

1994

1994-1995 Catalog

Governors State University

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

Recommended Citation

Governors State University, "1994-1995 Catalog" (1994). *Catalogs*. Paper 21.
<http://opus.govst.edu/catalogs/21>

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

— OFFICE COPY —

C 1994-1995
CATALOG



GOVERNORS STATE UNIVERSITY

GOVERNORS STATE UNIVERSITY

1994-95 Catalog

Table of Contents

| | |
|-----|---|
| 3 | Academic Degree Programs |
| 4 | University Governance |
| 5 | Academic Calendar |
| 6 | General Information |
| 7 | Admissions Information |
| 17 | Tuition and Fees |
| 19 | Financial Assistance |
| 23 | Student Activities, Services, and Information |
| 27 | Student Life Policies |
| 28 | Academic Regulations |
| 33 | Special Academic Programs and Opportunities |
| 36 | Teacher Certification |
| 39 | Bachelor's Degree Requirements |
| 44 | Master's Degree Requirements |
| 49 | Undergraduate Studies |
| 49 | College of Arts and Sciences |
| 63 | College of Business and Public Administration |
| 73 | College of Education |
| 81 | College of Health Professions |
| 87 | Graduate Studies |
| 87 | College of Arts and Sciences |
| 97 | College of Business and Public Administration |
| 103 | College of Education |
| 115 | College of Health Professions |
| 123 | Course Descriptions |
| 213 | Appendix |
| 219 | Faculty and Administrative Staff |
| 228 | Index |
| 232 | Map |

GOVERNORS STATE UNIVERSITY

1994-95 Catalog

Table of Contents

| | |
|--|----|
| Academic Programs | 3 |
| Admission Requirements | 4 |
| Academic Calendar | 5 |
| Financial Information | 6 |
| Admissions Information | 7 |
| Transfer and Retention | 11 |
| Financial Information | 18 |
| Graduate Studies, Postgraduate Studies, and Exchange | 23 |
| Student Life/Activities | 27 |
| Special Programs | 34 |
| Special Academic Programs and Honors | 35 |
| Transfer Information | 36 |
| Faculty's Rights and Responsibilities | 38 |
| Student's Rights and Responsibilities | 44 |
| University Policies | 50 |
| College of Arts and Sciences | 51 |
| College of Business Administration | 52 |
| College of Education | 57 |
| College of Health Services | 61 |
| College of Law | 62 |
| College of Letters and Communication | 63 |
| College of Science | 64 |
| College of Social Work | 65 |
| College of Theology | 66 |

Notice

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

This *Catalog* is for the 1994-95 academic year. Students should keep this *Catalog* for referral throughout their academic career. Students who first enroll at Governors State University after June 1994 must fulfill the requirements stated in this *Catalog* or they may elect to substitute the requirements in any subsequent catalog published while they are enrolled in the university. A student must, however, meet the requirements from one catalog only, rather than choosing a portion from one catalog and the remainder from another.

Affirmative Action Statement

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

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

ACADEMIC DEGREE PROGRAMS OFFERED BY GOVERNORS STATE UNIVERSITY

Bachelor's Degree Programs

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

Master's Degree Programs

| | |
|--------------------------------------|------------------------------------|
| Alcoholism and Drug Abuse Sciences | Environmental Biology |
| Analytical Chemistry | Health Administration |
| Art | Multicategorical Special Education |
| Business Administration | Nursing |
| Communication Disorders | Political Studies |
| Communications and Training | Psychology |
| Computer Science | <i>School Psychology</i> |
| Counseling | Public Administration |
| <i>School Counseling</i> | |
| Education | |
| <i>Early Childhood Certification</i> | |
| Educational Administration | |
| English | |

UNIVERSITY GOVERNANCE

The Board of Governors Universities

Appointed Members

Wilma J. Sutton, Chairperson, Chicago
 Mack W. Hollowell, Vice Chair, Charleston
 Dominick J. Bufalino, Norwood Park Township
 Lorraine Epperson, Macomb
 Nancy H. Froelich, Hudson
 Daniel L. Goodwin, Oak Brook
 Luz Maria B. Solis, Chicago
 Willie J. Taylor, Chicago
 Thomas D. Layzell, Chancellor

Student Board Members

Cynthia Baldwin, Chicago State University
 Matt Giordano, Eastern Illinois University
 Tammy Jo Maher, Governors State University
 Craig Johnson, Northeastern Illinois University
 Anthony Bradford, Western Illinois University

Officers of the University

Paula Wolff, President
 Wayne Hamilton, Provost and Vice President for Academic Affairs
 James Alexander, Vice President for Administration and Planning
 William H. Dodd, Vice President for Development and Public Affairs

1994-95 ACADEMIC CALENDAR

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

| | Fall Trimester 1994 | Winter Trimester 1995 | Spring/Summer Trimester 1995 |
|--|---|--|---|
| Financial Aid Priority Date for the 1994-95 Academic Year is May 1, 1993 | | | |
| Application Priority Date | May 6 | Sept 2 | Feb 3 |
| Orientation | Fri, July 8, 2 p.m.; Sat, July 23, 1 p.m.; Fri, Aug 19, 1 p.m.; Sat, Aug 27, 9 a.m.; Thur, Sept 1, 7 p.m. | Fri, Oct 21, 1 p.m.; Sat, Nov 19, 9 a.m.; Sat, Dec 10, 9 a.m.; Thur, Jan 12, 7 p.m. | Sat, Mar 25, 1 p.m.; Fri, Apr 21, 1 p.m.; Sat, May 13, 9 a.m. |
| Registration (Hours: Mon-Fri, 9 a.m.-8 p.m., Sat, 9 a.m.-2:30 p.m.) | Mon, July 25-Wed, Aug 10 | Mon, Nov 14-Sat, Dec 3 | Mon, Mar 27-Wed, April 12 |
| Application Deadline | Fri, July 15 | Fri, Nov 18 | Fri, April 14 |
| Graduation Application for Fall Trimester | Mon, Sept 26 | Mon, Feb 6 | Tues, May 30 |
| University Closed - Holiday | Mon, Sept 5 | Mon, Jan 16 | Mon, May 29 |
| Classes Begin/Blocks 1 & 2 | Tues, Sept 6 | Tues, Jan 17 | Mon, May 15 |
| University Closed - Holiday | Thurs, Nov 24-Sat, Nov 26 | | Tues, July 4 |
| Late Registration (Hours: Mon-Fri, 9 a.m.-8 p.m.; Sat, 9 a.m.-2:30 p.m.) | Mon, Aug 29-Mon, Sept 12 | Mon, Jan 9-Mon, Jan 23 | Mon, May 8-Sat, May 20 |
| 100% Refund Deadline/Blocks 1 & 2 | Mon, Sept 19 | Mon, Jan 30 | Fri, May 26 |
| 50% Refund Deadline/Blocks 1 & 2 | Mon, Oct 3 | Tues, Feb 14 | Mon, June 12 |
| Withdrawal Deadline/Block 2 | Mon, Oct 10 | Mon, Feb 20 | Mon, June 19 |
| Block 2 Classes End | Tues, Oct 25 | Tues, March 7 | Mon, July 3 |
| Block 3 Classes Begin | Wed, Oct 26 | Wed, March 8 | Wed, July 5 |
| Registration/Block 3 | Wed, Oct 26-Tues, Nov 1 | Wed, March 8-Tues, March 14 | June 29-30 and Wed, July 5-Tues, July 11 |
| Grades for Block 2 Due | Mon, Oct 31 | Mon, March 13 | Mon, July 10 |
| 100% Refund Deadline/Block 3 | Tues, Nov 8 | Tues, March 21 | Tues, July 18 |
| Withdrawal Deadline/Block 1 | Mon, Nov 14 | Mon, March 27 | Mon, July 24 |
| 50% Refund Deadline/Block 3 | Tues, Nov 22 | Tues, April 4 | Tues, Aug 1 |
| Withdrawal Deadline/Block 3 | Tues, Nov 29 | Tues, April 11 | Tues, Aug 8 |
| University Closed | Mon, Dec 26-Mon, Jan 2 | | |
| End of Trimester/Diploma Date | Sat, Dec 17 | Sat, April 29 | Sat, Aug 26 |

COMMENCEMENT is June 3 and 4, 1995

GENERAL INFORMATION

History

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

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

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

Role and Mission

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

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

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

Accreditation

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

Alumni Association

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

Governance

A nine-member board appointed by the governor of Illinois governs this university, Chicago State University, Eastern Illinois University, Northeastern Illinois University, and Western Illinois University. These five institutions comprise the Board of Governors Universities System. One student from each campus serves as a nonvoting member of the Board of Governors Universities.

The president of the university is responsible to the Board of Governors Universities and to the chancellor for the operation and general welfare of the university. The provost and 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 and students participate in university affairs through membership on the Faculty Senate, Student Senate, and academic and administrative committees. These groups consider and recommend policies and procedures to the president.

Academic Year

The academic year consists of three, fifteen-week trimesters: fall, winter, and spring/summer.

Within each trimester, courses can be scheduled in Block 1, Block 2, or Block 3 as follows:

Block 1: Classes scheduled for the entire 15 weeks

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

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

Information on specific trimester dates for block designations can be found in the *Schedule of Classes*.

ADMISSIONS INFORMATION

Admission to the University

Governors State University encourages applications from qualified applicants of all cultural, racial, religious, and ethnic groups.

Applicants for degree programs are admitted directly into the major in which they are seeking a degree.

Application forms and other information needed for admission to the university may be obtained by writing to:

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

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

English Language Proficiency Requirement

The university wishes to ensure that applicants have attained sufficient mastery of the English language necessary to achieve academic success. Applicants to a degree program whose native (primary) language is not English or who submit credentials from any country other than the United States to meet admission requirements must provide evidence of having attained a minimum score of 500 for undergraduate admission consideration, or 550 for graduate consideration on the Test of English as a Foreign Language (TOEFL). This requirement does not take the place of the

university proficiency requirement in writing or language proficiency requirements for specific majors as stated in this *Catalog*.

Application Deadlines

Applications for admission should be submitted as early as possible and prior to the deadline for the term in which enrollment is desired. Processing of applications takes approximately three weeks after receipt of all credentials required for evaluation.

Specific deadline dates for each trimester are published in the academic calendar and in the *Schedule of Classes*. Applicants who send all required credentials by the application/credential priority date of the trimester for which enrollment is sought will be able to take advantage of early advisement, registration, and informational programs.

Notification of Admission Status

When admitted, students will receive a Certificate of Admission and be assigned an academic advisor. Students can register for courses after receiving the Certificate of Admission. Students may be admitted to Governors State with conditions to their admission. If students are admitted conditionally, it is their responsibility to meet those conditions by the time noted on their Certificate of Admission.

Admission Requirements and Application Procedures

| CLASSIFICATION AND DEFINITION | REQUIREMENTS FOR ADMISSION | HOW TO APPLY FOR ADMISSION |
|--|---|---|
| <p>Undergraduate Degree-Seeking Transfer Students</p> <p>Students who declare an undergraduate major.</p> | <p>All baccalaureate programs offered by the university are designed for students who have successfully completed two years of college, including a well-developed program of general education. Applicants must:</p> <ol style="list-style-type: none"> 1. have earned (or will have earned by the term they wish to enroll) an associate of arts or an associate of science degree from a regionally-accredited institution of higher education; OR have earned (or will have earned by the term they wish to enroll) at least 60 semester hours (or 90 quarter hours) of credit from a regionally-accredited institution of higher education with at least a "C" average (2.0 on a scale of 4.0); in any 60 semester (or 90 quarter) hours; 2. be in good academic standing at the last institution attended; and 3. have satisfied any applicable collegial and/or major admission criteria for undergraduate study in the specific major to which they apply. Please refer to the information related to specific major areas of interest in this publication for special collegial and/or major admission criteria and additional credentials which may be required. | <ol style="list-style-type: none"> 1. Submit an application for admission to the Office of Admissions. 2. Send additional documentation to the Office of Admissions, if required by the major to which application is made. 3. Request that official transcripts from each post-secondary institution attended be sent directly to the Office of Admissions. |

| | | |
|--|--|--|
| Admission Requirements and Application Procedures | | |
|--|--|--|

| CLASSIFICATION AND DEFINITION | REQUIREMENTS FOR ADMISSION | HOW TO APPLY FOR ADMISSION |
|---|--|---|
| <p>Undergraduate Undeclared Students</p> <p>Students who have not declared an undergraduate major.</p> <p>After registering for 6 credit hours, students who have not applied and been admitted to a major should meet with an advisor, based on the discipline code of the courses they have been taking, before registering for a subsequent trimester. The advisor and the student will discuss the student's plans and objectives while attending GSU as well as any limitations to taking specific courses.</p> <p>Course work completed in this status may or may not be applicable to a GSU degree, subject to approval by the advisor and appropriate dean.</p> <p>Students in this classification are not eligible for university administered financial aid.</p> | <p>Applicants must:</p> <ol style="list-style-type: none"> 1. have earned (or will have earned by the term they wish to enroll) an associate of arts or an associate of science degree from a regionally-accredited institution of higher education; OR have earned (or will have earned by the term they wish to enroll) at least 60 semester hours (or 90 quarter hours) of credit from a regionally-accredited institution of higher education with at least a "C" average (2.0 on a scale of 4.0), in any 60 semester (or 90 quarter) hours; and 2. be in good academic standing at the last institution attended. | <p>Submit an application for admission to the Office of Admissions.</p> |

Admission Requirements and Application Procedures

| CLASSIFICATION AND DEFINITION | REQUIREMENTS FOR ADMISSION | HOW TO APPLY FOR ADMISSION |
|--|--|---|
| <p>Second Bachelor's Degree</p> <p>Students who have earned a bachelor's degree and wish to earn a second undergraduate degree.</p> <p>NOTE: Tuition and fees will be assessed at the graduate degree rate.</p> | <p>Applicants must:</p> <ol style="list-style-type: none"> 1. provide evidence of a bachelor's degree from an accredited post-secondary institution; 2. be in good academic standing at the last institution attended; and 3. have satisfied any applicable collegial and/or major admissions criteria for undergraduate study in the specific major to which they apply. Please refer to the information related to specific major areas of interest in this publication for special collegial and/or major admission criteria and additional credentials which may be required. | <ol style="list-style-type: none"> 1. Submit an application for admissions to the Office of Admissions 2. Send additional documentation to the Office of Admissions, if required by the major to which application is made. 3. Request that official transcripts from each post-secondary institution attended be sent directly to the Office of Admissions. |
| <p>Graduate Degree-Seeking Students</p> <p>Students who declare a specific graduate major.</p> | <p>Applicants must:</p> <ol style="list-style-type: none"> 1. have earned (or will have earned by the term they wish to enroll) a bachelor's degree from a regionally-accredited post-secondary institution; 2. be in good standing at the last institution attended; and 3. have satisfied any applicable special admissions requirements for graduate study in the specific major to which they apply. Please refer to the description of the graduate programs in this publication for information on any criteria or additional credentials which may be required. | <ol style="list-style-type: none"> 1. Submit an application for admission to the Office of Admissions. 2. Send additional documentation to the Office of Admissions, if required by the major to which application is made. 3. Request that official transcripts from each post-secondary institution attended be sent directly to the Office of Admissions. |

Admission Requirements and Application Procedures

| CLASSIFICATION AND DEFINITION | REQUIREMENTS FOR ADMISSION | HOW TO APPLY FOR ADMISSION |
|---|--|--|
| <p>Graduate Undeclared Students</p> <p>Students with a bachelor's or higher degree who have not declared a graduate major.</p> <p>After registering for 6 credit hours, students who have not applied and been admitted to a major should meet with an advisor, based on the discipline code of the courses they have been taking, before registering for a subsequent trimester. The advisor and student will discuss the student's plans and objectives while attending GSU as well as any limitations to taking specific courses.</p> <p>Course work completed in this status may or may not be applicable to a GSU degree, subject to approval by the advisor and appropriate dean.</p> <p>Students in this classification are not eligible for university administered financial aid.</p> | <p>Applicants must:</p> <ol style="list-style-type: none"> 1. have a bachelor's or master's degree from a regionally-accredited institution; and 2. be in good academic standing at the last institution attended. | <p>Submit an application for admission to the Office of Admissions</p> |

Admission Requirements and Application Procedures

| CLASSIFICATION AND DEFINITION | REQUIREMENTS FOR ADMISSION | HOW TO APPLY FOR ADMISSION |
|--|--|--|
| <p>Second Master's Degree</p> <p>Students who have earned a master's degree and seek a second graduate degree.</p> | <p>Applicants must:</p> <ol style="list-style-type: none"> 1. provide evidence of a master's degree from an accredited post-secondary institution; 2. be in good academic standing at the last institution attended; and 3. have satisfied any applicable collegial and/or major admission criteria for graduate study in the specific major to which they apply. Please refer to the information related to specific major areas of interest in this publication for special collegial and/or major admission criteria and additional credentials which may be required. | <ol style="list-style-type: none"> 1. Submit an application for readmission to the Office of Admissions. 2. Request that official transcripts from each institution attended since leaving GSU be sent directly to the Office of Admissions. |
| <p>Readmission</p> <p>Students must apply for readmission to GSU if they:</p> <ol style="list-style-type: none"> 1. have not attended the university for at least one of the past three consecutive trimesters; <p style="text-align: center;">-OR-</p> <ol style="list-style-type: none"> 2. have earned a degree from GSU and seek another degree or wish to take additional courses. | <p>Good standing at the time of last attendance at GSU.</p> <p>Students who were dropped for poor scholarship at the time of last attendance must petition the University Committee on Readmissions and Special Admissions in writing.</p> <p>Students who have enrolled at another institution since leaving GSU must be in good academic standing at that institution.</p> | <ol style="list-style-type: none"> 1. Submit an application for readmission to the Office of Admissions. 2. Request that official transcripts from each institution attended since leaving GSU be sent directly to the Office of Admissions. |
| <p>NOTE: Students who reenter the university after an absence of three or more trimesters must meet the requirements of the current Catalog, unless written approval to continue under the student study plant of a previous catalog is received from the dean of the college in which the student is enrolled.</p> | | |

Admission Requirements and Application Procedures

| CLASSIFICATION AND DEFINITION | REQUIREMENTS FOR ADMISSION | HOW TO APPLY FOR ADMISSION |
|---|---|---|
| <p>International Students</p> <p>Students from other countries who are studying in the United States under an F-1 visa.</p> <p>International students normally are eligible for admission to degree programs only, but may be admitted as non-degree seeking if their sponsoring university verifies their enrollment in a degree program.</p> | <p>Satisfactory educational record.</p> <p>A score of 500 for undergraduates and 550 for graduates on the Test of English as a Foreign Language (TOEFL).</p> <p>Evidence of financial support to meet all financial needs for the duration of their studies at GSU.</p> | <ol style="list-style-type: none"> 1. Submit an application for admission as a degree-seeking student. 2. Submit academic credentials for evaluation. Official (original) documents must be furnished and accompanied by English translations certified by an official of the educational institution issuing them or by an appropriate United States or national government official. 3. Submit official TOEFL score report. 4. Submit a Governors State University Certification of Finances and required supporting documents. All information must be in exact U.S. dollar amounts. |

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

Governors State University is authorized under federal law to enroll nonimmigrant alien students studying under an F-1 visa. Although applicants on J-1 visas may enroll, the university does not participate in the Exchange Visitor Program and is not authorized to issue Form DSP-66, which is required to extend the J-1 visa status.

In general, applicants on F-1 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.

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

Admission Requirements and Application Procedures

| CLASSIFICATION AND DEFINITION | REQUIREMENTS FOR ADMISSION | HOW TO APPLY FOR ADMISSION |
|---|---|--|
| <p>Board of Governors B.A Degree Program Students</p> <p>Applicants may be admitted to the Board of Governors Bachelor of Arts Degree Program, which features maximum transfer of courses taken elsewhere, credit for prior learning, and individualized programs.</p> | <p>Applicants must have a total of 60 semester hours of academic work from a regionally-accredited institution or the equivalent which may include credit for prior learning.</p> | <ol style="list-style-type: none"> 1. Submit an application for admission to the Office of Admissions 2. Request that official transcripts from each post-secondary institution attended be sent directly to the Office of Admissions. 3. Submit prior learning portfolio materials, if any, to the Board of Governors Degree Program Office. |

NOTE: Students may apply for academic credit for prior learning through the preparation of a portfolio which documents specific learning gained through nonacademic pursuits and experiences. Contact the Board of Governors Degree Program Office for additional information on portfolio development seminars.

