movement theories through analysis of global and United 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. Prerequisite: Take one SOC course at the 3000 or 4000 level, or request 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. Prerequisite: Take at least one course (3 credits) from ANSO or SOC at the 1000 or 2000 level, or request instructor permission.

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. Prerequisite: Take at least one course (3 credits) from ANSO or SOC at the 3000 or 4000 level.

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 - 1100 Spanish Language and Culture I (3)

Introduces beginning Spanish language concepts using a communicative approach, develops students' speaking, listening, reading and writing skills, and presents cultural products and practices of the Spanish-speaking world. Instructional Method: Lecture-Discussion, Online, and Hybrid. Terms Offered: Fall and Spring.

SPAN - 1200 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. It introduces students to everyday lives of Spanish-speakers in terms of their traditions and costumes and their relevance in today's world. Instructional Method: Offered online, face-to-face, and in hybrid format. Semesters Offered: Fall and Spring. Prerequisite: SPAN-1100.

SPAN - 2100 Spanish Language and Culture III (3)

Builds upon beginning and intermediate Spanish language concepts using a communicative and task-based approach to develop students' language skills. Further develops an understanding of Spanish-speaking cultures through the use of authentic materials from a variety of countries. Instructional Method: Lecture/Discussion Equivalent to SPAN-4250. Prerequisite: SPAN-1200 or CLEP score between 50 and 63, or instructor permission.

SPAN - 2200 Spanish Language and Culture IV (3)

Builds upon intermediate to low-advanced Spanish language concepts, while emphasizing cultural content, including film, literature, and art, through the use of authentic materials in Spanish from a variety of countries. IAI Gen Ed: H1 900. Instructional Method: Lecture/Discussion Equivalent to SPAN-4251. Prerequisite: SPAN 2100 or equivalent, or instructor permission.

SPAN - 3100 Intro Spanish for Professions (3)

Introduces accelerated beginner to low intermediate Spanish language concepts using a communicative approach, develops students' speaking, listening, reading and writing skills for the global marketplace, and presents cultural products and practices of the Spanish speaking world with an emphasis on professional environments (business, health, legal, media). Instructional Method: Hybrid, Lecture-Discussion, Online. Fall, Spring, Summer.

SPAN - 3200 Spanish for Business Professions (3)

Exposes students to Spanish language and culture in the context of the business professions, with an emphasis on communication skills for the global marketplace. Furthers intermediate to advanced Spanish language competence and awareness of Latina/o cultural variations in business environments. Instructional Method: Face-to-Face, Hybrid, and Online Fall, Spring or Summer. Prerequisite: SPAN-1200 or SPAN 3100 or CLEP score of at least 50, or instructor permission.

SPAN - 3300 Spanish For Criminal Justice Professions (3)

Exposes students to Spanish fundamentals and skills within the context of the criminal justice environment. This course furthers Spanish language competence and awareness of Latino/a cultural variations across fields in the legal professions. Instructional Method: Face-to-Face. Prerequisite: SPAN-1200 or instructor permission.

SPAN - 3400 Spanish For The Health Professions (3)

Exposes students to Spanish fundamentals and skills in the context of the healthcare professions. Furthers Spanish language competence and awareness of Latina/o cultural variations across the medical professions and social work fields. Instructional Method: Lecture/Discussion Prerequisite: SPAN-1200.

SPAN - 4100 Topics in Spanish (3)

Undertakes an in-depth exploration of topics in the cultures of Spanish-speaking countries, including literature, film, and/or the arts. This course is taught in English and may be repeated for credit when a different topic is featured. Topics are indicated in the subtitle of the course name and will be announced in advance. Instructional Method: Hybrid Lecture or Online Lecture. Offered Fall and Spring Semesters and Summer Session.

SPAN - 4200 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.

SPAN - 6100 Topics in Spanish (3)

Undertakes an in-depth exploration of topics in the cultures of Spanish-speaking countries, including literature, film, and/or the arts. This course is taught in English and may be repeated for credit when a different topic is featured. Topics are indicated in the subtitle of the course name and will be announced in advance. Instructional Method: Hybrid Lecture or Online Lecture. Offered Fall and Spring Semester and Summer Session.

Statistics

BUS - 3700 Business Statistics (3)

Covers bivariate distributions, hypothesis testing, analysis of variance, regression, linear models, correlation, nonparametric statistics, and chi-square tests. Makes extensive use of statistical computer packages in analyzing data and applying statistical tests in business situations. Instructional Method: Lecture-Discussion, Hybrid, Online. Fall, Spring, Summer. Prerequisite: MATH - 2100 and MIS - 2101.

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: 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.

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: STAT-6219

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: 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. IAI Gen Ed Code: F1 907.

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.

TAPS - 2200 Voice and Movement (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. IAI Major Code: TA 914.

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 painting, basic lighting techniques, and backstage organization. Laboratory experience is mandatory. IAI Major Code: TA 911.

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 - 2550 Sound Design (3)

Introduces the art and science of modern sound design covering the scope, tools, materials, and practices in contemporary theatre.