Exceptional Cases

Applicants who wish to enroll in a degree program at Governors State but do not meet the requirements of any of the admissions categories described above should write or telephone the Office of Admissions and explain their circumstances and plans. The office will explain the various options available to them and recommend the one most appropriate to their circumstances.

Proficiency Examination Interim Policy

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

Mathematics:

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

Writing:

1. If the requirement is not met by the end of the second trimester, the student **MUST** enroll in ENGL 381 in order to register for other courses during the third trimester of enrollment.
2. Students who enroll in ENGL 381 and pass the final examination in that course will have met the university proficiency requirement. This requirement must be met during the third trimester of enrollment or further registration may be limited.

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

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

Registration for Courses

Registration Procedures. Currently enrolled students or students admitted or readmitted to the university are eligible to register. Information on the university's telephone registration system and registration materials will be sent to students who are eligible to register. Following the registration period, class schedules and bills are produced and mailed to the students before the beginning of the trimester.

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

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

Immunization Certification. Illinois law requires that students attending an Illinois college or university certify that they have received the immunizations required by state law. Students born after January 1, 1957, are required to present appropriate certification of immunization before registration. Those who have not done so will not be eligible to register for a subsequent term(s) until this requirement is met.

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

Course Prerequisites and Corequisites. A prerequisite is a course that must be completed before registration in a particular course. A corequisite is a course that must be taken simultaneously with another course. Prerequisites and corequisites for courses are listed in the *Schedule of Classes* and in the listing of courses at the end of this *Catalog*.

Audit Registration. A student or others who are interested in a particular course but do not wish to take it for credit may audit the course. All attendance and work is voluntary. A student may register to audit a class during the late registration period upon obtaining the instructor's approval and paying the required fee. The class registration will not appear on a transcript.

Interrupted Enrollment. Students who have not registered for at least one of the past three consecutive trimesters must apply for readmission and be readmitted before registering for any additional classes.

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

TUITION AND FEES

Tuition and applicable fees are due before the first day of classes. See the *Schedule of Classes* for the specified dates for each trimester.

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

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

On-Campus Tuition Schedule Per Trimester

| | Illinois Resident | Non-Illinois Resident |
|------------------------------|-------------------|-----------------------|
| Undergraduate Tuition | | |
| Full-time (12 hours or more) | \$951.00 | \$2,853.00 |
| Part-time (per hour) | 79.25 | 237.75 |
| Graduate Tuition | | |
| Full-time (12 hours or more) | \$1,002.00 | \$3,006.00 |
| Part-time (per hour) | 83.50 | 250.50 |

Extended Learning Tuition Schedule Per Trimester

Extended Learning rates apply to courses taught at locations other than the main campus and to telecourses and independent studies by correspondence.

A minimum service fee of \$5 per credit hour is assessed in addition to the following tuition charges.

| | | |
|------------------------------|------------|------------|
| Undergraduate Tuition | | |
| Full-time (12 hours or more) | \$951.00 | \$951.00 |
| Part-time (per hour) | 79.25 | 79.25 |
| Graduate Tuition | | |
| Full-time (12 hours or more) | \$1,002.00 | \$1,002.00 |
| Part-time (per hour) | 83.50 | 83.50 |

Mandatory Fees

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

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

Student Center Fee. The Student Center fee is \$20 per trimester. The fee supports the operation of the Student Center which provides facilities for meetings, student offices, a typing center, lounges, recreation areas, study areas, and a number of other related programs and services.

Counseling and Career Services Fee. The Counseling and Career Services fee is \$20 per trimester. The fee supports programs that will increase the academic success and retention of all students. Also, this fee will assist students in the transition process from student to first professional job following graduation. Some of the programs receiving funding support are job development, on-campus job recruitment, resume writing services, career and academic counseling programs and services.

Program and Service Fees

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

Student Health Insurance. Participation in the student health insurance program is optional. A basic plan for a single student is \$241 per year. Information on the health insurance plan and fee rates for spouse and/or dependent coverage is available in the Office of Student Life.

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

Assessment Fee. A fee of \$30 is charged for each Board of Governors Degree Program assessment and CEEL assessment.

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

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

Transcript Fee. A \$10 fee was charged to all students enrolling for the first time in the Fall 1993 Trimester and thereafter. This one-time fee allows students to receive transcripts without charge thereafter.

Determination of Undergraduate/Graduate Tuition Rates

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

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

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

Residency

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

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

other applicable requirements of these regulations.

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

See the Appendix of this *Catalog* for additional information on resident status.

Refunds

Students, including students attending the university for the first time, who withdraw from courses on or before the tenth day of regularly scheduled classes for a trimester or block are entitled to a full refund of tuition and fees. Students who withdraw from courses after the tenth day, but before the twenty-first day of regularly scheduled classes for a trimester or block, are entitled to a 50 percent refund of tuition and fees. Refund periods are listed in the *Schedule of Classes* for each trimester.

Students attending the university for the first time who withdraw from all courses after the tenth day of regularly scheduled classes, or who otherwise fail to complete the trimester shall be eligible for a pro-rata refund in accordance with regulations governing federal financial assistance programs. Any such student shall have deducted from such refund an administrative fee of the lesser of 5 percent of tuition and fees or \$100.

Fees may be refunded if a scholarship is awarded which covers those fees and an application for refund is made no later than sixty calendar days after the close of the trimester. Refunds of fee also may be made because of the student's death or disability, extreme hardship, or institutional error. Additional information is available from the Business Office.

Refunds are mailed via check approximately three weeks from the request date. Both VISA and MasterCard refunds are processed for account credit within three days of the request date.

Unsatisfied Financial Obligations

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

FINANCIAL ASSISTANCE

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

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

Eligibility Criteria

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

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

Programs Available

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

Application Procedures

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

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

To determine eligibility for all forms of need-based aid, students must complete a Free Application for Federal Student Aid (FAFSA) form. The forms are available at college counseling offices and the Governors State University Office of Financial Aid. Students with FAFSA processing dates before May 1 will receive first-priority for college based financial aid.

Students must have financial aid transcripts forwarded to Governors State University from all post-secondary institutions attended at least half-time, even if financial aid was not received.

In addition to the FAFSA form, students must complete a Governors State University Application for Financial Aid. Additional information and supporting documentation also may be requested if your application is selected for verification.

In applying for financial aid, students need not limit their request to a specific grant or form of aid. Many students qualify for a combination of scholarships and need-based assistance.

| PROGRAMS | ELIGIBILITY | DESCRIPTION OF PROGRAM/REPAYMENT | OFFICE TO CONTACT |
|---|--|---|--|
| Pell Grant (Federal) | Undergraduates based on need. Must be degree-seeking and enrolled for at least six credit hours. | Applies to tuition, fees, and other educational expenses. No repayment obligation. | GSU Office of Financial Aid. |
| ISAC Monetary Award Program | Undergraduates based on need. Must be degree-seeking, enrolled in at least six credit hours, and an Illinois resident. | Applies to tuition and fees only. No repayment obligation. | GSU Office of Financial Aid. |
| SEOG (Supplemental Education Opportunity Grant) (Federal) | Undergraduates with exceptional need. Must also be eligible for the Pell Grant. | 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 obligation. | GSU Office of Financial Aid. |
| Community College Honors Scholarship | Undergraduates. Awarded to one student from each community college in program. Selection determined by the student's respective community college based on scholarship, leadership, interest in GSU, and service to the community. Students must have a cumulative GPA of 3.5 and plan to attend fulltime. | Covers full tuition and fees and provides allowances for books, supplies, and transportation for a maximum of four trimesters. No repayment obligation. | Community college financial aid office. |
| GSU Endowed Scholarships | Undergraduate and graduate degree-seeking students. Eligibility varies, depending on criteria of each specific scholarship. | The amounts vary according to the award. No repayment obligation. | GSU Foundation Office. |
| GSU Undergraduate Tuition Waiver | Undergraduates, criteria vary. Nominated by college deans or directors of university units. | Tuition waivers for a maximum of two trimesters. No repayment obligation. | College deans, unit directors, or GSU Office of Financial Aid. |
| GSU Graduate Tuition Waivers | Graduates, criteria vary. Nominated by college deans or directors of university units. | Tuition waivers for a maximum of two trimesters. No repayment obligation. | College deans, unit directors, or GSU Office of Financial Aid. |
| Minority Graduate Tuition Waivers | Minority graduate students, criteria vary. Nominated by college deans or directors of university units. | Tuition waiver for a maximum of four trimesters. No repayment obligation. | College deans, unit directors, or GSU Office of Financial Aid. |
| Teacher Shortage Scholarship | Undergraduate or graduate Illinois residents who are certified teachers or students preparing for certification. Must study and agree to teach in shortage area. | Covers tuition and fees. Repayment required only if student does not teach in the shortage area for a specified period. | GSU College of Education. |
| Women and Minorities in Administration Scholarship | Graduates. Women and minority Illinois residents enrolled in the educational administration program. | Covers tuition and fees. No repayment obligation. | GSU College of Education. |
| Illinois Baccalaureate Nursing Assistance Program | Undergraduates. Registered nurse, Illinois resident, enrolled in the nursing program, and in need of financial assistance. | Grant or loan assistance. Repayment required if student does not practice in Illinois for specified period. | Illinois Department of Public Health, Springfield; College of Health Professions; GSU Office of Financial Aid. |

| PROGRAMS | ELIGIBILITY | DESCRIPTION OF PROGRAM/REPAYMENT | OFFICE TO CONTACT |
|--|---|---|--|
| Mathematics/Science Traineeship Program | Undergraduate or graduate Illinois residents who have a college or university degree in mathematics/science or have completed one or more years of college towards the degree, taking course work leading to an Illinois teaching certificate. | No repayment obligation. | Illinois State Board of Education, Springfield. |
| Gifted Fellowship Program | Graduates. Illinois resident enrolled in a program to improve teaching competency in gifted education programs. | Tuition assistance. Repayment as determined by the State of Illinois. | Illinois State Board of Education, Springfield. |
| Supervising Student Teacher Tuition Waiver | Current teacher who has supervised a GSU student teacher. Must be used within 12 months of being issued. | Waiver for tuition, student activity fees, and conference fees for up to 3 credit hours. No repayment obligation. | GSU College of Education. |
| Paul Douglas Teacher Scholarship | Undergraduates, Illinois residents, full-time, graduated in top 10 percent of high school class, and enrolled in teacher education program. | Up to \$5,000 awarded per academic year, applicant must agree to teach full-time for two years for each year of assistance. Repayment required if teaching obligation is not fulfilled. | GSU Office of Financial Aid. |
| Alumni Academic Award | Undergraduates and graduate degree-seeking students that have a cumulative GPA of 3.75 and are enrolled for at least nine credit hours. | Stipend of \$400 over two trimesters. No repayment obligation. | GSU Office of Financial Aid. |
| Senior Citizen Tuition Waiver | Applicants who are 65 or older and have a yearly household income of less than \$12,000. | Tuition and fee waiver. No repayment obligation. | GSU Office of Financial Aid. |
| Department of Rehabilitation Services Scholarship | Undergraduates having an employment disability as determined by the Illinois Department of Rehabilitation Services. | Tuition assistance. No repayment obligation. | Illinois Department of Rehabilitation Services, Springfield or local DORS offices. |
| Police, Fire, Correctional Officer Grant Program | Undergraduates and graduates. Surviving child or spouse of an Illinois police, fire, or corrections officer. Surviving children must be the natural or adopted issue of the deceased and be 25 years old or younger at the time of enrollment. | Tuition and mandatory fee waiver. No repayment obligation. | GSU Office of Financial Aid or Illinois Student Assistance Commission, Deerfield. |
| Illinois General Assembly Tuition Waiver | Undergraduates and graduates. Financial need usually not a factor. | Each member of Illinois General Assembly is authorized to award the equivalent of two four-year scholarships annually to constituents. No repayment obligation. | State Senator or Representative. |
| Illinois Veterans Grant | Undergraduates and graduates. Veteran with an honorable discharge, an Illinois resident six months before entering the service and claimed residency six months after discharge; served at least one year after or less than one year before August 11, 1967. | Covers tuition and mandatory fees. No repayment obligation. | GSU Office of Financial Aid. |
| National Guard Scholarship | Undergraduates and graduates. Enlisted member or lieutenant or captain with at least one year of service in the National Guard. | Covers tuition and fees for eight trimesters. No repayment obligation. | National Guard Unit or Illinois Student Assistance Commission. |

| PROGRAMS | ELIGIBILITY | DESCRIPTION OF PROGRAM/REPAYMENT | OFFICE TO CONTACT |
|---|---|---|---|
| Dependents of MIA/POW Scholarship | Undergraduates and graduates. Dependents of Illinois residents, officially declared prisoner of war, missing-in-action, killed, or 100 percent disabled. Given by the Department of Defense. | Full tuition and certain fees, consisting of four calendar years of full time enrollment, including summers or 120 credit hours. No repayment obligation. | Illinois Department of Veterans Affairs, Springfield. |
| Perkins Loan (Federal) | Undergraduates and graduates based on need. Must be degree-seeking and enrolled in at least six credit hours. | Low interest (5 percent) loans available with repayment beginning nine months after graduation or when a student drops below half-time status. Long-term repayment which includes cancellation of debt under certain specific conditions. | GSU Office of Financial Aid. |
| Stafford Loan (Federal) | Undergraduates and graduates. Need based. Must be degree-seeking and enrolled in at least six hours. | Low interest loans (8 percent) available with repayment beginning six months after graduation or when a student drops below half-time status. Maximum loans of \$4,000 for undergraduates and \$7,500 for graduates each academic year. Long-term repayment at 8 percent for the first four years and 10 percent for any remaining years. | GSU Office of Financial Aid. |
| Illinois Opportunity Loan Program | Undergraduates and graduates. Do not have to demonstrate financial need. Must complete Financial Aid Form (FAF) from College Scholarship Services and be enrolled full time in a degree program. | Low interest loan (8 percent) designed for middle-income students to pay for college expenses. Maximum loans of \$4,000 for undergraduates and \$7,500 for graduates each academic year. Quarterly interest payments required while in school with repayment on the principal balance beginning six months after graduation or when a student drops below half-time status. | GSU Office of Financial Aid. |
| SLS/Plus Loan Program | Undergraduates and graduates. Do not have to demonstrate financial need. Must complete the FAF form from College Scholarship Services, be degree seeking and enrolled for at least six hours. | Variable interest rate loan with a 12 percent ceiling. Interest paid by student. Maximum loan of \$4,000 for undergraduates and \$7,500 for graduates. Monthly payments beginning sixty days after receipt or may defer principal payments until after graduation. | GSU Office of Financial Aid. |
| GSU Short-Term Loan | Must be degree-seeking and enrolled in at least six credit hours. | Loans up to \$150 available to students in temporary financial distress. Loan must be repaid within thirty days. | GSU Office of Financial Aid. |
| Veterans Administration Educational Benefits | Undergraduates and graduates. Veterans, reservists, current members of the National Guard, those eligible for vocational rehabilitation for disabled veterans, and spouses and dependents of disabled or deceased veterans with benefits determined by the Veterans Administration. | Monthly stipends and other benefits. No repayment obligation. | GSU Office of Financial Aid/Veterans Affairs. |
| College Work Study (CWS) | Undergraduates and graduates. Degree-seeking students who qualify based on financial need. | Part-time position in a variety of areas throughout the university. | GSU Office of Financial Aid. |
| State Funded Employment | Undergraduates and graduates. Do not have to demonstrate financial need. Must be degree-seeking and enrolled for a minimum of six credit hours, not on academic probation, or in default on any educational loans. | Part-time positions in a variety of areas throughout the university. | The Job Location and Development Office at GSU. |
| Graduate Assistantship | Graduates. Must be degree-seeking and enrolled at least half time. | Earn \$400 to \$600 per month and a tuition waiver for twenty hours of work per week. | Dean's office of college of enrolled major. |
| Job Location & Development | Undergraduates and graduates who are enrolled for at least one credit hour at GSU. | Part-time, off-campus positions. | Job Location and Development Office. |

STUDENT SERVICES, ACTIVITIES, AND INFORMATION

University Library

The University Library provides reference and information services seventy-five hours per week. Librarians are available to help students at two locations: the main reference desk, and the documents/serials information desk. The library staff offer tours of the library and provide bibliographic instruction to individuals and groups upon request.

The library maintains a comprehensive collection of print and audiovisual materials. These materials are, with few exceptions, on open shelves, readily accessible to users. The collection encompasses over 230,000 volumes; 20,000 media items, including 16mm films, video cassettes, records, filmstrips, slides, and kits; over 800,000 microfiche/film; and 2,200 periodical subscriptions. The library is a depository for both U.S. and Illinois government documents.

Library resources and facilities include curriculum materials, textbooks, and juvenile literature in support of the teacher education program; a test file containing sample materials used for educational and psychological testing and measurement; video cassettes for the university telecourses; reserve materials assigned by faculty to support current courses; and a small collection of current fiction and nonfiction for recreational reading. The library provides student lounge areas, equipment for using audiovisual materials, and coin-operated photocopiers.

Material in the library is identified and located through IO (Illinet Online), a database providing users with on-line access to the collection and its holdings by author, title, and classification number; and various indexes and abstracts. Computer-assisted bibliographic searches are also available.

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

Academic Computing Services

Academic Computing Service (ACS) provides microcomputer facilities for use by students, faculty, and staff. Various computers in the laboratory also have terminal connections to the Educational Computing Network. The ACS laboratory is located on the second floor of D Building, past the library.

Students currently enrolled at Governors State University and holding a valid student ID card may use the microcomputers to complete class assignments. Students who wish to use the mainframes can obtain an account number from the faculty member teaching the course in which they are enrolled or generate an account from one of the ECN connected PCs. Students must provide floppy disks for assignments.

Current hardware includes Apple IIe, Macintosh, and IBM compatible 386/486 computers. PC software includes Turbo Pascal, dBase III/IV, Lotus 1-2-3, Microsoft C, Microsoft Word, Wordperfect, Pagemaker, AppleWorks, and Microsoft Works. Mainframe facilities include an IBM 4381 running VM and a Sun Workstation running UNIX. Mainframe software available includes APL, ASSIST, CICS, COBOL, FORTRAN, Minitab, Pascal, C, SAS, SPSSX, and XEDIT. E-Mail, BINET, and Internet services are also available under UNIX.

Lab hours are Monday through Thursday, 8:30 a.m. to 10:30 p.m.; Friday and Saturday, 8 a.m. to 5 p.m. The lab is open on Sundays during fall and winter trimesters only from 5 p.m. to 9 p.m. Student lab assistants are available during these hours to answer questions and assist users.

Affirmative Action Office

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

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

Assistance for Students with Disabilities

Governors State University wishes to make every effort to facilitate learning by those persons with disabilities. Students who believe they will need assistance to participate in course work must notify the Office of Student Development to request assistance and information concerning auxiliary learning aids, physical accessibility, and other special services.

Student Center

Housed in "A" Building, this area has been designed to bring students together through a variety of programs and services. It has a swimming pool, gymnasium, fitness room that includes free weights, racquetball court, locker, and shower facilities. Also included are a television lounge, table and electronic game room, vending and dining, study areas, computer/word processing area, student leader offices, and meeting room. The student newspaper, the *INNOVATOR*, and the Student Life staff have offices in the center. A special student commons area is the gathering place for student interaction within the center.

Career Services

The Office of Career Services offers a broad variety of programs and services to assist students and alumni in the areas of career planning as well as job placement. Students and alumni are offered confidential personal and group counseling to assist in forming career decisions and goals. The office maintains a career library which contains numerous career planning and job search resources.

Child Care

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

Clubs and Organizations

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

Counseling Center

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

Escort/Quick-Start Services

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

Identification Cards

Available for all students at the Student Life Service Office in "A" Building, student center. I.D. Cards are required for use of all university facilities, including the library and the computer centers; free or reduced admission to events require this card.

Information and Records

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

Intramural and Recreational Activities

Students, faculty, staff, and community members can participate in activities, such as recreational volleyball and basketball, tournaments, and clinics. The Family Outing Center provides for on-and off-campus use of recreational equipment. A student committee recommends the specific activities for each trimester.

Leadership Development

Opportunities for students to expand their leadership potential are offered each trimester. This can include seminars, workshops, and retreats. A student committee recommends activities for each trimester.

Learning Assistance

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

Teaming for Success: The Minority Student Mentoring Program

Enhancing minority student achievement is a priority at Governors State University. Teaming for Success is a mentoring program designed to motivate students to achieve their educational goals at Governors State University or any institution of higher learning and to improve the retention rate of students at Governors State University. The overall goal of the program is to provide

meaningful experiences that enhance the total personal and professional development of minority students enrolled at Governors State University. A student (protégé) is matched with a faculty, staff, administrator, alumnus, or friend of the university (mentor) for a full academic year. The program will allow for both individual and group meetings.

Model United Nations

This program is designed to acquaint students with the many challenging political, social, and economic problems that confront the global arena today. Participating students will develop research, debating, and group management skills. Opportunities are available to participate in regional and national conferences.

Multicultural Programs

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

Music Performance Opportunities

There are presently four music performance groups open for participation to all students.

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

The University Singers offers an opportunity to perform various forms of vocal literature, including the music of Brahms, Waring, Schubert, and Bach. The singers meet twice a week and annually present several concerts both on and off campus.

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

The University Jazz Ensemble offers students and community members the opportunity to participate in jazz festivals throughout the Midwest and to perform with outstanding guest artists. The Jazz Ensemble meets in the evening.

Interested students should contact the Division of Fine and Performing Arts in the College of Arts and Sciences.

Public Safety

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

Special Events

Lectures, special performances, and cultural and social events are offered each trimester. A student committee makes recommendations for special events.

Student Government

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

Student Life Services

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

- Community housing information
- Great America reduced ticket information
- Lockers
- Recreation equipment check-out
- Transportation information
- General Cinema ticket information
- Complimentary student event tickets
- Typing and word processing equipment use
- student organizational services
- Computerized carpool information
- Campus Community Center memberships
- Student insurance information

Student Media

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

Testing Office

Through the Testing Office, students can obtain information on and register for the university writing and basic mathematics proficiency examinations. They also can obtain information and registration materials for national tests such as the Graduate Record Examination (GRE), the Graduate Management Admissions Test (GMAT), and the Law School Admission Test (LSAT). The Testing Office also administers the U.S. and Illinois Constitution examination required for Illinois teacher certification, a proficiency examination battery which uses the College Level Exam Program (CLEP), and the ACT Proficiency Exam Program (PEP).

Veterans Assistance

The Office of Veterans Affairs administers all veteran-related services and programs and serves the student veteran by providing advising and counseling. The office is located in the Office of Financial Aid.

STUDENT LIFE POLICIES

Affirmative Action/Equal Opportunity

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

Accommodating Religious Observances

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

Sexual Harassment

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

Services for Students with Disabilities

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

Drug and Alcohol Abuse

Consistent with its educational mission, Governors State University is committed to providing education about the effects of drugs and alcohol and to furthering efforts to prohibit possession, use, or abuse. The Student Life Division provides periodic workshops and seminars about health risks and university disciplinary action, as well as the legal sanctions related to the use, manufacture, sale, and/or distribution of drugs and alcohol. In addition, the office assists in preventative education by the distribution of informational materials.

Smoking

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

ACADEMIC REGULATIONS

Student Responsibility

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

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

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

Classification of Students

Undergraduate degree-seeking students are those who have declared an undergraduate major.

Graduate degree-seeking students are those who have declared a graduate major.

Undeclared students are those who have not declared and been admitted to a major.

Nondegree-seeking students are those who do not intend to earn a degree at GSU.

Unit of Credit

Credits at Governors State University are measured in semester hours. One semester hour represents the completion of one hour of work for one trimester, consisting of lectures, laboratory, or other preparation. For independent study courses, requirements for a credit unit are arranged on an individual basis.

Course Numbers

The university uses an academic discipline-oriented course numbering system. A general guide to the course numbering system is:

300-level and 400-level courses are upper-division undergraduate courses;

500-level courses are open to both undergraduate and graduate students and course requirements are greater for graduate students;

600-level and 700-level courses are graduate level courses that are open to undergraduate students only by permission of the deans or division chairs of the colleges in which the courses are offered;

800-level and 900 level courses are open to graduate students only.

Student Grade Reports

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

Grading

At the completion of the work for a course, a letter grade will be assigned by the instructor. Grades provide academic evaluation and are the basis for determining academic standing.

Following are the letter grades used at Governors State University and the grade points used to determine the grade point average of the student:

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

Grade Point Average

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

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

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

Incomplete Course Work

The grade of "I" (incomplete) shall be assigned to indicate that the student's general performance was passing but that the student has not performed some specific course requirements.

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

Any request for an extension of an incomplete must be based on extenuating circumstances beyond the student's control or for valid academic reasons and is subject to the dean's approval. The

extension shall not go beyond the twelfth week of the next trimester.

All incomplete grades must be removed before graduation.

Grade Appeals

Once a grade has been recorded by the Registrar's Office, changes may be made only as the result of either of the following:

1. A student-initiated appeal through the course instructor. If the instructor is not available, the student should contact the division chair. The approved request must be filed with the registrar no later than the first seven-and-one-half weeks (end of Block 2) of the next trimester.
2. A formal grievance proceeding completed within the time limits set forth in the university grievance procedures.

Pass/No Credit Option

To encourage undergraduate students to participate in areas of learning outside their major interests and to stimulate intellectual curiosity, Governors State University has a pass/no credit option. To receive credit ("P"), the grade must be "D" or better. A grade of "F" will carry a No Credit ("NC") designation. Pass/no credit designations are not calculated into the grade point average.

Only **undergraduate degree-seeking** students may elect to take graded courses on a pass/no credit basis. The courses can only be applied toward the elective requirements within the student's degree program. A student may earn a maximum of twelve hours of credit in the pass/no credit option which can be applied toward elective degree requirements. (Note: Students who do not intend to earn a degree from GSU, either undergraduate or graduate, may also use this option.)

Changes from the pass/no credit option to traditional grade status are permitted through the end of the late registration period for the trimester in which the course is offered.

Additionally, selected courses are graded only on a pass/no credit basis. These courses are identified by the "P/NC" designation in the Course Description section of this *Catalog*.

Repeating Courses

A student may elect to repeat a course. The most recent grade will be used in the GPA calculation;

the grade for the prior attempt will be replaced by an "R". Students electing to repeat a course should obtain a Repeated Course Request Form from the Registrar's Office.

Independent Study

Independent Study enables a student to pursue individual research and reading in a field of special interest under the guidance of a faculty member. A written proposal for an independent study, planned and developed by the student, must be approved by the division chairperson in consultation with the faculty sponsor.

Independent study credit may be used to meet elective credit only. A maximum of nine undergraduate credit hours and six graduate credit hours of independent study may be applied to degree requirements. Individual colleges and programs may have more restrictive policies. A student may enroll for a maximum of three credit hours of independent study in any one trimester.

Mathematics Placement

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

Degree Requirements

Students who first enroll at or are admitted to Governors State University after June 1994 must fulfill the degree requirements stated in this *Catalog*, or they may elect to substitute the requirements in any subsequent catalog published while they are enrolled in the university. A student must, however, meet the requirements from one catalog only rather than choosing a portion from one catalog and the remainder from another.

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

Concurrent Registration

Students may enroll at another institution while working toward a degree at Governors State University. Students who wish to do so must obtain written permission from their academic advisor and dean of the college before taking course work at another institution. Official forms and additional information concerning procedures and restrictions are available from the Registrar's Office.

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 must register to audit a course during the late 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 late registration period. See the *Schedule of Classes* for complete information on auditing a class.

Change in Major

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

Confidentiality of Records

The Registrar's Office assumes responsibility for the maintenance and integrity of student records. As an agent for the university and official custodian of student academic records, the office will release information only at the student's request and with his/her approval.

For specific information see the university policy on Release of Information Pertaining to Students as required by the Family Educational Rights and Privacy Act of 1974 in the Appendix of this *Catalog*.

University Hold List

The Hold List, administered by the Registrar's Office, is a means of identifying students with unsatisfied financial or academic obligations to the university. Students on the Hold List may not register and may not have their diplomas, transcripts, or other academic records released.

English Proficiency of Instructors

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

Honors

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

Undergraduate students who maintain a cumulative grade point average at Governors State University of 3.80 or better, and complete at least twenty-four graded credit hours in Governors State University course work, are given special recognition upon graduation. The honors categories are:

GPA of 3.80 to 3.94 Honors

GPA of 3.95 to 4.00 High Honors

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

Transcripts

Students may request official transcripts of their records by writing to the Registrar's Office. Students should allow seven working days for processing time from the date the transcript request is received.

Students who have an outstanding financial

obligation to the university or who have not satisfied certain academic obligations may not receive transcripts until the obligation is met.

Academic Honesty

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

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

Academic Standing

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

Academic Probation/Suspension

If, at the end of a trimester, a student's cumulative GPA in courses taken at Governors State University falls below the minimum grade point average, the student will be placed on academic probation for the next trimester. If the student enrolls for credit and does not achieve good academic standing within the subsequent two trimesters, the student will be academically suspended for one year from the university. Students may appeal the length of the suspension.

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 before established deadlines. Reinstated students reenter the university with the cumulative GPA they had upon dismissal and when placed on extended probation. Students will remain on extended probation each trimester of enrollment as long as they meet the required minimum grade point average each trimester. Upon achieving the

minimum cumulative grade point average, they are restored to good standing. Students failing to make satisfactory progress are suspended and may not be reinstated a second time.

Withdrawal from the University

Any student who wishes to withdraw from Governors State University before the end of the trimester who is receiving any form of financial aid or who has any outstanding accounts at the university must meet with a representative of the Financial Aid Office.

Unofficial withdrawal from the university may result in a failing grade being assigned.

Academic Amnesty

Academic amnesty allows students to have their grade point averages calculated from the point of readmission for the purpose of establishing academic standing. The request for academic amnesty must be made at the time of application for readmission. The following restrictions apply.

1. Only students who have previously been placed on probation or suspended and have not attended Governors State University for at least three trimesters are eligible.
2. The academic record of courses and grades will not be changed upon readmission with amnesty. The transcript will indicate that academic amnesty has been granted.
3. Students will not be readmitted to the major in which they previously were enrolled.
4. Governors State University course work taken before readmission with amnesty may be applied to the requirements of the new major if approved by the appropriate division chair and dean. Undergraduate students must complete these courses with a grade of "C" or better. Graduate students must complete these courses with a grade of "B" or better. These grades will not be included in the calculations of the grade point average after readmission with amnesty.
5. Undergraduate students readmitted with amnesty must complete a minimum of twenty-four graded credit hours after readmission before graduation in the new major.
6. Graduate students readmitted with amnesty must complete at least one-half of the number of credit hours required for the degree in the new major after readmission before graduation in the new major.

7. Academic Amnesty may be granted to a student only once.

Withdrawal from Courses

Students who register for a course but who do not attend classes must officially withdraw from the course to relieve themselves of financial obligations to the university and to avoid receiving a failing grade. Students may officially withdraw from any or all course(s) through the end of the tenth week of classes for any Block 1 course or through the end of the fifth week in any Block 2 of Block 3 course by completing the official Governors State University Withdrawal form, which must be submitted to the Registrar's Office. Specific dates for withdrawal are published in the *Schedule of Classes* for each trimester. Students may appeal for exceptions to these deadlines. The appeals must be in writing and received in the Registrar's Office no later than the last day of the trimester in which the course is scheduled. If the appeal is rejected, the student may appeal to the dean of student affairs and services.

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

Withdrawals will appear on the student's academic record as "W", and will not be included in calculating a student's cumulative grade point average or academic standing. Withdrawals will be subject to the university's tuition refund policy on withdrawals, which is stated in this *Catalog* and the *Schedule of Classes*.

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

SPECIAL ACADEMIC PROGRAMS AND OPPORTUNITIES

Board of Governors Degree Program—Bachelor of Arts

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

The Board of Governors system-wide program received the Theodore G. Mitau Award in 1982, an award given by the American Association of State Colleges and Universities to the top six innovative programs offered at state institutions throughout the United States. The program also received the 1990 Distinguished Program Award for credit programming presented by the Association for Continuing Higher Education. The Governors State University program, established in 1973, has enrolled more than 7,500 students and has graduated more than 2,400 students.

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

Admissions Requirements

A student begins the admission process by submitting an undergraduate application for admission to the Board of Governors Degree Program Office or the Admissions Office before the application and credential deadline for the term in which enrollment is desired. Students are admissible to the program on a first-come, first-served basis if they have earned at least sixty semester hours of academic work from a regionally-accredited institution or the equivalent which may include credit for prior learning.

The student must request official transcripts from all previous institutions attended, reflecting all courses attempted and completed, including grades. These transcripts should be forwarded to the Office of Admissions. A student who is on academic probation or has left a previous college for academic reasons may not be admitted to the Board of Governors Degree Program for six months following academic probation or academic suspension (dismissal). If assessment of prior learning is required for admission, portfolio materials should be submitted directly to the Board of Governors Degree Program Office at Governors State University.

Admission to the program may be denied to an adult who is unsuited for the program by reason of poor academic record, insufficient experiential background, or lack of significant prior learning as determined by the director of the Board of Governors Degree Program Office.

Degree Requirements

Before graduation with a Board of Governors Bachelor of Arts degree, students must meet the following requirements:

1. complete at least 120 total credit hours or equivalent;
2. complete at least forty credit hours or equivalent at the upper-division level;
3. complete at least fifteen credit hours at one Board of Governors Universities/Schools or from a combination of Board of Governors Universities/Schools;

4. satisfy the Board of Governors Program general education requirements;
5. satisfy the university writing and basic mathematics testing requirements;
6. satisfy the U.S. and Illinois Constitution testing requirement.

Governors State University offers undergraduate courses for the Board of Governors Degree Program to students at diverse sites throughout the Governors State University service region. In addition, independent study courses and telecourses are available in a variety of subjects.

Students may obtain additional information from the Board of Governors Degree Program Office. Prospective students who have not completed sixty semester hours of college course work, and who are applying for admission on the basis of credit for prior learning experience or credit based on proficiency examination scores, should contact the Board of Governors Degree Program staff at least six months before their desired term of admission. These students must attend a seminar that provides directions in preparing the prior learning portfolio. The seminar is offered each trimester.

Evaluation of Prior Learning

Governors State University recognizes that many university students are mature and bring to the university a wealth of prior learning that may have been acquired through means other than formal college level courses—through work, in-service training, or a variety of learning experience. The university has processes through which prior learning can be evaluated and applied toward admissions, degree, and credit hour requirements.

No more than eight graduate credit hours awarded for prior learning may be applied toward any Governors State University master's degree.

Assessment by Examination. Some students may feel that they have obtained the knowledge and/or skills required to pass a particular Governors State University course or to meet a specific undergraduate or graduate degree requirement. As an alternative to course work, such students may take examinations which test for material or required course material. This option is not available for all courses or all degree requirements. Students can obtain further information from the Office of Assessment of Experiential Learning.

Credit through Evaluation of Experiential Learning (CEEL). Students may earn credit for prior learning which may be applied toward GSU admission requirements or undergraduate or graduate degree requirements using the Credit through Evaluation of Experiential Learning process. This process involves faculty assessment of a portfolio prepared by the student that documents prior learning. The CEEL process is an option open only to students seeking admission to or enrolled in a degree program at Governors State University. Interested students should contact an admission counselor if applying for admission, or a collegial advisor if enrolling in a degree program. Information also may be obtained from the Office of Assessment of Experiential Learning. The collection of information for the student portfolio and the faculty assessment of the portfolio are often time-consuming. Therefore, students should begin the process before admission or during their first trimester at Governors State University.

Weekend Programming

The university offers a score of classes each fall and winter trimester of Fridays, Saturdays, and Sundays in a rotation that allows students the opportunity to progress toward a bachelor's degree in Business Administration, Psychology, and the Board of Governors Degree Program. Students in other majors may take courses on the weekend as appropriate. Weekend Programming is an alternative to weekday classes for students who work full time or who have other commitment during the week.

Conferences and Workshops

Conferences and Workshops offers a variety of general education and professional development credit and noncredit offerings and videoconferences at GSU and other locations.

Extended Learning Sites

Governors State University recognizes that providing service to a diverse clientele over a wide geographic area requires significant levels of off-campus instruction. In support of its outreach efforts, the university offers a selection of degree and professional development courses at approximately fifteen locations in the Chicago Metropolitan area and Joliet. The entire M.P.A. degree

program is offered at Parkland College in Champaign. Teaching Centers are located in Orland Park, at the Homewood-Flossmoor High School (North Building) in Flossmoor, and South Suburban College's University and College Center in Oak Forest.

Media-Based Instruction

Governors State University provides alternative access to university programs through independent study by correspondence courses and through television courses. These mediated courses provide instruction for the place-bound student and convenience for the on-campus student who can obtain television course video cassettes through the University Library. Further information about these courses may be obtained by contacting Media-Based Instruction. Mediated courses are designated with either a ☒ for correspondence courses or a ☐ for telecourses in the Course Description section of this *Catalog*.

TEACHER CERT

ESL Degree Program

ESL Degree Program

ESL Degree Program

ESL Degree Program

ESL Degree Program

ESL Degree Program

ESL Degree Program

ESL Degree Program

ESL Degree Program

ESL Degree Program

ESL Degree Program

ESL Degree Program

ESL Degree Program

ESL Degree Program

Requirements for Admission through Approval Programs

1. The applicant must have a minimum of 12 college credits in the field of study.
2. The applicant must have a minimum of 2.0 GPA in the field of study.
3. The applicant must have a minimum of 2.0 GPA in the field of study.
4. The applicant must have a minimum of 2.0 GPA in the field of study.
5. The applicant must have a minimum of 2.0 GPA in the field of study.
6. The applicant must have a minimum of 2.0 GPA in the field of study.
7. The applicant must have a minimum of 2.0 GPA in the field of study.
8. The applicant must have a minimum of 2.0 GPA in the field of study.
9. The applicant must have a minimum of 2.0 GPA in the field of study.
10. The applicant must have a minimum of 2.0 GPA in the field of study.

TEACHER CERTIFICATION

The following information is intended to serve as a general guide for students wishing to qualify for an Illinois teaching certificate. More detailed information is available from the Advising Office, located on the third floor across from the main elevator.

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

GSU Degree Program

Certificate/Endorsement

Undergraduate Programs:

| | |
|-----------------------|--|
| Biology (Education) | Standard High School Certificate |
| Chemistry (Education) | Standard High School Certificate |
| Elementary Education | Standard Elementary Certificate Early Childhood Certificate |
| English (Education) | Standard High School Certificate |

Graduate Programs:

| | |
|------------------------------------|---|
| Communication Disorders | Standard Special Certificate Endorsed in Speech and Language Impaired |
| Education | Early Childhood Certificate |
| Educational Administration | Administrative Certificate Endorsed for General Administration |
| Multicategorical Special Education | Standard Special Certificate Endorsed in Educable Mentally Handicapped, Learning Disabilities and Social/Emotional Disorders |
| Counseling (School Counseling) | School Service Personnel Certificate Endorsed in School Counseling |
| Psychology (School Psychology) | School Service Personnel Certificate Endorsed in School Psychology |

Requirements for Certification through Approved Programs

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

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

9. present evidence of passing the Illinois and United States Constitution examinations.

Applicants for certificates or endorsements based on approved programs must seek and receive the recommendation of the university within one calendar year of completing an approved program and must meet any applicable requirements established by Illinois statute or rules and regulations during this one-year period.

Individuals applying for any of these certificates or endorsements must successfully pass examinations required by the Illinois State Board of Education to receive the certificate or endorsement.

Requirements for Certification through Transcript Evaluation

Non-degree students pursuing a certificate (or endorsement) by transcript evaluation must possess a valid statement of deficiencies from ISBE (except for the supervisory endorsement on the Standard Special and School Service Personnel Certificates) and must meet requirements for admission to teacher education if seeking an elementary certificate. When this statement indicates a deficiency in student teaching, admission to student teaching will be reviewed individually by the coordinator of field experiences in the College of Education. Students may be required to complete satisfactorily additional course work before enrolling in student teaching.

General Education Requirements

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

Students seeking the **Elementary Education Certificate or the Early Childhood Certificate through the B.A. in Elementary Education** must complete the general education requirements of the B.A. in Elementary Education in this *Catalog*.

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

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

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

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

Professional Education Requirements

Students who are seeking the early childhood, elementary, standard high school, or standard special certificate endorsed in educable mentally handicapped, learning disabilities, and social/emotional disorders must complete all professional education requirements, except EDUC499, with a GPA of 3.0 or higher, completing all courses with a grade of "C" or better. These requirements include 100 hours of field experience.

Students seeking the **Early Childhood Certificate** or the **Elementary Education Certificate** must complete the professional education requirements listed under the description of degree requirements of the B.A. in Elementary Education in this *Catalog*.