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. IAI Major Code: TA 917.

TAPS - 2780 History of the American Musical Theatre (3)

Surveys historical development of American musical theatre from Pre-Civil War era through the beginnings of the 21st century.

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: TAPS-2210.

TAPS - 3220 Directing (3)

Explores the basic principles, techniques, and concerns of directing for the stage. Prerequisite: 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-2400 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)

Practical course in theatrical and performance production, 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 for a total of 4 credit-hours earned. Prerequisite: Instructor Permission.

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.

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. Prerequisite: TAPS-2400

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. Prerequisite: 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. Prerequisite: 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. Prerequisite: Instructor Permission. Must petition to enroll in the course through Program Advisor.

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 - 4790 Seminar in History and Dramaturgy (3)

Provides concentrated study of history and dramaturgy 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. Prerequisite: Junior Standing or Instructor Permission.

TAPS - 4800 Internship (1-3)

Provides supervised, practical experiences in applied settings. May be repeated for credit up to 6 hours. Prerequisite: Instructor Permission. Must petition to enroll through the Academic Program Advisor.

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 Capstone in Theatre and Performance Studies (3)

Serves as the culminating experience for theatre and performance studies majors. Focuses on synthesis of previous coursework and application of theory, research, and skills within the production context leading to a final project/performance. Designated as writing-intensive. Lab Fee. Prerequisite: TAPS-3099.

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. 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 - 6390 Seminar In Theory And Practice (3)

Provides intensive investigation and analysis of specific theoretical and practical 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. Instructional Method: Face-to-Face.

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 – Policy 24

Academic Honesty pertains to all methods of fulfilling academic requirements at Governors State University. The University strives to create a learning environment that promotes innovation, academic integrity, and responsible use of technology. Students submit academic work—including but not limited to exams, research papers, theses, dissertations, capstone projects, presentations, written assignments, speeches, videos, films, performances, creative works, group projects, and all other materials and assessments created by students in the course—to demonstrate their own understanding of course content. Therefore, all academic work submitted by students must be their own and not the work of someone else, unless otherwise permitted by the instructor.

All academic work must be completed in accordance with the University's academic regulations, the course syllabus, and direction(s) from the course instructor(s). The following guidelines are appropriate ways to use the ideas and work of others in academic work, and violation of these guidelines constitutes a student violation of Academic Honesty (Policy 24):

1. When someone else's work or scholarship is used in academic work, the source must be given credit. Unless otherwise specified by the instructor, it must not be stated or implied that this work is the student's own work:
 - a. When using direct quotes, all such material should be enclosed in quotation marks or otherwise set off, and the source of the material acknowledged and cited;
 - b. When paraphrasing another author(s)'s material, the source must be acknowledged and cited unless the information is common knowledge in the discipline, and all paraphrasing must be in the student's own words and substantially different than the source material;
 - c. When using unpublished data or ideas of another author, these ideas should be utilized only with the consent of that author and properly acknowledged and cited;
 - d. When academic work is prepared jointly with one or more other authors and with the permission of the instructor (e.g., a group project or team paper), the contributions of all contributors to this academic work shall be clearly explained, acknowledged, and cited; and
 - e. When academic work is prepared by another author, such material shall only be submitted with the instructor's permission, and appropriately acknowledged and cited.
2. Students always must use the citation style and procedures specified by the instructor.
3. The same piece of academic work should not be submitted for credit in more than one course without the permission of all instructors involved.
4. Hypothetical data should be submitted only with the permission of the instructor to do so, and should be clearly labeled as such.
5. Students should refuse to make work available to another person who intends to submit part or all of that academic work as if they had written it.
6. Students may neither give, request, nor utilize assistance during an examination or other assessment without the instructor's permission.

7. In all academic work, students must conduct themselves with honesty when interacting with others, including the instructor, other students, or classroom guests. Additional examples of student violations of Academic Honesty (Policy 24) include but are not limited to:

- a. Submitting, as one's own academic work, the work of another writer or commercial writing service;
- b. Knowingly buying or otherwise acquiring and submitting any academic work created by someone else;
- c. Submitting, as one's own, any academic work in which portions were produced by someone acting as tutor or editor;
- d. Collaborating with others on academic work without authorization of the instructor;
- e. In addition to oral or written academic work, plagiarism may also involve using, without permission and/or acknowledgment, computer programs or files, research designs, ideas and images, charts and graphs, photographs, creative works, assignments, and other types of information that belong to someone else;
- f. Facilitating violations of Academic Honesty; and
- g. Fabricating or falsifying data and other content.