Students seeking a **Standard High School Certificate**, valid for grades 6 through 12, must complete the following professional education requirements:

Standard High School Certificate Biology or Chemistry

| | Credit Hours |
|--|-----------------|
| EDUC 310 Foundations of Education | 3 |
| PSYC 320 Educational Psychology | 3 |
| SPED 510 Survey of Exceptional Students | 3 |
| EDUC 433 Principles of Science Education | 3 |
| EDUC 434 Teaching Secondary School Science | 3 |
| EDUC 499 Student Teaching (secondary) | 9 |

Standard High School Certificate English

| | Credit Hours |
|---|-----------------|
| EDUC 310 Foundations of Education | 3 |
| PSYC 320 Educational Psychology | 3 |
| SPED 510 Survey of Exceptional Students | 3 |
| EDUC 465 Methods of Teaching English | 3 |
| EDUC 520 Developmental Reading in Middle and Secondary Schools | 3 |
| EDUC 499 Student Teaching (secondary) | 9 |

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

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

| Standard Special Certificate Endorsed in Speech and Language Impaired | Credit Hours |
|--|-----------------|
| EDUC 310 Foundations of Education | 3 |
| PSYC 329 Educational Psychology | 3 |
| SPED 510 Survey of Exceptional Students | 3 |

Admission to Student Teaching

Students must apply for admission to student teaching before enrolling in EDUC499, Student Teaching. An application for admission to student teaching must be submitted to the coordinator of field experiences in the College of Education. The application must be submitted by March 1 for the fall trimester or by June 1 for the winter trimester (student teaching is not offered in the spring/summer trimester). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. Completed at least 42 hours of general education requirements with a GPA of 2.75 or higher in courses taken at Governors State University.
2. Completed professional education course requirements, except EDUC499, including 100 hours of field experience with a GPA of 3.0 or higher, completing all courses with a grade of "C" or better.
3. Have no more than six hours remaining to be completed in the major in which he/she is enrolled.
4. Met all state qualifications applicable to areas of student teaching assignments as outlined in the "Illinois Program for Evaluation, Supervision, and Recognition of Schools, Part I, Subpart G: Staff Qualifications."

BACHELOR DEGREE REQUIREMENTS

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

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

Undergraduate Student Status

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

Articulation Agreements

To minimize transfer problems for students, Governors State University and area community colleges have developed articulation agreements that help students plan four-year 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.

Student Study Plan

Student study plans are developed with advisors before the end of the first trimester of enrollment. The advisor will explain the degree program and with the student develop a study plan that will lead

to degree completion of the selected major. The student study plan will detail the degree requirements for the major selected in effect at the time of admission as a degree-seeking student. It will specify the amount of transfer credit, proficiency credit, and credit for experiential learning applied toward the degree requirements; the total credit hour requirement for the degree; required and elective courses; and the maximum number of credit hours and/or courses that can be taken off campus and applied toward the degree.

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

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

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

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

Orientation

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

Undergraduate Degree Programs Offered

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

| Major/Concentration/Sequence | College |
|---------------------------------------|------------------------------------|
| Art | Arts and Sciences |
| Biology | Arts and Sciences |
| <i>Teacher Education</i> | |
| Board of Governors Degree | |
| Business and Administration | Business and Public Administration |
| <i>Accounting</i> | |
| <i>Finance</i> | |
| <i>Human Resource Management</i> | |
| <i>International Business</i> | |
| <i>Management</i> | |
| <i>Management Information Systems</i> | |
| <i>Marketing</i> | |
| <i>Production Management</i> | |
| <i>Public Administration</i> | |
| Business and Technology | Business and Public Administration |
| Chemistry | Arts and Sciences |
| <i>Teacher Education</i> | |
| Communication Disorders | Health Professions |
| Communications | Arts and Sciences |
| Computer Science | Arts and Sciences |
| Criminal Justice | Arts and Sciences |
| Elementary Education | |
| <i>Early Childhood</i> | |
| English | Arts and Sciences |
| <i>Teacher Education</i> | |
| Health Administration | Health Professions |
| Nursing | Health Professions |
| Psychology | Education |
| <i>Mental Health</i> | |
| Social Sciences | Arts and Sciences |
| Social Work | |
| Health Professions | |
| Minors | College |
| Alcoholism and Drug Abuse Sciences | Health Professions |
| Business Administration | Business and Public Administration |
| Computer Science | Arts and Sciences |
| Criminal Justice | Arts and Sciences |
| Mathematics | Arts and Sciences |
| Psychology | Education |
| Speech-Communication | Arts and Sciences |
| Social Work | Health Professions |

Student Responsibility

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

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

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

General Requirements

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

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

1. Complete a minimum of 120 credit hours.
2. Satisfy the university writing and basic mathematics proficiency examination requirements.
3. Complete a minimum of 45 upper-division credit hours, which may include upper-division transfer credit.
4. Satisfy the university general education requirements.
5. Apply to degree requirements no more than 12 credit hours earned as an undeclared student.
6. Apply to degree requirement no more than 12 credit hours earned in the pass/no credit grading option.
7. Apply to degree requirements no more than nine credit hours earned in independent studies.
8. Be in academic good standing.
9. Satisfy the residency requirements.
10. Demonstrate that all degree requirements as defined in the approved student study plan have been met.
11. Remove all grades of incomplete (I or E) by the graduation processing date.
12. Meet all financial obligations to the university.
13. Complete the collegial and university procedures that cover implementation of the above requirements.

Transfer Credit for Undergraduate Students

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

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

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

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

Transfer Credit Earned After Admission.

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

University General Education Requirement

The university currently is reviewing its general education requirement in order to ensure that graduates of Governors State University have a broad foundation in the liberal arts and sciences. Until the review is complete, the following General Education Requirement will be in effect.

All undergraduate degree-seeking students are required to meet the University General Education Requirement before graduation.

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

1. Transfer to Governors State University having earned an A.A. or A.S. degree from a regionally-accredited Illinois community college.
2. Complete an approved undergraduate teacher education program at Governors State University.
3. Complete the following course requirements, with a grade of "C" or better in each course, either by presenting acceptable transfer courses or completing specific courses at Governors State University.

| | |
|--|----|
| Communications (Written or Oral) | 6 |
| Humanities and Arts | 6 |
| Science and Mathematics | 6 |
| Social Sciences | 6 |
| Any Combination of the Above | 15 |
| Total | 39 |

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

Academic Standing

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

Residency Requirements

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

In completing the requirements for a degree, students must earn at least 50 percent of the credit hours required for their degree, as specified on their individual study plans, through on-campus work.

University Minors

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

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

1. meet all university and collegial requirements for the baccalaureate degree;
2. complete the specific course requirements for the minor as described in the *Catalog* and detailed in a study plan approved by a faculty advisor in the minor discipline. Credit hours can count toward both a major and a minor, provided they are accepted on both study plans;
3. earn at least one-half of the required credit hours from Governors State University. Transfer courses should be submitted to the minor advisor for approval by the first week of the trimester in which graduation is intended;
4. satisfy all applicable collegial requirements, including minimum grade requirements for courses applied to the minor;
5. complete and apply for the minor at the time of degree completion by submitting an approved student study plan for each minor with the application for graduation.

Second Bachelor's Degree

A student who has earned one bachelor's degree at Governors State University or another accredited institution may earn a subsequent bachelor's degree at Governors State University, provided that all specified requirements for both degrees are fully met. The Board of Governors B.A.

Degree may not be awarded to a student who already holds a bachelor's degree. A student who wishes to earn a second bachelor's degree at Governors State University must:

1. Apply and be admitted to the undergraduate degree program. Students seeking to earn the degrees concurrently must make arrangements with the appropriate deans.
2. Meet university, college, and major degree requirements for the second degree.
3. Complete all requirements of the subsequent degree program as stipulated in the student study plan as well as general requirements for the bachelor's degree; and
4. Meet the requirements of the university residency policy for the subsequent degree by taking a minimum of twenty-four hours at Governors State University. Hours applied toward the first degree may not be included in the hours required to meet residency requirements.

Application for Graduation

Students should apply for review of their degree requirements within the first month of the last trimester before graduation. Students should complete both an Application for Graduation form and a Student Progress Report form, available in the Registrar's Office. Upon completion of these forms, students should arrange to meet with their assigned academic advisor to review the student study plan and verify expected completion of degree requirements. Students should have no more than sixteen credit hours outstanding toward degree requirements, either as incomplete work or as current enrollment at the time of application. The application is approved by the advisor, division chair, and dean. A \$20 fee is billed to the student, covering the cost of application processing, diploma, cap and gown rental, and commencement.

Diplomas

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

Commencement

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

MASTER'S DEGREE REQUIREMENTS

Graduate education is the pursuit of knowledge at an advanced level. Graduate education is distinct and different from undergraduate education both in kind and in degree. It demands of students greater intellectual maturity and autonomy, a deeper responsibility for their own learning, more intense study, and the mastery of different and more complex skills. An earned graduate degree is a distinction. Award of the degree symbolizes both the student's accomplishment and the university's endorsement. A student may judge his or her own achievement, but the university must decide what it will or will not endorse.

Specifically, graduate education imposes certain obligations, and a student receiving a master's degree must have demonstrated the following:

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

Graduate Student Status

There are two categories of graduate degree-seeking students.

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

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

Student Study Plan

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

Students must have an approved study plan, signed by their advisor, to register. Students are encouraged to contact faculty members in specific discipline areas in which they have interests for additional academic advisement.

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

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

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

Graduate Degree Programs Offered

| Major | College |
|---|------------------------------------|
| Alcoholism and Drug Abuse Sciences | Health Professions |
| Analytical Chemistry | Arts and Sciences |
| Art | Arts and Sciences |
| Business Administration | Business and Public Administration |
| Communication Disorders | Health Professions |
| Communications & Human Performance Training | Arts and Sciences |
| Computer Science | Arts and Sciences |
| Counseling | Education |
| <i>School Counseling</i> | |
| Education | Education |
| <i>Early Childhood</i> | |
| Education al Administration | Education |
| English | Arts and Sciences |
| Environmental Biology | Arts and Sciences |
| Health Administration | Health Professions |
| Multicategorical Special Education | Education |
| Nursing | Health Professions |
| Political Studies | Arts and Sciences |
| Psychology | Education |
| <i>School Psychology</i> | |
| Public Administration | Business and Public Administration |

Student Responsibility

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

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

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

Master's Degree Candidacy

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

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

General Requirements

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

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

1. Complete at least 32 credit hours in graduate-level courses of which at least two credit hours are designated as a master's final project.
2. Complete a minimum of 12 graded credit hours in graduate-only courses (numbered 800-999).
3. Complete all course work for the degree requirements with a grade of "C" or better.
4. Be admitted to master's degree candidacy at least one trimester before the trimester in which the degree is to be awarded.
5. Complete a master's final project which can include a thesis, project, practicum/internship, or in some other way demonstrate an integra-

tion of graduate work that is accepted by a committee of three approved faculty.

6. Complete all course work for the degree, except the final project, within four years of admission to candidacy. The final project must be completed within five years of admission to candidacy.
7. Complete no more than 17 credit hours from the same faculty member, including credit hours related to the master's final project.
8. Apply to degree requirements no more than eight graduate credit hours awarded for experiential learning through the established procedures.
9. Apply to degree requirements no more than six graduate credit hours earned as an undeclared student.
10. Apply to degree requirements no more than six credit hours earned in independent studies.
11. Be in academic good standing.
12. Satisfy the residency requirement.
13. Demonstrate that all degree requirements have been met as stipulated in the approved study plan.
14. Remove all grades of incomplete (I or E) by the graduation processing date.
15. Meet all financial obligations to the university.
16. Complete the collegial and university procedures that cover implementation of the above requirements.

Master's Final Project

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

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

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

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

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

Transfer Credit for Graduate Students

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

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

1. The number of transfer hours accepted shall not exceed 25 percent of the total hours required in the major.
2. Only credits earned with a grade of "B" or better or "P" (pass) will be considered for transfer credit.
3. Transfer credits earned ten or more years before the student's admission to a degree program at Governors State University will not be accepted toward the degree requirements unless approved by the appropriate academic dean.

4. No more than six credit hours earned as a graduate undeclared student may be applied toward degree requirements.
5. No more than nine credit hours earned as graduate credit beyond the bachelor's degree requirements, earned as an undergraduate degree-seeking student at Governors State University may be applied toward graduate degree requirements.
6. Transfer credits are applied toward specific degree requirements on a course-by-course basis by the academic advisor.

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

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

Academic Standing

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

Residency Requirements

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

In completing the requirements for a degree, students must earn at least fifty percent of the credit hours required for their degree, as specified on their individual study plans, through on-campus work.

Requirements for a Second Master's Degree

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

1. Apply and be admitted to the graduate degree program.
2. Meet university, college, and/or major degree requirements for the subsequent degree.
3. Complete all requirements of the subsequent degree program as stipulated in the student study plan; and
4. Meet the requirements of the university's residency policy for the subsequent degree by taking a minimum of twenty-four hours at Governors State University. Hours applied toward the first degree may not be included in hours required to meet residency requirements.

Application for Graduation

Students should apply for review of their degree requirements within the first month of the last trimester before graduation. Students should complete an Application for Graduation form and a Student Progress Report form, available in the Registrar's Office. Upon completion of these forms, students should arrange to meet with their assigned academic advisor to review the student study plan and verify expected completion of degree requirements. Students should have no more than sixteen credit hours outstanding toward degree requirements, either as incomplete work or as current enrollment at the time of application. The application is approved by the advisor, division chair, and dean and should be forwarded to the Registrar's Office two months before the end of the last trimester of enrollment. A \$25 fee is billed to the student, covering the cost of application processing, diploma, cap and gown rental, and commencement.

Commencement

Commencement is held once a year in early June. Participation is optional. Students who have graduated in August or December of the previous year or April of the current year may participate in

commencement. Participation in commencement is limited to students who have been certified by the registrar as having completed all requirements for the degree.

Diplomas

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

Application for Graduation

Students must apply for graduation by the deadline date. The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university. The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university. The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university. The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university.

Continuation

Students who are unable to complete their degree requirements within the prescribed time frame may apply for a continuation of their degree. The Registrar's Office will accept applications for continuation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university.

The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university. The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university.

The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university. The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university.

The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university. The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university.

The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university. The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university.

The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university. The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university.

Academic Standing

Students who are unable to complete their degree requirements within the prescribed time frame may apply for a continuation of their degree. The Registrar's Office will accept applications for continuation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university.

Graduation Requirements

The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university. The Registrar's Office will accept applications for graduation from students who have completed all requirements for the degree and who have satisfied all financial obligations to the university.

COLLEGE OF ARTS AND SCIENCES

Roger K. Oden, Acting Dean

The College of Arts and Sciences provides a wealth of educational opportunities founded upon the traditions of the liberal arts. The curricula are concerned with the development of an awareness of one's place in the historical, cultural, and intellectual experience of humanity. In addition to providing the background necessary to enter into a variety of careers, the undergraduate degree programs offered by the college seek to develop a student's ability to discover new knowledge and prepare for the future. Students have the opportunity to work closely, both in the classroom and on their research, with faculty who have distinguished records as teachers and scholars.

Courses in the natural and physical sciences provide students with a traditional conceptual background in science while emphasizing the skills and techniques required to apply these concepts to the solution of problems in areas such as the environment and industry. In addition to the courses which support a major and a minor in Computer Science, computer courses are offered to assist students throughout the university in gaining familiarity with this increasingly important tool.

Courses offered in the social sciences encourage students to explore the problems connected with individuals and groups living together in the modern world. The humanities and fine arts focus on values and perspectives as they are expressed in intellectual and artistic works. Courses in communication and media provide learning experiences that enable students to apply the liberal arts tradition to the world of work.

Students benefit from extensive facilities, including computer, biology, and chemistry laboratories, as well as art, photography, film, and television studios, and art and photography galleries. Music recital halls, plant growth chambers, a greenhouse, and field equipment are also among the college's resources.

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

Undergraduate Programs

Art (B.A.)
 Biology (B.S.)
Teacher Certification
 Chemistry (B.S.)
Teacher Certification
 Communications (B.A.)
 Computer Science (B.S.)
 Criminal Justice (B.A.)
 English (B.A.)
Teacher Certification
 Social Sciences (B.A.)

Minors

Computer Science
Criminal Justice
Mathematics
Speech-Communications

Certifications

The college offers programs approved by the Illinois State Board of Education for teacher certification in the areas of biology, chemistry, and English.

Faculty of the College of Arts and Sciences

Division of Liberal Arts

Teresa Barrios-Aulet
 Jay Boersma
 Mary Bookwalter
 Arthur Bourgeois
 Oltman Goldenstein
 Harriet Gross
 Charles Hicks
 Deborah Holdstein
 Albert Ingram
 Thomas Kelly
 Joyce Kennedy-Hayes
 Ana Kong
 Larry Levinson
 Jagan Lingamneni
 Richard McCreary
 Daniel Mendoza deArce
 Joyce Morishita
 June Patton
 John Payne
 Walter Perkins
 Michael Purdy
 Hugh Rank
 Paul Schranz
 Eli Segal
 Michael Stelnicki
 Rudolf Strukoff
 Anthony Wei

Division of Science

Joseph Addison
 Ronald Brubaker
 Edwin Cehelnik
 Karen D'Arcy
 Peter Gunther
 Reino Hakala
 Mohammed Kishta
 Phyllis Klingensmith
 Shailendra Kumar
 Sungyoung Lee
 Jon Mendelson
 C. Edward Miller
 Gregory Moehring
 Joyce Mohberg
 Winfried Rudloff
 Ali Setork
 Donna Siemro
 Jane Wells
 Kong-Cheng Wong
 Shensheng Zhao

DEGREE REQUIREMENTS FOR UNDERGRADUATE PROGRAMS

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

Requirements for specific degree programs follow.

Bachelor of Arts in Art

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

Special Admissions Requirements

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

Degree Requirements

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

In addition, students also must complete the following course work by the end of the first three trimesters of enrollment: six hours of art history, six hours of two-dimensional and three-dimensional design, and either six hours of drawing or three hours of art history and three hours of course work in history, anthropology, philosophy, or art studio.

I. General Education Requirement — 18 Hours

Note: Up to 21 hours of the courses marked with (*) below may be applicable to general education requirements.

II. Required Courses — 30 Hours

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

| | |
|--|---|
| *Art History | 6 |
| *Two- and Three-Dimensional Design | 6 |

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

| | |
|--|---|
| *ART 305 Drawing | 3 |
| *ART 325 Advanced Problems in Design | 3 |
| *ART 360 Art Seminar: Concepts and Methods | 3 |
| ART 412 20th Century Art and Architecture .. | 3 |
| ART 501 Drawing: Life Study | 3 |
| ART 490 Senior Project | 3 |

III. Lower-Division Art Selectives — 6 Hours

Select six hours of course work in drawing or a course in art history and a course in history, anthropology, philosophy, or art studio.

IV. Upper-Division, Non-Western Art Selective — 3 Hours

Select one of the following:

| |
|-------------------------------------|
| ART 521 Art of South Pacific (3) |
| ART 523 Pre-Columbian Art (3) |
| ART 525 Art of Native Americans (3) |
| ART 527 African Art (3) |
| ART 530 Art of Asia (3) |

V. Upper-Division Western Art Selective — 3 Hours

Select one of the following:

| |
|---|
| ART 514 American Art and Architecture (3) |
| ART 516 Great Artists (3) |
| ART 518 Women Artists (3) |
| ART 520 Art in Context (3) |
| PHOT 500 History of Photography (3) |

VI. Upper-Division Art Selectives — 12

In consultation with advisor, select twelve hours from among one or more of the following areas:

| |
|------------------|
| Art History |
| Design |
| Painting/Drawing |
| Printmaking |

Photography
Sculpture

VII. Electives — 48 Hours

VIII. Total — 120 Hours

Bachelor of Science in Biology

The curriculum for the undergraduate major in biology provides a strong background in the basic concepts of molecular, organismic, and population biology. In addition, laboratory courses provide the training needed for highly developed laboratory skills. Upon graduation, students are prepared for advanced studies in medical, dental, or veterinary school. The student also has the necessary preparation for master's or doctoral level graduate work in biology. The curriculum supplies all the requirements for admission into the M.S. in Environmental Biology at Governors State University. Students are qualified for a wide range of entry level careers as biologists in areas such as pharmaceuticals, genetic engineering, microbiology, or the environment.

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: eight hours of general biology with laboratory, three hours of botany with laboratory, three hours of zoology with laboratory, eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, and college algebra.

I. General Education Requirement — 18 Hours

Note: Up to 21 hours of the courses marked with (*) below may be applicable to general education requirements.

II. Required Courses — 72 Hours

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

| | |
|--|---|
| *General Biology with Laboratory .. | 8 |
| *General Chemistry with Laboratory | 8 |

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

| | |
|--|---|
| *Botany with Laboratory | 3 |
| *Organic Chemistry with Laboratory | 8 |
| *Zoology with Laboratory | 3 |
| BIOL 360 Comparative Anatomy | 3 |
| BIOL 361 Comparative Anatomy Laboratory .. | 1 |
| BIOL 430 Microbiology | 2 |
| BIOL 431 Microbiology Laboratory | 2 |

| | |
|--|---|
| MATH 355 Applied Calculus | 3 |
| PHYS 352 Intermediate Physics I..... | 3 |
| PHYS 353 Intermediate Physics I Laboratory . | 1 |
| PHYS 362 Intermediate Physics II | 3 |
| PHYS 363 Intermediate Physics II Laboratory. | 1 |

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

| | |
|---|---|
| BIOL 322 Ecology | 3 |
| BIOL 340 Genetics | 3 |
| BIOL 370 Cell Biology | 1 |
| BIOL 371 Cell Biology Laboratory | 2 |
| BIOL 450 Animal Physiology | 3 |
| BIOL 451 Animal Physiology Laboratory | 1 |
| BIOL 455 Behavioral Ecology | 3 |
| BIOL 460 Plant Physiology Lecture | 3 |
| BIOL 461 Plant Physiology Laboratory | 1 |
| STAT 520 Statistical Methods | 3 |

III. Computer Science Selective — 3 Hours *

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

- *CPSC 305 Introduction to Computer Technology (3)
- *CPSC 320 Computer Programming: BASIC (3)
- *CPSC 330 Computer Programming: FORTRAN (3)
- *CPSC 340 Computer Programming: PASCAL (3)

IV. Upper-Division Applications Selectives — 9 Hours

Select nine hours from the following courses:

- BIOL 510 Biological Literature (3)
- BIOL 522 Ornithology (1)
- BIOL 523 Ornithology Laboratory (2)
- BIOL 555 Mammalogy (2)
- BIOL 556 Mammalogy Laboratory (1)
- BIOL 560 Plant Systematics (2)
- BIOL 561 Plant Systematics Laboratory (1)
- BIOL 570 Immunology (3)

- CHEM315 Analytical Chemistry (3)
- CHEM316 Analytical Chemistry Laboratory (2)

Other science courses as approved by the academic advisor

V. Electives — 18 Hours

VI. Total — 120 Hours

Bachelor of Science in Biology with a Teacher Education Sequence

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

Teacher Certification

This program is approved by the Illinois State Board of Education and leads to the Standard High School Certificate qualifying students to teach biology and general science.

Admission to Student Teaching

Before enrolling in EDUC499, Student Teaching, an application for admission to student teaching must be submitted to the coordinator of field experiences in the College of Education; the application must be submitted by March 1 for the fall trimester or by June 1 for the winter trimester. Student teaching is not offered in the spring/summer trimester. Contact the Academic Advising Office for further information.

Degree Requirements

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

In addition, students must:

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

biology with laboratory, three hours of botany with laboratory, three hours of zoology with laboratory, eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, and college algebra.

I. General Education Requirement for Teacher Certification, Standard High School Certificate, Biology — 54 Hours

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

| | |
|-----------------------------------|--------|
| General Biology with Laboratory | 8 |
| General Chemistry with Laboratory | 8 |

The following courses can be taken at either the lower-division or upper-division level 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 |
| Literature in English | 3 |
| English, Foreign Language, Art, Music, Theater, Linguistics, History, and/or Philosophy | 9 |
| U.S. Government | 3 |
| Political Science, Anthropology, Cultural Geography, Economics, Psychology, and/or Sociology | 6 |
| Health | 2 |

| | |
|---------------------------|---------|
| MATH 355 Applied Calculus | 3 |
|---------------------------|---------|

II. Required Courses — 74 Hours

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

| | |
|---|---------|
| Botany with Laboratory | 3 |
| Organic Chemistry with Laboratory | 8 |
| Zoology with Laboratory | 3 |
| BIOL 360 Comparative Anatomy | 3 |
| BIOL 361 Comparative Anatomy Laboratory | .. 1 |
| BIOL 430 Microbiology | 2 |
| BIOL 431 Microbiology Laboratory | 2 |
| EDUC 310 Foundations of Education | 3 |
| PHYS 352 Intermediate Physics I | 3 |
| PHYS 353 Intermediate Physics I Laboratory | . 1 |
| PHYS 362 Intermediate Physics II | 3 |
| PHYS 363 Intermediate Physics II Laboratory | . 1 |
| PSYC 320 Educational Psychology | 3 |
| SPED 510 Survey of Exceptional Students | 3 |

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

| | |
|--|---------|
| BIOL 322 Ecology | 3 |
| BIOL 340 Genetics | 3 |
| BIOL 370 Cell Biology | 1 |
| BIOL 371 Cell Biology Laboratory | 2 |
| BIOL 450 Animal Physiology | 3 |
| BIOL 451 Animal Physiology Laboratory | 1 |
| BIOL 460 Plant Physiology Lecture | 3 |
| BIOL 461 Plant Physiology Laboratory | 1 |
| EDUC 433 Principles of Science Education | 3 |

| | |
|--|---------|
| * EDUC 434 Teaching Secondary Science | 3 |
| EDUC 499 Student Teaching: Secondary Biology | 9 |
| STAT 520 Statistical Methods | 3 |

III. Computer Science Selective — 3 Hours

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

| | |
|--|--|
| CPSC 305 Introduction to Computer Technology (3) | |
| CPSC 320 Computer Programming: BASIC (3) | |
| CPSC 330 Computer Programming: FORTRAN (3) | |
| CPSC 340 Computer Programming: PASCAL (3) | |

IV. Total — 131 Hours

Bachelor of Science in Chemistry

The curriculum for the undergraduate major in Chemistry provides a strong background in the basic concepts of analytical, organic, physical, and inorganic 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 student also has the necessary preparation for graduate work in chemistry and meets all requirements for admission to the M.S. in Analytical Chemistry at Governors State University.

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: eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, eight hours of physics with laboratory, and eight hours of calculus.

I. General Education Requirement — 18 Hours

Note: Up to 21 hours from courses marked with (*) below may be applicable to general education requirements.

II. Required Courses — 66 Hours

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

| | |
|------------------------------------|---------|
| *Calculus | 8 |
| *General Chemistry with Laboratory | 8 |

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

| | |
|------------------------------------|---------|
| *Organic Chemistry with Laboratory | 8 |
|------------------------------------|---------|

| | |
|--|---|
| *Physics with Laboratory | 8 |
| *CHEM315 Analytical Chemistry | 3 |
| *CHEM316 Analytical Chemistry Laboratory ... | 2 |
| *MATH455 Differential Equations | 3 |

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

| | |
|--|---|
| CHEM 366 Physical Chemistry I: Lecture | 3 |
| CHEM 367 Physical Chemistry I: Laboratory ... | 1 |
| CHEM 368 Physical Chemistry II: Lecture | 3 |
| CHEM 369 Physical Chemistry II: Laboratory .. | 1 |
| CHEM 426 Instrumental Analysis | 3 |
| CHEM 427 Instrumental Analysis Laboratory ... | 1 |
| CHEM 433 Advanced Inorganic Chemistry | 3 |
| CHEM 434 Advanced Inorganic Chemistry Laboratory | 1 |
| CHEM 450 Organic Synthesis and Structural Methods | 2 |
| CHEM 455 Chemical Literature | 1 |
| CHEM 544 Biochemistry: Lecture | 3 |
| CHEM 545 Biochemistry: Laboratory | 1 |
| STAT 520 Statistical Methods | 3 |

III. Computer Science Selective — 3 Hours*

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

| |
|--|
| CPSC 305 Introduction to Computer Technology (3) |
| CPSC 320 Computer Programming: BASIC (3) |
| CPSC 330 Computer Programming: FORTRAN (3) |
| CPSC 340 Computer Programming: PASCAL (3) |

IV. Biology Selective — 3 Hours

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

V. Advanced Selectives — 6 Hours

Select six hours from the following courses.

| |
|---|
| BIOL 640 Toxicology (3) |
| CHEM 505 Environmental Chemistry Lecture (2) |
| CHEM 506 Environmental Chemistry Laboratory (1) |
| CHEM 530 Physical Chemistry III (3) |
| CHEM 550 Polymer Chemistry (3) |

Other science courses as approved by academic advisor.

VI. Electives — 24 Hours

VII. Total — 120 Hours

Bachelor of Science in Chemistry with a Teacher Education Sequence

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

Teacher Certification

This program is approved by the Illinois State Board of Education and leads to the Standard High School Certificate qualifying students to teach chemistry.

Admission to Student Teaching

Before enrolling in EDUC499, Student Teaching, an application for admission to student teaching must be submitted to the coordinator of field experiences in the College of Education; the application must be submitted by March 1 for the fall trimester or by June 1 for the winter trimester. Student teaching is not offered in the spring/summer trimester. Contact the Academic Advising Office for further information.

Degree Requirements

Students must meet all university requirements for a bachelor's degree, see Biology. Students must complete the General Education Requirement for Teacher Certification, Standard High School Certificate below instead of the University General Education Requirement.

In addition, students must:

1. have a cumulative GPA of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a GPA of 2.75 or higher for all general education courses taken at Governors State University;
4. have a GPA of 3.0 or higher in chemistry and physics courses with a grade of "C" or better in each course;
5. have a GPA of 3.0 or higher for EDUC310, PSCY320, EDUC433, EDUC434, and SPED510, with a grade of "C" or better in each course;
6. have earned a grade of "C" or better in EDUC499;
7. complete a minimum of 100 hours of supervised prestudent teaching experiences;
8. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
9. complete at least one three-hour course in non-Western or third world cultures;
10. meet any additional requirements listed in the Teacher Certification section of this *Catalog*; and
11. complete the following course work during the first three trimesters of enrollment with a grade of "C" or better: eight hours of general

chemistry with laboratory, eight hours of organic chemistry with laboratory, eight hours of physics with laboratory, and eight hours of calculus.

I. General Education Requirement for Teacher Certification, Standard High School Certificate, Chemistry — 59 Hours

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

| | |
|---|---|
| General Chemistry with Laboratory | 8 |
| Calculus | 8 |

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

| | |
|--|---|
| Written Communication | 6 |
| Oral Communication | 3 |
| Physics with Laboratory | 8 |
| American History | 3 |
| Literature in English | 3 |
| English, Foreign Language, Art, Music, Theater, Linguistics, History, and/or Philosophy | 9 |
| U.S. Government | 3 |
| Political Science, Anthropology, Cultural Geography, Economics, Psychology, and/or Sociology | 6 |
| Health | 2 |

II. Required Courses — 63 Hours

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

| | |
|--|---|
| Organic Chemistry with Laboratory | 8 |
| CHEM 315 Analytical Chemistry | 3 |
| CHEM 316 Analytical Chemistry Laboratory | 2 |
| EDUC 310 Foundations of Education | 3 |
| PSYC 320 Educational Psychology | 3 |
| SPED 510 Survey of Exceptional Students | 3 |

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

| | |
|--|---|
| CHEM 366 Physical Chemistry I: Lecture | 3 |
| CHEM 367 Physical Chemistry I: Laboratory | 1 |
| CHEM 368 Physical Chemistry II: Lecture | 3 |
| CHEM 369 Physical Chemistry II: Laboratory | 1 |
| CHEM 426 Instrumental Analysis | 3 |
| CHEM 427 Instrumental Analysis Laboratory | 1 |
| CHEM 433 Advanced Inorganic Chemistry | 3 |
| CHEM 434 Advanced Inorganic Chemistry Laboratory | 1 |
| CHEM 505 Environmental Chemistry Lecture | 2 |
| CHEM 506 Environmental Chemistry Laboratory | 1 |
| CHEM 544 Biochemistry: Lecture | 3 |
| CHEM 545 Biochemistry: Laboratory | 1 |
| EDUC 433 Principles of Science Education | 3 |
| EDUC 434 Teaching Secondary School Science | 3 |

| | |
|--|---|
| EDUC 499 Student Teaching: Secondary Chemistry | 9 |
| STAT 520 Statistical Methods | 3 |

III. Computer Science Selective — 3 Hours

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

| |
|--|
| CPSC 305 Introduction to Computer Technology (3) |
| CPSC 320 Computer Programming: BASIC (3) |
| CPSC 330 Computer Programming: FORTRAN (3) |
| CPSC 340 Computer Programming: PASCAL (3) |

IV. Biology Selective — 3 Hours

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

V. Total — 128 Hours

Bachelor of Science in Computer Science

The undergraduate major in computer science provides a balance between theoretical and applied study and is intended for students who are primarily interested in the application of computers and information technology to problem solving. The curriculum is designed to prepare students for entry-level positions in business and industry, in local, state, and federal government agencies, and in research and technical organizations as programmers, information analysts, systems designers, and software engineers. The curriculum also prepares students for graduate work in computer science.

Degree Requirements

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

In addition, students must complete the following course work with a grade of "C" or better: three hours of high-level computer languages, three hours of Pascal programming, three hours of assembly language, three hours of system analysis, three hours of college algebra, CPSC345, CPSC405, CPSC415 and MATH340.

I. General Education Requirement — 18 Hours

Note: Up to 21 hours of the courses marked with (*) below and one computer programming course may be applicable to general education requirements.

II. Required Courses — 39 Hours

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

| | |
|--|---|
| Computer Programming, high-level languages (e.g. COBOL, FORTRAN, PL/1, BASIC, RPG, etc.) | 3 |
| *Pascal Programming | 3 |
| *Assembly Language | 3 |

| | |
|--|---|
| Systems Analysis/Software | |
| Engineering: Design and Analysis | 3 |
| CPSC 345 Computer Programming: C++ | 3 |
| CPSC 405 Computer Organization | 3 |
| CPSC 415 Data Structures | 3 |
| CPSC 420 Software Engineering: Project | 3 |
| CPSC 425 External File Processing | 3 |
| CPSC 435 Operating Systems | 3 |
| CPSC 445 Database Systems | 3 |
| CPSC 450 Introduction to Algorithms | 3 |
| CPSC 455 Organization of Programming Languages | 3 |
| III. Additional Requirements — 23 Hours | |
| *College Algebra | 3 |
| *Physical/Biological Sciences (a two semester sequence in a laboratory science is recommended) | 8 |
| *MATH 340 Discrete Mathematics | 3 |
| *MATH 355 Applied Calculus | 3 |
| MATH 440 Linear Algebra | 3 |
| STAT 520 Statistical Methods | 3 |
| IV. Electives — 40 Hours | |
| <i>Must include at least six hours of CPSC courses numbered 400 or above.</i> | |
| V. Total — 120 Hours | |

Computer Science Minor

An undergraduate minor in computer science is offered for students majoring in other fields who wish to supplement their preparation in a major discipline with a substantial amount of course work in computer science. The minor in Computer Science is particularly appropriate for those students who anticipate significant use of a computer during the pursuit of their chosen majors or who would like to develop additional marketable skills to supplement and complement their major studies.

Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

1. have earned a grade of "C" or better in the prerequisite(s) for 400-level courses in computer science and mathematics;
2. complete at least one course at the upper-division level; and
3. submit transfer courses to the advisor for the minor for approval by the first week of the trimester of intended graduation.

I. Required Courses — 24 Hours

| | |
|---|---|
| CPSC 305 Introduction to Computer Technology | 3 |
| CPSC 320 Computer Programming: BASIC or | 3 |
| Any high-level programming language (e.g., COBOL, FORTRAN, PL/1, C, RPG, etc.) | |
| CPSC 340 Computer Programming: PASCAL | 3 |
| CPSC 360 Computer Programming: Basic Assembly Language or CPSC365 Microcomputer Assembly Language | 3 |
| CPSC 370 Software Engineering: Design and Analysis | 3 |
| CPSC 405 Computer Organization | 3 |
| CPSC 415 Data Structures | 3 |
| MATH 340 Discrete Mathematics | 3 |

II. Total — 24 Hours

Bachelor of Arts in Communications

Students in the undergraduate major in Communications have an opportunity to develop speech communication, journalism, public relations, TV/Video production, and multimedia communications skills, as well as a practical and theoretical understanding of the processes and impact of communications and media on individuals, groups, and society.

Within a broad and flexible program, communications students prepare themselves for jobs in newspapers and publishing; commercial, non-commercial, and corporate television; cable systems; and in institutional and corporate public relations. Job opportunities include writing, editing, reporting, producing, directing, managing, teaching, and research. Students may apply for internships in Chicago area media or in the university's Communications Services Center. For example, graduates of the program in career areas such as: advertising, cable TV, college teaching, consulting, customer service, human resources, instructional design and development, journalism, media management, media writing, public affairs, public relations, TV production/direction and training. The university is interconnected live and by tape distribution to area cable television systems.

Degree Requirements

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

I. General Education Requirement — 39 Hours**II. Required Courses — 13-16 Hours**

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

Communication Skills (including speech, TV production and media writing) 6

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

COMS 310 Concepts of Human Communications 3
MCOM420 Media and Society 1-4

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

COMS 300 Introduction to Communications 1
COMS 420 Communication Research 3
COMS 561 Technology and Human Communications 3
MCOM490 Senior Project 3
MCOM511 Communication Ethics 3

Advanced Writing choose from:

ENGL 525 Advanced Writing II 3
MCOM450 Writing for Print Media 3

II. Communications Sequences — 14-18 Hours

Select one of the following five sequences:

Journalism Selective Courses (14-16 hrs.)

MCOM450 Writing for Print Media 3
MCOM480 Internship 3

Select one of the following:

MCOM510 Theory and History of a Free Press 3
MCOM512 Media Communications Law 3

Select two of the following:

MCOM550 Newswriting and Reporting 3
MCOM555 Broadcast Journalism 3
MCOM750 Media Wkshp.: Desktop Publishing 3

TV/Video Production Selective Courses (14-18 hrs.)

MCOM480 Internship 2-4
MCOM565 Broadcasting in America 3

Select one of the following:

MCOM510 Theory and History of a Free Press 3
MCOM512 Media Communications Law 3

Select two of the following:

MCOM520 Audio Production 4
MCOM534 Video Production Editing 3
MCOM535 Television: Remote Techniques 3
MCOM539 Advanced Television Production 3
MCOM546 Advanced Video Editing 3

Public Relations Selective Courses (14-16 hrs.)

MCOM450 Writing for Print Media 3
MCOM480 Internship 2-4

Select one of the following:

MCOM510 Theory and History of a Free Press 3

MCOM512 Media Communications Law 3

Select at least 6 hrs. from the following:

MCOM551 Introduction to Public Relations 3
MCOM552 Public Relations: Case Studies 3
COMS 550 Public Relations and Communications 3
COMS 552 Communicating with Clients and Customers 3

Speech Communications Selective Courses (15 hrs.)

COMS 330 Interpersonal Skills 3
COMS 450 Communication Dynamics in Organizations & Communities 3
COMS 533 Group Communication 3
COMS 535 Debate and Public Advocacy 3
COMS 540 Intercultural Communication 3

Multimedia Communications Selective Courses (14-17 hrs.)

MCOM480 Internship 2-4
MCOM534 Video Production Editing 3
MCOM570 Media Workshop: Intermedia Project 3

Select two courses from the following: 6-7 hrs.

MCOM520 Audio Production 4
MCOM535 Television: Remote Techniques 3
MCOM546 Advanced Video Editing 3
MIS 440 Telecommunications & Distributed Data Systems 3
HP&T 520 Training Product Design 3
ART 544 Electronic Photographic Imaging ... 3
ART 546 Advanced Software Workshop 1

IV. Communications Electives — 6-9 Hours

Select six to nine hours of Communications courses with advisor approval.

V. Electives — 26-33 Hours**VI. Total — 120 Hours**

NOTE: This curriculum is under consideration by the Board of Governors Universities and the IBHE.

Bachelor of Arts in Criminal Justice

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

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

This major examines the various aspects of criminal justice from a broad perspective developed primarily from the social sciences. In this process, emphasis is placed on critical thinking, particularly in analyzing current problems, completing an internship, and carrying out a research project. Special attention also is given to the role of cultural similarities and differences as they manifest themselves in the area of criminal justice. Graduates of the program will have the theoretical background for pursuing graduate work in several of the social sciences or professional education in areas such as law and will have the practical skills that are in high demand in the justice related professions.