When using generative Artificial Intelligence (AI) tools, students must adhere to the following guidelines to remain in compliance with Academic Honesty (Policy 24) and the Policy on the Use of Generative Artificial Intelligence. Failure to do so constitutes a student violation:

1. Students may use generative AI tools, with instructor permission, to expand their understanding of course content—not as a substitute for their own academic work;
2. Students who wish to use generative AI tools shall obtain prior permission from the instructor before using generative AI tools to complete academic work. When such permission is granted, students must cite AI-generated content using the citation procedures specified by the instructor, aligned to appropriate protocols used in the discipline;
3. AI-generated content submitted as a student's own academic work but without citation, and/or without prior permission from the instructor—including all academic work including research papers, writing assignment, assessments, or other academic work—is not permitted.

Instructors maintain original jurisdiction over course grades and student violations of Academic Honesty (Policy 24) within courses taught by the instructor. When an instructor alleges a violation of Academic Honesty (Policy 24), the student shall be provided the opportunity to resolve the allegation with the instructor. The instructor shall communicate the Academic Honesty allegation to the student, and the student shall be provided an opportunity to respond. The instructor shall follow the course syllabus and may issue a sanction no greater than a failing grade for the course. Students retain the right appeal the instructor's decision under Student Grievance (Policy 5).

The instructor may provide a final report to the Dean of Students, for recordkeeping purposes, indicating the instructor's decision, with a copy of this report maintained by the Dean of Students in accordance with the Student Records Policy (12), as well as applicable federal and state laws. The Dean of Students shall regularly monitor the report records and initiate an investigation and appropriate processes for repeated violations of Academic Honesty (Policy 24). The instructor may provide their final decision to Division/Department Chairs and academic Deans, as appropriate.

The instructor may also request additional action by the Dean of Students for investigation under Student Conduct (Policy 4). The Dean of Students investigation shall consider the context of the

alleged violation, the student's previous record of Academic Honesty (Policy 24) violations, and the severity of reported violation(s) in each case, with discipline up to and including dismissal from the University as defined in Student Conduct (Policy 4). In addition, Division/Department Chairs and Deans may also request additional action(s) by the Dean of Students under Policy 4 (Student Conduct) in cases of repeated violations across multiple courses, programs, and/or semesters.

In addition to instructor's original jurisdiction for course grades, individual colleges, divisions/departments, and programs also may establish additional program procedures for Academic Honesty (Policy 24) violations within individual programs, with program disciplinary actions up to and including dismissal from the program.

Policy 24 is not intended to discourage students from studying together or from engaging in group projects, as approved by the instructor.

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 1986 in the most recently ended tax year.

C. Annual Notification

GovState students will be notified of their Family Educational Rights and Privacy Act rights annually through the following publications:

1. Student Handbook and GovState 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 1986.
 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 GovState maintains, their locations, and their custodians.

Types	Location	Custodian
Academic Records	Office of the Registrar	Registrar
College of Business	Dean	

Types	Location	Custodian
College of Arts & Sciences	Dean	
College of Education and Human Development	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 Records	Counseling and Wellness Center	Director of Counseling and Wellness
Tutoring Records	Academic Resource Center	Executive Director of Academic Resource Center
Student Disability Services	Academic Resource Center	Director of Student Disability Services
Disciplinary Records	Office of the Dean	Dean of Students
Student Account Records	Business Office	Director of Business Operations
Financial Aid Records	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 - Federal Work Study	Financial Aid Office	Director of Financial Aid
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 1986.
 - 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 II.A.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, photo of dates of attendance, enrollment status, classification, previous educational institutions attended, fields of study, awards, honors, degrees conferred with dates.
 - 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 GovState, unless otherwise requested. Students are advised of the disclosure of directory information in the Student Handbook and GovState 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 student must ask the appropriate records custodian, listed in Section I, 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If GovState discloses the contested portion
- of the record, it will also disclose the statement.
- 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.
- 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 GovState 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 GovState
- Personnel or an Outside Agency

Also students may 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 GovState 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 GovState 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 GovState 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 non-regionally 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 GovState 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 GovState 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 GovState 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. Prior to beginning the first semester after suspension, the readmitted undergraduate student must successfully complete a student success re-entry intervention program implemented by the Academic Resource Center
- b. Undergraduate students on Academic Probation Extended who subsequently achieve a cumulative G.P.A. of 2.0 shall be placed in academic good standing.
- c. 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.
- d. Undergraduate students on Academic Probation Extended who do not obtain a semester G.P.A. of 2.0 shall be academically suspended.
- e. 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:

- 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.
- Has a recommendation from the program faculty and/or division/department chair, and
- Is approved by the dean of the college or unit, and
- 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-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 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 non-regionally 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.
 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 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 four colleges, appointed by the appropriate dean; the Director of Admissions or designee; the Registrar or designee; one representative from the Academic Resource Center; and one student selected by the Associate Vice President for Student Affairs & Dean of Students.
- B. The Director of Admissions or designee and the Registrar or designee shall be permanent members of this committee. The Director of Admissions 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

(GovState 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 uninterrupted 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 least twelve consecutive months immediately prior to a transfer by their employers to some location outside of the United States shall be considered residents. This rule shall apply, however, only when the minor children of such parents enroll in the university within five years of the time their parents are transferred by their employer to a location outside the United States.

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 States.

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.

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