Degree Requirements

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

I. General Education Requirement — 18 Hours

Note: Courses marked with an asterisk (*) below may fulfill one or more general education requirements.

II. Required Courses — 57 Hours

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

| | | |
|----------|--|---|
| | *Computer Applications (Equivalent to CPSC305) | 3 |
| | *Psychology | 3 |
| | *Economics | 3 |
| | *Ethics | 3 |
| | *Sociology | 3 |
| | *Interpersonal Communication | 3 |
| | Statistics | 3 |
| | *Non-western Culture | 3 |
| CJUS 310 | Criminal Justice Organization and Process | 3 |
| CJUS 320 | Correctional Process | 3 |
| CJUS 330 | Juvenile Justice | 3 |
| CJUS 345 | Crime Causation Theories & Social Control | 3 |
| CJUS 355 | Law Enforcement and the Community | 3 |
| CJUS 360 | Criminal Law and Procedure | 3 |

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

| | | |
|----------|--|---|
| CJUS 420 | Correctional Policy and Practice | 3 |
| CJUS 455 | Critical Issues in Private Security and Justice | 3 |
| CJUS 460 | Judicial Process & Constitutional Issues in Criminal Justice | 3 |
| CJUS 480 | Internship | 3 |
| CJUS 560 | Justice System Research, Design, & Change | 3 |

Electives — 45

Total—120

NOTE: Students in this major are encouraged to complete a minor in Alcoholism and Substance Abuse, Business Administration, Psychology or another field that complements their degree and career objectives.

Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must

1. complete nine hours of course work at Governors State University; and
2. submit transfer courses to the advisor for the minor for approval by the end of the first week of the trimester of intended graduation.

Required Courses—18 hours

| | | |
|----------|---|---|
| CJUS 310 | Criminal Justice Organization and Process | 3 |
| CJUS 320 | Correctional Process | 3 |
| CJUS 330 | Juvenile Justice | 3 |
| CJUS 345 | Crime Causation Theories & Social Control | 3 |

| | | |
|----------|--|---|
| CJUS 355 | Law Enforcement and the Community | 3 |
| CJUS 360 | Criminal Law and Procedure | 3 |

Bachelor of Arts in English

The undergraduate major in English enables students to obtain a full appreciation and understanding of works of the imagination—the incomparable record of humanity's journey. In pursuit of this end, the student acquires the necessary skills of analysis and expression of the liberally educated person. The curriculum emphasizes a variety of approaches to a wide range of literature and relates the works studied in social, political, and historical contexts and to the evolution of the English language. The study of English is presented as perhaps the most personally enriching endeavor the individual can undertake, a study which can and does affect all aspects of life. The English major also equips the student with the breadth of knowledge and basic skills increasingly in demand by a complex and rapidly changing world. With this major, students may pursue course work in literature, writing, or related interests in the humanities.

Degree Requirements

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

I. General Education Requirement — 24 Hours

Note: Up to 15 hours of the courses marked with (*) below may be applicable to general education requirements.

II. Required Courses — 36 Hours

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

| | |
|-----------------------------------|---|
| *American Literature I & II | 6 |
| *English Literature I & II | 6 |

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

| | |
|---|---|
| *ENGL 501 Introduction to Linguistics | 3 |
| ENGL 510 Major English Authors | 3 |
| ENGL 515 Major Black Authors | 3 |
| ENGL 520 Major American Authors | 3 |
| ENGL 540 Bible As Literature in Social Context | 3 |
| ENGL 551 Shakespeare's Plays | 3 |
| ENGL 570 Rhetorical Theory and Practice | 3 |
| PHIL 542 Ethics | 3 |

III. Electives — 60 Hours

IV. Total — 120 Hours

Bachelor of Arts in English with a Teacher Education Sequence

The undergraduate major in English with a teacher education sequence enables the student to acquire the necessary skills of analysis and expression of the liberally educated person who is interested in a career in teaching English at the secondary level.

Teacher Certification

This program is approved by the Illinois State Board of Education and leads to the Standard High School Certificate qualifying students to teach English.

Admission to Student Teaching

Before enrolling in EDUC499, Student Teaching, an application for admission to student teaching must be submitted to the coordinator of field experiences in the College of Education; the application must be submitted by March 1 for the fall trimester or by June 1 for the winter trimester. Student teaching is not offered in the spring/summer trimester. Contact the Academic Advising Office for further information.

Degree Requirements

Students must meet all university requirements for a bachelor's degree, except students must complete the General Education Requirement for Teacher Certification, Standard High School Certificate below instead of the University General Education Requirement.

In addition, students must:

1. have a cumulative GPA of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a GPA of 2.75 or higher for all general education courses taken at Governors State University;
4. have a GPA of 3.0 or higher in English core courses and for EDUC310, PSCY320, EDUC433, EDUC465, EDUC520 and SPED510, with a grade of "C" or better in each course;
5. earn a grade of "C" or better in EDUC499;
6. complete a minimum of 100 hours of supervised prestudent teaching experiences;
7. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
8. complete at least one three-hour course in non-Western or third world cultures; and
9. meet any additional requirements listed in the Teacher Certification section of this *Catalog*.

I. General Education Requirement for Teacher Certification, Standard High School Certificate, English — 41 Hours

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

| | |
|--|---|
| Written Communication | 6 |
| Oral Communication | 3 |
| Mathematics | 3 |
| Biological and Physical Science (including one laboratory course) .. | 9 |
| American History | 3 |
| U.S. Government | 3 |
| Political Science, Anthropology, Cultural Geography, Economics, Psychology, and/or | |
| Sociology | 6 |
| Health | 2 |

II. Required Courses — 51 Hours

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

| | |
|---|---|
| English Literature I & II | 6 |
| American Literature I & II | 6 |
| EDUC 310 Foundations of Education | 3 |
| PSYC 320 Educational Psychology | 3 |
| SPED 510 Survey of Exceptional Students | 3 |

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

| | |
|---|---|
| ENGL 501 Introduction to Linguistics | 3 |
| ENGL 510 Major English Authors | 3 |
| ENGL 515 Major Black Authors | 3 |
| ENGL 520 Major American Authors | 3 |
| ENGL 540 Bible As Literature in Social Context | 3 |
| ENGL 551 Shakespeare's Plays | 3 |
| ENGL 570 Rhetorical Theory and Practice | 3 |
| EDUC 465 Methods of Teaching English | 3 |
| EDUC 499 Student Teaching: Secondary English | 9 |
| EDUC 520 Developmental Reading in Middle and Secondary Schools | 3 |

IV. Electives — 28 Hours

V. Total — 120 Hours

Mathematics Minor

An undergraduate minor in Mathematics is offered to students who wish to supplement their preparation in a major discipline with a substantial amount of course work in mathematics. It is especially appropriate for students who would like to develop additional quantitative and qualitative reasoning skills. A minor in Mathematics will generally enhance the prospects of students for employment and for admission to graduate or professional study.

Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

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

I. Required Courses — 14 Hours

| | |
|-------------------------------------|---|
| Calculus | 8 |
| MATH 340 Discrete Mathematics | 3 |
| MATH 440 Linear Algebra | 3 |

II. Selectives — 9 Hours

Select nine hours from the following:

| | |
|--|--|
| CPSC 462 Numerical Algorithms (3) | |
| MATH 330 Geometry (3) | |
| MATH 450 Principles of Operations Research (3) | |
| MATH 455 Differential Equations (3) | |

II. Total — 23 Hours

Bachelor of Arts in Social Sciences

Students who major in Social Sciences at the undergraduate level are exposed to an interdisciplinary curriculum of courses in the social sciences, e.g., anthropology, history, political science, and sociology. Emphasis is given to the common interdisciplinary pursuit of critical thinking as it is applied to the analysis of social problems. Special attention also is given to the study of cultural similarities and differences which define the human experience. Graduates of the program, depending upon their career goals and objectives, will have the theoretical understanding for graduate work in the social science disciplines and the practical skills that are highly in demand in government, public service, education, industry, and business.

It is recommended that students obtain a Social Science based preparatory curriculum as required by the general education requirements. It is further recommended that students complete Introductory courses in Anthropology, Economics, Political Science, Sociology, and International Relations. In lieu of this, students should seek their advisor's assistance in order to find the appropriate courses to fulfill this requirement.

Degree Requirements

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

I. General Education Requirement — 12 Hours

Note: Up to 12 hours of the courses marked with (*) below may be applicable to general education requirements.

II. Required Courses — 39 Hours

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

| | |
|---|---|
| ANTH 310 Trends in Cross Cultural Analysis .. | 3 |
| *HIST 310 American Economic History | 3 |
| *HIST (Any European History Course) | 3 |
| *HIST (Any non-Western History Course) 3 | |
| *PHIL 386 Logic | 3 |
| <i>or</i> | |
| SOSC 530 Language in Cross Cultural Analysis | 3 |
| POLS 311 Transformation of the Global System | 3 |
| SOC 301 Sociology of Institutions and Culture | 3 |

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

| | |
|---|---|
| ECON 325 Comparative Economic Theory | 3 |
| HIST 516 Issues in Modern U.S History | 3 |
| POLS 505 Principles and Theories of Political Science | 3 |
| SOSC 450 Social Science Research: Design and Methodology | 3 |
| SOSC 490 Values, Technology and Social Change | 3 |
| SOSC 560 Computer Applications in Social Science Research | 3 |

III. Career Selectives — 21 Hours

Students, with the assistance of their advisor, will select an additional 21 hours of upper-divisional courses in the social sciences, policy studies, intercultural studies, or relevant field, with the degree of generalization or specialization that best suits their personal and professional goals.

IV. Electives — 48 Hours**V. Total — 120 Hours****Speech-Communications Minor**

An undergraduate minor in Speech-Communications is offered for students majoring in other fields. This minor is particularly appropriate for those students who anticipate significant use of communications skills in their chosen field and who wish to develop additional marketable skills.

Requirements for the Minor

| | |
|--|---|
| COMS 310 Concepts of Human Communication | 3 |
| COMS 330 Interpersonal Skills | 3 |
| COMS 435 Persuasive Speaking | 3 |
| Nine hours from communication courses 500-level or below | |
| 9 | |

Total — 18 hours

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Esthel Allen, Dean

The College of Business and Public Administration has designed its undergraduate majors to prepare students for careers in business, government, and industry. Because all the functions of a complex business or government organization are interrelated, students are required to be familiar with the functional areas of administration.

The majors are designed with the understanding that students enrolled in the college are pursuing 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.

Undergraduate Programs

Business Administration (B.A.)

Accounting

Finance

Human Resource Management

International Business

Management

Management Information Systems

Marketing

Production Management

Public Administration

Business and Technology (B.A.)

Minor

Business Administration

Faculty of the College of Business and Public Administration

Division of Accounting/Finance/Economics

Gary Fernandez

Richard Finkley

Dale Max

Donald Miller

Paul O'Brien

Aida Shekib

Dale Velkovitz

Division of Management/Administrative Sciences/Marketing/Public Administration

Mary Howes, Chair

Lowell Culver

David Curtis

Robert Donaldson

Bruce Fischer

Donald Fricker

Efraim Gil

Paul Green

Akkanad Isaac

Marsha Katz

Zafar Malik

Charles Olson

David Parmenter

Farouk Shaaban

Carl Stover

William Toner

Richard Vorwerk

Kenneth Weeks

William Wilkinson

Announcements

Students are responsible for checking the college bulletin board located in the college entrance hall for announcements concerning scheduling, policies, and collegial procedures.

DEGREE REQUIREMENTS FOR UNDERGRADUATE PROGRAMS

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

In addition to university degree requirements, the College of Business and Public Administration has the following collegial degree requirements for its bachelor's degree programs:

1. Students must take and pass a proficiency examination in intermediate algebra. This examination is required in addition to the university required proficiency tests. The university policy requires that students attempt the test prior to registering for a second term. No math courses are to be attempted until after proficiency has been demonstrated. Those students who are unsuccessful in passing the intermediate algebra examination may re-test once. Students who do not pass the second attempt will be required to enroll in a specified math course. The math proficiency requirement must be satisfied (by testing or by course completion) before enrollment beyond 21 hours. As this can impact on individual enrollment (financial aid) plans, be sure to address the requirement immediately.
2. A minimum of thirty credit hours must be completed in course work at Governors State University.
3. Only credits earned with a grade of "C" or better in transfer course work can be applied toward degree requirements.
4. 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.
5. A student who has enrolled in the same course three times without receiving a passing grade must receive permission from the dean to register for that class a fourth time.
6. Students in the College of Business and Public Administration must complete each of their concentration courses with a grade of "C" or better to be eligible for graduation.
7. All business and/or public administration electives which may be applied to a degree must be approved by the dean or designee.

Requirements for specific degree programs follow.

Bachelor of Arts in Business Administration with an Accounting Concentration

The undergraduate major in Business Administration with an accounting 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 accounting.

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.

Students planning to obtain a CPA certificate should complete ACCT421, ACCT422, ACCT441, and BLAW326 in addition to the course requirements listed below.

I. General Education Requirement — 27 Hours

Note: In addition up to 12 hours of the courses marked with (*) below may be applicable to general education requirements.

II. Required Courses — 75 Hours

The following course should be taken at the lower division level:

*College Algebra 3

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

*Calculus 3

**ACCT 301 Financial Accounting 3

BLAW 325 Business Law I 3

*ECON 301 Principles of Microeconomics 3

*ECON 302 Principles of Macroeconomics 3

MIS 301 Introduction to Management Information Systems 3

*STAT 361 Statistics for Management I 3

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

ACCT 331 Cost Accounting I 3

ACCT 332 Cost Accounting II 3

ACCT 351 Intermediate Accounting I 3

ACCT 352 Intermediate Accounting II 3

ACCT 353 Intermediate Accounting III 3

ACCT 410 Advanced Accounting 3

ACCT 440 Audit Concepts and Standards 3

ECON 420 Managerial Economics: The Economics of the Firm 3

FIN 301 Principles of Financial Management 3

MGMT301 Introduction to Management Strategies 3

MGMT340 Production Management 3

MGMT360 Business Communications 3

MGMT401 Organizational Behavior 3

MGMT469 Business Policy 3
 MIS 370 Business Microcomputer
 Applications 3
 MKTG 301 Introduction to Marketing
 Management 3
 *STAT 362 Statistics for Management II 3

III. Electives — 18 Hours

IV. Total — 120 Hours

**Students must complete two trimesters of lower-division financial accounting or take ACCT301 at the upper-division level.

Bachelor of Arts in Business Administration with a 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.

Degree Requirements

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

Students must meet the collegial degree requirements listed at the beginning of this section.

I. General Education Requirement — 27 Hours

Note: In addition, up to 12 hours of the courses marked with (*) below may be applicable to general education requirements.

II. Required Courses — 69 Hours

The following course should be taken at the lower-division level:

*College Algebra 3

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

*Calculus 3
 **ACCT 301 Financial Accounting 3
 ***ACCT 302 Managerial Accounting 3
 *ECON 301 Principles of Microeconomics 3
 *ECON 302 Principles of Macroeconomics 3
 MIS 301 Introduction to Management
 Information Systems 3
 *STAT 361 Statistics for Management I 3

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

ECON 420 Managerial Economics:
 The Economics of the Firm 3
 FIN 301 Principles of Financial
 Management 3
 FIN 455 Financial Institutions and Markets . 3
 FIN 460 Investments 3

FIN 420 Advanced Corporate Finance 3
 MGMT301 Introduction to Management
 Strategies 3
 MGMT340 Production Management 3
 MGMT360 Business Communications 3
 MGMT401 Organizational Behavior 3
 MGMT469 Business Policy 3
 MIS 370 Business Microcomputer
 Applications 3
 MKTG 301 Introduction to Marketing
 Management 3
 *STAT 362 Statistics for Management II 3

Select two of the following four courses

FIN 440 Insurance and Risk Management ... 3
 FIN 425 International Financial
 Management 3
 FIN 436 Option Pricing Theory
 and Application 3
 FIN 465 Advanced Investments 3

III. Business Law Selective — 3 Hours

Select one of the following which may be taken at either the lower-division or upper-division level.
 BLAW 320 Legal Environment of Administration (3)
 BLAW 325 Business Law I (3)

IV. Electives — 21 Hours

V. Total — 120 Hours

** Students must complete two trimesters of lower-division financial accounting or take ACCT301 at the upper-division level.
 *** A transfer course in cost accounting will be accepted in lieu of ACCT302.

Bachelor of Arts in Business Administration with a 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.

Degree Requirements

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

Students must meet the collegial degree requirements listed at the beginning of this section.

I. General Education Requirement — 27 Hours

Note: In addition, up to 12 hours of the courses marked with (*) below may be applicable to general education requirements.

II. Required Courses — 63 Hours

The following course should be taken at the lower-division level:

*College Algebra 3

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

*Calculus 3

**ACCT 301 Financial Accounting 3

***ACCT 302 Managerial Accounting 3

*ECON 301 Principles of Microeconomics 3

*ECON 302 Principles of Macroeconomics 3

MIS 301 Introduction to MIS 3

*STAT 361 Statistics for Management I 3

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

ECON 420 Managerial Economics:
The Economics of the Firm 3

FIN 301 Principles of Financial
Management 3

MGMT301 Introduction to Management
Strategies 3

MGMT320 Human Resource Management 3

MGMT340 Production Management 3

MGMT360 Business Communications 3

MGMT401 Organizational Behavior 3

MGMT421 Labor Relations 3

MGMT423 Compensation and Incentive
Systems 3

MGMT469 Business Policy 3

MIS 370 Business Microcomputer
Applications 3

MKTG 301 Introduction to Marketing
Management 3

*STAT 362 Statistics for Management II 3

III. Business Law Selective — 3 Hours

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

BLAW 320 Legal Environment of Administration (3)

BLAW 325 Business Law I (3)

IV. Human Resources Management Selective — 6 Hours

Select two of the following which must be taken at the upper-division level:

MGMT425 Labor Markets (3)

MGMT426 Personnel Training and Management (3)

MGMT432 Quality Management (3)

V. Electives — 21 Hours**VI. Total — 120 Hours**

** Students must complete two trimesters of lower-division financial accounting or take ACCT301 at the upper-division level.

*** A transfer course in cost accounting will be accepted in lieu of ACCT302.

Bachelor of Arts in Business Administration with an International Business Concentration

The undergraduate major in Business Administration with an international business concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the dynamics of international business community.

Degree Requirements

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

Students must meet the collegial requirements listed at the beginning of this section.

I. General Education Requirement — 27 Hours

Note: In addition, up to 12 hours of the courses marked with (*) below may be applied to general education requirements.

II. Required Courses — 60 Hours

The following course should be taken at the lower-division level:

*College Algebra 3

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

*Calculus 3

**ACCT301 Financial Accounting 3

***ACCT302 Managerial Accounting 3

*ECON301 Principles of Microeconomics 3

*ECON302 Principles of Macroeconomics 3

MIS 301 Introduction to MIS 3

*STAT 361 Statistics for Management I 3

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

ECON 420 Managerial Economics:
The Economics of the Firm 3

Management 3

MGMT301 Introduction to Management
Strategies 3

MGMT340 Production Management 3

MGMT360 Business Communications 3

MGMT401 Organizational Behavior 3

MGMT410 International Business 3

MGMT469 Business Policy 3

MGMT470 Independent Study 3

MIS 370 Business Microcomputer
Applications 3

MKTG 301 Introduction to Marketing
Management 3

*STAT 362 Statistics for Management II 3

- III. Business Law Selectives — 3 Hours**
Select one of the following which may be taken at either the lower-division or upper-division level.
 BLAW 320 Legal Environment of Administration (3)
 BLAW 325 Business Law I (3)

- IV. Concentration Selectives—9 Hours**
Competency in an approved foreign language. (Twelve credit hours or competency as determined by a full-time faculty, qualified in the language, at an accredited regional institution.)
Nine credit hours in international courses to be selected with an advisor from the following:
 ECON 430 International Trade and Finance (3)
 ECON 435 Comparative Economic Systems (3)
 FIN 425 International Financial Management (3)
 HIST 534 Modern Chinese History (3)
 HIST 505 Modern African History (3)
 POLS 311 Transformation of the Global System (3)

V. Electives — 21 Hours

VI. Total — 120 Hours

- ** Students must complete two trimesters of lower-division financial accounting or take ACCT301 at the upper-division level.
 - *** A transfer course in cost accounting will be accepted in lieu of ACCT302.
- NOTE: This curriculum is subject to approval by the Board of Governors and the Illinois Board of Higher Education.

Bachelor of Arts in Business Administration with a 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.

Degree Requirements

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

Students must meet the collegial degree requirements listed at the beginning of this section.

- I. General Education Requirement — 27 Hours**
 Note: In addition, up to 12 hours of the courses marked with (*) below may be applicable to general education requirements.

- II. Required Courses — 60 Hours**
 The following course should be taken at the lower-division level:

*College Algebra 3

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

- *Calculus 3
- **ACCT 301 Financial Accounting 3
- ***ACCT302 Managerial Accounting 3
- *ECON 301 Principles of Microeconomics 3
- *ECON 302 Principles of Macroeconomics 3
- MIS 301 Introduction to MIS 3
- *STAT 361 Statistics for Management I 3

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

- ECON 420 Managerial Economics:
 The Economics of the Firm 3
- FIN 301 Principles of Financial Management 3
- MGMT301 Introduction to Management Strategies 3
- MGMT340 Production Management 3
- MGMT360 Business Communications 3
- MGMT401 Organizational Behavior 3
- MGMT421 Labor Relations 3
- MGMT432 Quality Management 3
- MGMT469 Business Policy 3
- MIS 370 Business Microcomputer Applications 3
- MKTG 301 Introduction to Marketing Management 3
- *STAT 362 Statistics for Management II 3

- III. Business Law Selectives — 3 Hours**
Select one of the following which may be taken at either the lower-division or upper-division level.
 BLAW 320 Legal Environment of Administration (3)
 BLAW 325 Business Law I (3)

- IV. Concentration Selectives—9 Hours**
Select one of the following sequences which must be completed at the upper-division level.

General Sequence:

- MGMT320 Human Resources Management (3)
- MTKG 430 Managing Market Strategies (3)
- FIN 445 Analysis of Financial Statements (3)

Functional Area Sequence:

Three hours from courses with a MGMT prefix and six hours in a functional area approved by advisor.

V. Electives — 21 Hours

VI. Total — 120 Hours

- ** Students must complete two trimesters of lower-division financial accounting or take ACCT301 at the upper-division level.
- *** A transfer course in cost accounting will be accepted in lieu of ACCT302.

Bachelor of Arts in Business Administration with a Management Information System Concentration

The undergraduate major in Business Administration with a management information system concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of management information systems.

Degree Requirements

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

Students must meet the collegial degree requirements listed at the beginning of this section.

- I. **General Education Requirement — 27 Hours**
Note: In addition, up to 12 hours of the courses marked with (*) below may be applicable to general education requirements.

II. **Required Courses — 69 Hours**

The following course should be taken at the lower-division level:

*College Algebra 3

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

*Calculus 3

**ACCT 301 Financial Accounting 3

***ACCT 302 Managerial Accounting 3

CPSC 351 Computer Programming: COBOL... 3

*ECON 301 Principles of Microeconomics 3

*ECON 302 Principles of Macroeconomics 3

MIS 301 Introduction to Management Information Systems 3

*STAT 361 Statistics for Management I 3

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

ECON 420 Managerial Economics:
The Economics of the Firm 3

FIN 301 Principles of Financial Management 3

MGMT301 Principles of Management 3

MGMT340 Production Management 3

MGMT360 Business Communications 3

MGMT401 Organizational Behavior 3

MGMT469 Business Policy 3

MIS 370 Business Microcomputer Development 3

MIS 420 Business Information Retrieval and Database Management 3

MIS 430 Business Simulation and Modeling 3

MIS 440 Telecommunications

and Distributed Data Systems 3

MKTG 301 Introduction to Marketing Management 3

*STAT 362 Statistics for Management II 3

III. **Business Law Selective — 3 Hours**

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

BLAW 320 Legal Environment of Administration (3)

BLAW 325 Business Law I (3)

IV. **Electives — 21 Hours**

V. **Total — 120 Hours**

** Students must complete two trimesters of lower-division financial accounting or take ACCT301 at the upper-division level.

*** A transfer course in cost accounting will be accepted in lieu of ACCT302.

Bachelor of Arts in Business Administration with a 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.

Degree Requirements

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

Students must meet the collegial degree requirements listed at the beginning of this section.

I. **General Education Requirement — 27 Hours**

Note: In addition, up to 12 hours of the courses marked with (*) below may be applicable to general education requirements.

II. **Required Courses — 69 Hours**

The following course should be taken at the lower-division level:

*College Algebra 3

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

*Calculus 3

**ACCT 301 Financial Accounting 3

***ACCT 302 Managerial Accounting 3

*ECON 301 Principles of Microeconomics 3

*ECON 302 Principles of Macroeconomics 3

MIS 301 Introduction to Management Information Systems 3

*STAT 361 Statistics for Management I 3

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

ECON 420 Managerial Economics:
The Economics of the Firm 3

FIN 301 Principles of Financial Management 3

| | |
|--|---|
| MGMT301 Principles of Management | 3 |
| MGMT340 Production Management | 3 |
| MGMT360 Business Communications | 3 |
| MGMT401 Organizational Behavior | 3 |
| MGMT469 Business Policy | 3 |
| MIS 370 Business Microcomputer Applications | 3 |
| MKTG 320 Consumer Behavior | 3 |
| MKTG 430 Managing Marketing Strategies | 3 |
| MKTG 440 Marketing Logistics and Distribution | 3 |
| MKTG 450 Promotional Strategies | 3 |
| MKTG 460 Marketing Research | 3 |
| *STAT 362 Statistics for Management II | 3 |

III. Business Law Selective — 3 Hours

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

| |
|--|
| BLAW 320 Legal Environment of Administration (3) |
| BLAW 325 Business Law I (3) |

IV. Electives — 21 Hours

V. Total — 120 Hours

** Students must complete two trimesters of lower-division financial accounting or take ACCT301 at the upper-division level.

*** A transfer course in cost accounting will be accepted in lieu of ACCT302.

Bachelor of Arts in Business and Administration with a Production Management Concentration

The undergraduate major in Business and Administration with a production management concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of production management.

Degree Requirements

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

Students must meet all the collegial requirements listed at the beginning of this section.

I. General Education Requirements - 27 Hours

Note: In addition, up to 12 hours of the courses marked with (*) below may be applicable to general education requirements.

II. Required Courses - 69 Hours

The following course should be taken at the lower-division level:

| | |
|------------------------|---|
| *College Algebra | 3 |
|------------------------|---|

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

| | |
|---|---|
| *Calculus | 3 |
| **ACCT 301 Financial Accounting | 3 |
| ***ACCT302 Managerial Accounting | 3 |
| *ECON 301 Principles of Microeconomics | 3 |
| *ECON 302 Principles of Macroeconomics | 3 |
| MIS 301 Introduction to Management Information Systems | 3 |
| *STAT 361 Statistics for Management I | 3 |

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

| | |
|---|---|
| ECON 420 Managerial Economics: The Economics of the Firm | 3 |
| FIN 301 Principles of Financial Management | 3 |
| MGMT301 Introduction to Management Strategies | 3 |
| MGMT340 Production Management | 3 |
| MGMT342 Job Design and Measurement | 3 |
| MGMT360 Business Communications | 3 |
| MGMT401 Organizational Behavior | 3 |
| MGMT421 Labor Relations | 3 |
| MGMT432 Quality Management | 3 |
| MGMT442 Materials and Logistics Management | 3 |
| MGMT443 Production and Inventory Control Systems | 3 |
| MGMT469 Business Policy | 3 |
| MIS 370 Business Microcomputer Applications | 3 |
| MKTG 301 Introduction to Marketing Management | 3 |
| *STAT 362 Statistics for Management II | 3 |

III. Business Law Selective - 3 Hours

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

| | |
|---|---|
| BLAW 320 Legal Environment of Administration | 3 |
| BLAW 325 Business Law I | 3 |

IV. Electives - 21 Hours

V. Total - 120 Hours

** Students must complete two trimesters of lower-division financial accounting or take ACCT301 at the upper-division level.

*** A transfer course in cost accounting will be accepted in lieu of ACCT302.

Bachelor of Arts in Business Administration with a Public Administration Concentration

The undergraduate major in Business Administration with a public administration concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional areas of public administration.

Degree Requirements

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

Students must meet the collegial degree requirements listed at the beginning of this section.

I. General Education Requirement — 27 Hours

Note: In addition, up to 12 hours of the courses marked with (*) below may be applicable to general education requirements.

II. Required Courses — 69 Hours

The following course should be taken at the lower-division level:

*College Algebra 3

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

*Calculus 3

**ACCT 301 Financial Accounting 3

***ACCT 302 Managerial Accounting 3

*ECON 301 Principles of Microeconomics 3

*ECON 302 Principles of Macroeconomics 3

MIS 301 Introduction to Management

Information Systems 3

*STAT 361 Statistics for Management I 3

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

ECON 420 Managerial Economics:
The Economics of the Firm 3

FIN 301 Principles of Financial
Management 3

MGMT301 Introduction to Management
Strategies 3

MGMT340 Production Management 3

MGMT360 Business Communications 3

MGMT401 Organizational Behavior 3

MGMT469 Business Policy 3

MIS 370 Business Microcomputer
Applications 3

MKTG 301 Introduction to Marketing
Management 3

*STAT 362 Statistics for Management II 3

PADM 301 Introduction to Public
Administration 3

POLS 320 Local Governments Systems 3

PADM 420 Public Personnel Administration 3

PADM 435 Public Policy Analysis 3

PADM 460 Public Finance and Budgeting 3

III. Business Law Selectives — 3 Hours

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

BLAW 320 Legal Environment of Administration (3)

BLAW 325 Business Law I (3)

IV. Concentration Selectives—3 Hours

Select one of the following:

POLS 440 Constitutional Law (3)

PADM 560 Administrative Law (3)

V. Electives — 18 Hours

VI. Total — 120 Hours

** Students must complete two trimesters of lower-division financial accounting or take ACCT301 at the upper-division level.

*** A transfer course in cost accounting will be accepted in lieu of ACCT302.

NOTE: This curriculum is subject to approval by the Board of Governors Universities and the Illinois Board of Higher Education.

Business Administration Minor

An undergraduate minor in Business Administration is available to students outside the College of Business and Public Administration. This minor is particularly appropriate for students whose career goals include management in addition to their chosen field of study.

Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

- complete all courses with a grade of "C" or better;
- complete at least nine hours of the course work listed below at Governors State University; and
- submit transfer course documentation to the Academic Advising Office for approval by the first week of the trimester of intended graduation.

I. Required Courses — 18 Hours

ACCT 301 Financial Accounting 3

ECON 301 Principles of Microeconomics 3

MGMT301 Introduction to Management
Strategies 3

MGMT401 Organizational Behavior 3

MIS 370 Business Microcomputer
Applications 3

MKTG 301 Introduction to Marketing
Management 3

II. Total — 18 Hours

Bachelor of Arts in Business and Technology

The undergraduate major in Business and Technology is a capstone program to the many varied technical programs offered at community colleges. It is intended to prepare students for careers that require both technical knowledge and business skills. It is ideal for technical program graduates interested in continuing their education in careers involving business and management.

Special Admission Requirements

In addition to the university criteria, applicants must have earned an associate of applied science degree in a technical major from a regionally-accredited institution of higher education. Students not meeting the admission requirement of an A.A.S. in a technical program, but who have completed twenty-seven or more hours in technical course work and have met other university admission criteria, may be considered for admission.

Degree Requirements

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

Students must meet the collegial degree requirements listed at the beginning of this section.

- I. General Education Requirement — 30 Hours**
 Note: In addition, up to nine hours of the courses marked with an * below may be applied to one or more areas of the general education requirements.

II. Required Courses — 72 Hours

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

| | |
|--------------------------|----|
| *College Algebra | 3 |
| Technology Courses | 27 |

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

| | |
|---|---|
| **ACCT 301 Financial Accounting | 3 |
| ***ACCT302 Managerial Accounting | 3 |
| *ECON 301 Principles of Microeconomics | 3 |
| *ECON 302 Principles of Macroeconomics | 3 |
| MIS 301 Introduction to Management Information Systems | 3 |
| BLAW 320 Legal Environment of Administration | 3 |
| *STAT 361 Statistics for Management I | 3 |

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

| | |
|--|---|
| FIN 301 Principles of Financial Management | 3 |
| MGMT301 Introduction to Management Strategies | 3 |

| | |
|--|---|
| MGMT340 Production Management | 3 |
| MGMT360 Business Communications | 3 |
| MGMT469 Business Policy | 3 |
| *MIS 370 Business Microcomputer Applications | 3 |
| MKTG 301 Introduction to Marketing Management | 3 |

III. Electives — 18 Hours

IV. Total — 120 Hours

** Students must complete two trimesters of lower-division financial accounting or take ACCT301 at the upper-division level.

*** A transfer course in cost accounting will be accepted in lieu of ACCT302.

COLLEGE OF EDUCATION

Leon Zalewski, Dean

The College of Education prepares teachers and other psychology-related professions personnel to function effectively in a variety of roles. The elementary education program offered by the college is designed to meet the future educational needs of those working with our young children. In addition, the college offers an undergraduate program in psychology to meet the needs of adults who often face an uncertain world of conflicts and choices.

The undergraduate curricula emphasize a solid combination of liberal studies to enhance thinking, speaking, and writing skills.

Instruction combines traditional classroom lectures with extensive field experience. The College of Education maintains excellent relationships with school districts in Cook and Will counties where student teaching and field work take place. Schools and mental health facilities throughout the Chicago area provide rich and diverse settings for experiences in psychology.

Academic Programs

Undergraduate

Elementary Education (B.A.)

Elementary Education

Early Childhood

Psychology (B.A.)

Mental Health

Minor

Psychology

Certifications and Accreditations

The college offers undergraduate programs approved by the Illinois State Board of Education for teacher certification in elementary education and early childhood education.

Faculty of the College of Education

Division of Education

George Garrett, Acting Chair

Jane Andringa

David Blood

Lisa Chang

Glenna Howell

Jeffrey Kaiser

Maribeth Kasik

Georgia Kosmoski

Benjamin Lowe

Diane McClellan

W. Prince McLemore

John Meyer

Robert Press

Linda Proudfit

Vinicio Reyes

Ronald Small

David Suddick

Division of Psychology and Counseling

Addison Woodward, Chair

D. Jon Carlson

Burton Collins

Judith Cooney

Jagdish Davé

Michael Dimitroff

Mercedes Graf

Debra Huntley

Barbara Jenkins

Diane Kjos

Michael Lewis

David Matteson

David Prasse

Suzanne Prescott

Sandra Whitaker

Kenneth Wieg

B. Eugene Wilson

Lonn Wolf

DEGREE REQUIREMENTS FOR UNDERGRADUATE PROGRAMS

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

Requirements for specific degree programs follow.

Bachelor of Arts in Elementary Education

The undergraduate major in Elementary Education prepares preservice teachers for teaching kindergarten through grade nine. Professional education courses provide preparation for teaching, and general education courses expand students' knowledge of elementary school curricula and their understanding of pupils. This curriculum provides a combination of classroom instruction, prestudent teaching field experiences, as well as the supervised student teaching experience.

Special Admissions Requirements

In addition to meeting university admissions criteria, applicants must have a cumulative GPA of 2.5 or higher for the last 60 hours of undergraduate work attempted.

Teacher Certification

This program is approved by the Illinois State Board of Education for recommendation of the Standard Elementary Certificate by entitlement. To be recommended for certification by Governors State University, students must complete at least 78 hours in general education and the professional education requirements in Elementary Education. General education courses may include both lower- and upper-division course work. Students must earn a grade of "B" or higher in ELED499, Student Teaching.

Students must also provide evidence of successful completion of the Illinois and United States Constitution examinations and meet other requirements for certification through approved programs listed in the Teacher Certification section in this *Catalog*.

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

Admission to Teacher Education

Admission to teacher education is required before enrolling in the Elementary Education teaching laboratory sequences. To be admitted to teacher education students must:

1. meet all university admission requirements;
2. pass the university writing and mathematics proficiency examinations;
3. satisfactorily complete EDUC320, Introduction to Teaching; EDUC321, Effective Teaching and Laboratory; and
4. maintain satisfactory student progress as defined in the "Handbook for Undergraduate Students, Bachelor of Arts in Elementary Education."

Admission to Student Teaching

All other course work must be completed prior to enrolling in student teaching.

To be admitted to student teaching, students must:

1. complete at least 75 hours of general education requirements with a GPA of 2.75 or higher;
2. complete all professional education requirements with a grade of "C" or better in each course;
3. complete 100 hours of prestudent teaching field experiences; and
4. complete at least fifteen hours in the teaching specialization with a GPA of 2.75 or higher.

An application certifying that these requirements have been met must be submitted by March 1 for fall or by June 1 for the winter trimester to the coordinator of field experiences. Student teaching is not offered in the spring/summer trimester.

Degree Requirements

Students must meet all university requirements for a bachelor's degree, except students must complete the 78 hour General Education Requirement for Teacher Certification (Standard Elementary Certificate) below instead of the University General Education Requirement.

Students must also:

1. complete all course work (42 hours of professional education and 78 hours of general education) with a grade of "C" or better in each course;
2. maintain a GPA of 3.0 or higher in professional education courses;
3. maintain a GPA of 2.75 or higher in all general education courses taken at Governors State University with a grade of "C" or better each course;

4. complete at least one three-hour course in non-Western or third world cultures; and
5. complete all course work at Governors State University within five calendar years.
6. maintain satisfactory student progress as defined in the "Handbook for Undergraduate Students, Bachelor of Arts in Elementary Education." This handbook is available in the Academic Advising Office. Each student's progress will be reviewed periodically by the Professional Standards Committee. Students not maintaining satisfactory progress may be dismissed from the major.

I. General Education Requirement for Teacher Certification, Standard Elementary Certificate — 78 Hours

Course work acceptable for meeting these requirements must be college level work and may not include remedial courses even if college credit is granted. Generally, this course work must be at the 100-level or higher and applicable toward a degree at the institution providing the instruction. Courses with grades below "C" will not be accepted toward the degree.

The following course work must include at least one three-hour course in non-Western or third world cultures.

The following course work should be completed at the lower-division level:

| | |
|--|-----|
| Written communication | 6 |
| Oral communication | 3 |
| Mathematics Structures and Concepts | 6 |
| Biological and Physical Science (including laboratory) | 12 |
| Survey of American History | 3 |
| Art and Music | 3-4 |
| Literature | 3 |
| U.S. Government | 3 |
| Psychology | 3 |
| Sociology | 3 |
| Health/Nutrition | 2-3 |
| Humanities (equivalent to LAS420) | 3 |
| General Linguistics | 3 |
| Computer Education (equivalent to EDCP500) | 3 |
| Child Growth and Development (equivalent to EDUC330) | 3 |

Select one of the following courses. This course cannot be one that is required in the teaching specialization.

| |
|--|
| LAS 410 Investigations in the Social Sciences (3) |
| LAS 430 Investigations in Scientific Thought (3) |
| LAS 440 Investigations in Mathematical Thought (3) |

Teaching Specialization 18
Select one of the teaching specializations listed below. At least nine upper-division hours must be in upper-division courses.

II. Professional Education Courses — 44 Hours

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

| | |
|---|----|
| EDUC 320 Introduction to Teaching | 3 |
| EDUC 321 Effective Teaching and Laboratory .. | 4 |
| EDUC 440 Educational Psychology: Psychology Applied to Teaching | 3 |
| SPED 510 Survey of Exceptional Students | 3 |
| ELED 301 Teaching Laboratory I | 1 |
| ELED 302 Teaching Language Arts in Elementary Schools | 3 |
| ELED 303 Developmental Reading in Elementary Schools | 3 |
| ELED 401 Teaching Laboratory II | 1 |
| ELED 450 Corrective Reading Instruction | 2 |
| ELED 460 Teaching Science in Elementary Schools | 3 |
| ELED 463 Teaching Mathematics in Elementary Schools | 3 |
| ELED 466 Teaching Social Studies in Elementary Schools | 3 |
| ELED 499 Student Teaching | 12 |

III. Total — 120 Hours

Teaching Specializations

In consultation with a program advisor, students will select 18 hours of course work within one of the following teaching specializations. At least nine hours must carry upper-division credit.

Biology

| | |
|--|---|
| BIOL 306 Biological Science Foundations II... | 3 |
| BIOL 316 Plant Diversity | 2 |
| BIOL 317 Plant Diversity Laboratory | 1 |
| BIOL 320 Animal Diversity | 2 |
| BIOL 321 Animal Diversity Laboratory | 1 |
| BIOL 322 Ecology | 3 |
| LAS 430 Investigations in Scientific Thought | 3 |

Select at least three hours from the following:

| |
|--------------------------------------|
| BIOL 430 Microbiology (2) |
| BIOL 431 Microbiology Laboratory (2) |
| BIOL 455 Behavioral Ecology (3) |
| BIOL 516 Human Genetics (3) |
| BIOL 522 Ornithology (1) |
| BIOL 523 Ornithology Laboratory (2) |

Chemistry

| | |
|---|---|
| CHEM 308 Chemical Science Foundations II... | 3 |
| CHEM 315 Analytical Chemistry | 3 |
| CHEM 316 Analytical Chemistry Laboratory | 2 |
| CHEM 322 Introduction to Organic Chemistry | 3 |
| CHEM 323 Introduction to Organic Chemistry Laboratory | 1 |
| CHEM 506 Environmental Chemistry Laboratory | 1 |

LAS 430 Investigations in Scientific Thought 3

English

Survey of American Literature (equivalent to ENGL321) 3
 Literature other than children's literature 6
 Shakespeare 3
 ENGL 570 Rhetorical Theory and Practice 3

Select one of the following:

ENGL 532 Literature of Immigrant Children (3)
 ENGL 535 Literature and History (3)
 ENGL 545 Persuasion Analysis (3)

History

American History 3
 European History 3
 Non-American History 3
 LAS 410 Investigations in the Social Sciences 3

Select two of the following:

HIST 310 American Economic History (3)
 HIST 505 Modern African History (3)
 HIST 510 Ascent of Man (3)
 HIST 520 American Urban History (3)
 HIST 540 Black Experience in the U.S. (3)
 HIST 547 Latin American History (3)

Mathematics

Students planning to teach mathematics at the junior high level should consult with an advisor.

Calculus 3-6
 Geometry (equivalent to MATH330) 3
 Probability and Statistics 3
 LAS 440 Investigations in Mathematical Thought 3

Select from the following to total 18 hours:

Algebra
 Number Theory
 Computer Programming (no more than three semester hours)
 Discrete Mathematics

Bachelor of Arts in Elementary Education with an Early Childhood Education Option

The undergraduate major in Elementary Education with an early childhood education option prepares preservice teachers for teaching birth through grade three. Students choosing to pursue this option should contact an advisor in the Academic Advising Office before enrolling in any courses.

Teacher Certification

This program is approved by the Illinois State Board of Education for recommendation of the Early Childhood Certificate by entitlement. To be recommended for certification by Governors State University, students must complete at least 78 hours in general education and the professional education requirements in elementary education. General education courses may include both lower- and upper-division course work. Students must earn a grade of "B" or better in ELED499, Student Teaching.

Students must also provide evidence of successful completion of the Illinois and United States Constitution examinations and meet other requirements for certification through approved programs listed in the Teacher Certification section in this *Catalog*.

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

Special Admissions Requirements

In addition to meeting university admissions criteria, applicants must have a cumulative GPA of 2.5 or higher for the last 60 hours of undergraduate work attempted.

Admission to Teacher Education

Admission to teacher education is required before enrolling in the Early Childhood teaching laboratory sequences. To be admitted to teacher education students must:

1. meet all university admission requirements;
2. pass the university writing and mathematics proficiency examinations;
3. satisfactorily complete EDUC320, Introduction to Teaching, EDUC321, Effective Teaching and Laboratory; and
4. maintain satisfactory student progress as defined in the "Handbook for Undergraduate Students, Bachelor of Arts in Elementary Education."

Admission to Student Teaching

All other course work must be completed prior to enrolling in student teaching. To be admitted to student teaching, students must:

1. complete at least 75 hours of general education requirements with a GPA of 2.75 or higher;
2. complete all professional education requirements with a grade of "C" or better in each course;

3. complete 100 hours of prestudent teaching filed experiences; and
4. complete at least fifteen hours in the teaching specialization with a GPA of 2.75 or higher.

An application certifying that these requirements have been met must be submitted by March 1 for fall or by June 1 for the winter trimester to the coordinator of field experiences. Student teaching is not offered in the spring/summer trimester.

Degree Requirements

Students must meet all university requirements for a bachelor's degree, except students must complete the 78 hour General Education Requirement for Teacher Certification (Early Childhood Certificate) below instead of the University General Education Requirement.

Students must also:

1. complete all course work (42 hours of professional education and 78 hours of general education) with a grade of "C" or better in each course;
2. maintain a GPA of 3.0 or higher in professional education courses;
3. maintain a GPA of 2.75 or higher in all general education courses taken at Governors State University with a grade of "C" or better in each course;
4. complete at least one three-hour course in non-Western or third world cultures;
5. complete all course work at Governors State University within five calendar years; and
6. maintain satisfactory student progress as defined in the "Handbook for Undergraduate Students, Bachelor of Arts in Elementary Education." This handbook is available in the Academic Advising Office. Each student's progress will be reviewed periodically by the Professional Standards Committee. Students not maintaining satisfactory progress may be dismissed from the major.

I. General Education Requirement for Teacher Certification, Early Childhood Certificate — 78 Hours

Course work acceptable for meeting these requirements must be college level work and may not include remedial courses even if college credit is granted. Generally, this course work must be at the 100-level or higher and applicable toward a degree at the institution providing the instruction. Courses with grades below "C" will not be accepted toward the degree.

The following course work must include at least one three-hour course in non-Western or third world cultures.

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

| | |
|--|-----|
| Written Communication | 6 |
| Oral Communication | 3 |
| Mathematics Structures and Concepts | 6 |
| Biological and Physical Science (including laboratory) | 9 |
| Survey of American History | 3 |
| Art and Music | 3-4 |
| Literature | 3 |
| U.S. Government | 3 |
| Psychology | 3 |
| Sociology | 3 |
| Health/Nutrition | 2-3 |
| Humanities (equivalent to LAS420) | 3 |
| General Linguistics (equivalent to ENGL501) | 3 |

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

| | |
|--|---|
| CDIS 322 Speech and Language Development | 3 |
| EDEC 415 Child and Family in the Community | 3 |
| LAS 430 Investigations in Scientific Thought | 3 |

Teaching Specialization — 18 Hours

Select one of the teaching specializations listed below. At least nine upper-division hours must be in upper-division courses.

II. Professional Education Courses — 42 Hours

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

| | |
|---|------|
| EDUC 320 Introduction to Teaching | 2 |
| EDUC 321 Effective Teaching and Laboratory | 4 |
| SPED 510 Survey of Exceptional Students | 3 |
| EDEC 310 Growth and Development of Young Children | 3 |
| EDEC 330 Early Childhood Education Laboratory I | 1 |
| EDEC 410 Foundations of Early Childhood Education | 2 |
| EDEC 430 Early Childhood Education Laboratory II | 1 |
| EDEC 510 Integrating Instruction in Early Childhood Education | 3 |
| EDEC 520 Beginning Writing and Reading Instruction | 3 |
| ELED 302 Teaching Language Arts in Elementary Schools | 3 |
| ELED 460 Teaching Science in Elementary Schools | 3 |
| ELED 463 Teaching Mathematics in Elementary Schools | 3 |
| ELED 466 Teaching Social Studies in Elementary Schools | 2 |
| ELED 499 Student Teaching | 9,12 |

III. Total— 120 Hours

Teaching Specializations

In consultation with a program advisor, students will select 18 hours of course work within one of the following teaching specializations. At least nine hours must carry upper-division credit.

English

| | |
|--|---|
| Survey of American Literature (equivalent to ENGL321) | 3 |
| Literature other than children's literature | 6 |
| Shakespeare | 3 |

ENGL 570 Rhetorical Theory and Practice 3

Select one of the following:

ENGL 532 Literature of Immigrant Children (3)

ENGL 535 Literature and History (3)

ENGL 545 Persuasion Analysis (3)

History

| | |
|----------------------------|---|
| American History | 3 |
| European History | 3 |
| Non-American History | 3 |

LAS 410 Investigations in the Social
Sciences

Select two of the following:

HIST 310 American Economic History (3)

HIST 505 Modern African History (3)

HIST 510 Ascent of Man (3)

HIST 520 American Urban History (3)

HIST 540 Black Experience in the U.S. (3)

HIST 547 Latin American History (3)

Mathematics

| | |
|---|-----|
| Calculus | 3-6 |
| Geometry (equivalent to MATH330) | 3 |
| Probability and Statistics | 3 |

LAS 440 Investigations in Mathematical
Thought

Select from the following to total 18 hours:

Algebra (3)

Number Theory

Computer Programming (no more
than three semester-hours)

Discrete Mathematics

Bachelor of Arts in Psychology

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

Undergraduate students who expect to do graduate study in psychology should, with the assistance of their advisor, carefully select the courses that

will qualify them for admission to a graduate program. Graduate programs commonly require twenty-four to thirty hours in undergraduate psychology, including statistics, research methodology, cognitive or learning psychology, developmental psychology, experimental psychology, social psychology, and abnormal psychology.

Degree Requirements

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

I. General Education Requirement — 18 Hours

Note: Up to 21 hours of the courses marked with (*) below may be applicable to general education requirements.

II. Required Courses — 36 Hours

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

*PSYC 310 Principles of Psychology 3

*PSYC 410 Personality Theories 3

*PSYC 430 Abnormal Psychology 3

*PSYC 445 Social Psychology 3

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

*PSYC 422 Learning Cognition 3

*PSYC 440 History and Systems of
Psychology 3

PSYC 460 Professional Standards in
Human Service and Research 3

*PSYC 512 Child Development 3

PSYC 524 Principles of Behavior Change 3

PSYC 544 Theories and Treatment of Life
Problems 3

PSYC 560 Research Methodology 3

STAT 468 Statistics 3

III. Upper-Division Laboratory Selective

— 2 or 3 Hours

Select one of the following:

PSYC 412 Laboratory in Transactional Analysis (2)

PSYC 506 Laboratory in Personal Stress
Management (2)

PSYC 532 Laboratory in Assertiveness Training (3)

PSYC 538 Laboratory in Feelings and Meanings (3)

PSYC 573 Laboratory in Alternative Lifestyles
and the Helping Professions (3)

IV. Electives — 63-64**V. Total — 120 Hours**

Bachelor of Arts in Psychology with a Mental Health Concentration

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

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

Degree Requirements

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

I. General Education Requirement — 18 Hours

Note: Up to 21 hours of the courses marked with (*) below may be applicable to general education requirements.

II. Required Courses — 41 Hours

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

| | |
|--|-----|
| *PSYC 310 Principles of Psychology | 3 * |
| *PSYC 410 Personality Theories | 3 |
| *PSYC 430 Abnormal Psychology | 3 |
| *PSYC 445 Social Psychology | 3 |

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

| | |
|--|---|
| PSYC 412 Laboratory in Transactional Analysis | 2 |
| *PSYC 422 Learning Cognition | 3 |
| PSYC 440 History and Systems of Psychology | 3 |
| PSYC 446 Psychological Issues and Values | 3 |
| PSYC 460 Professional Standards in Human Service and Research | 3 |
| *PSYC 512 Child Development | 3 |
| *PSYC 524 Principles of Behavior Change | 3 |

| | |
|---|---|
| PSYC 544 Theories and Treatment of Life Problems | 3 |
| PSYC 560 Research Methodology | 3 |
| STAT 468 Statistics | 3 |

III. Introduction to Therapy Selective — 3 or 4 Hours

Select one course:

| | |
|---|--|
| PSYC 545 Introduction to Short-Term Dynamics Psychotherapy (3) | |
| PSYC 555 Introduction to Therapy with Children (4) | |
| PSYC 558 Introduction to Therapy with Adults (4) | |
| COUN 544 Introduction to Family Dynamics (3) | |

IV. Mental Health Selective — 3 Hours

Select one course:

| | |
|---|--|
| ADAS 500 Substance Abuse: Current Concepts (3) | |
| COUN 510 Physical and Sexual Abuse of Children (3) | |
| PSYC 480 Field Experience (3) | |
| PSYC 505 Introduction to Stress Management (3) | |

V. Developmental Health Selective — 3 Hours

Select one course:

| | |
|--|--|
| PSYC 510 Adolescence (3) | |
| PSYC 514 Understanding Men (3) | |
| PSYC 515 Adulthood (3) | |
| PSYC 519 Psychosocial Aspects of Aging (3) | |
| PSYC 529 Psychology of Women (3) | |

VI. Laboratory Selective — 2 or 3 Hours

Select at least two hours from the following:

| | |
|--|--|
| PSYC 506 Laboratory in Personal Stress Management (2) | |
| PSYC 532 Laboratory in Assertiveness Training (3) | |
| PSYC 538 Laboratory in Feelings and Meanings(3) | |
| PSYC 573 Laboratory in Alternative Lifestyles and the Helping Professions (3) | |

VII. Electives — 48-50

VIII. Total — 120 Hours

Psychology Minor

An undergraduate minor in Psychology is offered to students majoring in other fields. This minor is particularly appropriate for those students whose area of study relies heavily upon knowledge of psychology, as well as for those students who simply desire additional work in psychology.

Requirements for the Minor

Students must:

- complete at least nine hours of course work at Governors State University; and
- submit transfer courses to the minor advisor for approval by the first week of the trimester of intended graduation.

- I. Required Courses — 3 Hours**
 PSYC 310 Principles of Psychology 3
- II. Developmental Selective — 3 Hours**
Select one course:
 PSYC 510 Adolescence (3)
 PSYC 512 Child Development (3)
 PSYC 515 Adulthood (3)
 PSYC 519 Psychosocial Aspects of Aging (3)
- III. Personality Selective — 3 Hours**
Select one course:
 PSYC 410 Personality Theories (3)
 PSYC 430 Abnormal Psychology (3)
 PSYC 435 Personality and Patterns of Adjustment(3)
- IV. Application Selective — 3 Hours**
Select one course:
 PSYC 340 Industrial Psychology (3)
 PSYC 445 Social Psychology (3)
- V. Cognitive Selective — 3 or 4 Hours**
Select one course:
 PSYC 422 Learning Cognition (3)
 PSYC 523 Cognitive Development (4)
 PSYC 536 Motivation and Emotional Development (4)
- VI. Research Selective — 3 Hours**
Select one course:
 PSYC 524 Principles of Behavior Change (3)
 PSYC 560 Research Methodology (3)
 STAT 468 Statistics (3)
- VII. Total — 18 or 19 Hours**

Psychology Minor

An individual minor in Psychology is offered to students who wish to study Psychology as a second major or as a minor. The minor is particularly useful for those students who are of wide interest in the study of human behavior, as well as for those students who study other behavioral and psychological sciences.

Requirements for the Minor

- 1. Completion of at least three courses of course work at a minimum grade of C.
- 2. A total of seven courses in the minor which are approved by the faculty of the university.

Techniques of Work in Psychology with a Mental Health Concentration

The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior.

The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior.

The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior.

The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior.

The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior.

The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior.

The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior.

The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior. The student who concentrates in the field of mental health will find the course work in Psychology particularly helpful in the study of the human mind and behavior.

COLLEGE OF HEALTH PROFESSIONS

Cecilia Rokusek, Dean

The undergraduate degree programs in the College of Health Professions prepare students for a variety of employment opportunities in the health field or for further education in graduate programs.

All majors provide extensive field experiences and exposure to, or participation in, research activities through a vast network of hospitals and medical centers in the Chicago region. Traditional lecture-discussion and seminar courses provide the theoretical bases for clinical and research experiences. The college offers a few courses of general interest to students in the other colleges, but most courses are designed to meet the professional education needs of the various majors.

Undergraduate Programs

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

Minors

Alcoholism and Drug Abuse Sciences
Social Work

Accreditations

The undergraduate Nursing major is approved by the Illinois Department of Registration and Education and accredited by the National League for Nursing.

The undergraduate Health Administration major has full membership status in the Association of University Programs in Health Administration.

The undergraduate Social Work major is nationally accredited by the Council on Social Work Education.

Faculty of the College of Health Professions

Division of Nursing and Health Sciences

Communication Disorders Program

Catherine H. Balthazar
 Susanne Hildebrand
 Gail Kempster
 John Lowe III
 Jay Lubinsky
 William Yacullo

Nursing Program

Annie Lawrence
 Constance Edwards
 Carolyn Fraser
 Mary Geis
 Lee Hertzman
 Robert Leftwich
 Cheryl Mroz
 Amerfil Wang

Division of Health Administration and Human Services

Alcoholism and Drug Abuse Program

Gregory Blevins
 Judith Lewis
 Cheryl Mejta

Health Administration Program

Ralph Bell
 Clementine Coleman
 Donna Gellatly
 James Massey
 Irwin Miller
 Sang-O Rhee
 Walter Wentz

Social Work Program

William Boline
 David Burgest
 Sonya Monroe

DEGREE REQUIREMENTS FOR UNDERGRADUATE PROGRAMS

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

Requirements for specific degree programs follow.

Alcoholism and Drug Abuse Sciences Minor

An undergraduate minor in Alcoholism and Drug Abuse Sciences is available to students majoring in other fields. This minor is particularly appropriate for those students whose chosen career area will bring them into contact with substance abusers and their collaterals.

Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

1. complete at least nine hours of the required course work listed below at Governors State University; and
2. submit transfer courses to the minor advisor for approval by the first week of the trimester of intended graduation.

I. Required Courses — 18 Hours

| | |
|---|---|
| ADAS 500 Substance Abuse: Current Concepts | 3 |
| ADAS 501 Addictions: A Multicultural Perspective | 3 |
| ADAS 505 Addictions: Recovery Process | 3 |
| ADAS 518 Substance Abuse: A Systems Approach | 3 |
| or | |
| ADAS 530 Addictions and Criminal Justice or another ADAS course approved by advisor | 3 |
| ADAS 520 Screening, Referral, and Treatment Planning | 3 |
| ADAS 522 Clinical Skills in Substance Abuse .. | 3 |

II. Total — 18 Hours

Bachelor of Health Science in Communication Disorders

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

Certification

As a preprofessional curriculum, the undergraduate major does not qualify students for state teaching and national certification, but rather provides the foundation necessary for the graduate curriculum which leads to certification. Students who plan to pursue the Standard Special Certificate in Speech and Language Impaired should refer to the Teacher Certification section of this *Catalog* for requirements for certification through approved programs, professional education requirements, and general education requirements that must be met to be recommended for teacher certification. Such students should contact an advisor as soon as possible to identify course work required in addition to that listed below.

Degree Requirements

Students must meet all university requirements for a bachelor's degree except students are to fulfill either the University General Education Requirement or complete the General Education Requirement for the Standard Special Certificate. One of these two requirements must be completed in its entirety.

Students planning to pursue the Standard Special Certificate in Speech and Language Impaired should take as electives the required professional education courses for the Standard Special Certificate as specified in the Teacher Certification section of this *Catalog*.

I. General Education Requirement — 21 Hours OR

General Education Requirement for the Standard Special Certificate — 47 Hours

Students planning to pursue the Standard Special Certificate in Speech and Language Impaired should elect the General Education Requirement for the Standard Special Certificate.

Note: Up to fifteen hours of the courses marked with (*) below may be applicable to university general education requirements.

II. Required Courses — 48 Hours

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

| | | |
|-----------|---|---|
| | Child Development | 3 |
| | Statistics | 3 |
| | Advanced Psychology | 3 |
| PSYC*301 | Principles of Psychology | 3 |
| *CDIS 304 | Phonetics | 3 |
| CDIS 310 | Introduction to Communication Disorders | 3 |
| *CDIS 322 | Speech and Language Development | 3 |
| *CDIS 330 | Speech and Hearing Science | 3 |
| *CDIS 345 | Speech Physiology | 3 |
| CDIS 401 | Articulation Disorders | 3 |
| CDIS 410 | Introduction to Audiology | 3 |
| CDIS 435 | Introduction to Childhood Language Disorders | 3 |
| CDIS 440 | American Dialects: Issues and Educational Implications | 3 |
| CDIS 450 | Clinical Methods in Communication Disorders | 3 |
| *ENGL501 | Introduction to Linguistics | 3 |
| SPED 510 | Survey of Exceptional Students | 3 |

III. Elective — 51 (General Education) or 25 (Standard Special Certificate) Hours

IV. Total — 120 Hours

Bachelor of Health Administration

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

Accreditation

The undergraduate major has full membership status granted by the Association of University Programs in Health Administration (AUPHA).

Degree Requirements

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

In addition, all required courses and the upper-division selectives must be completed with a grade of "C" or better.

I. General Education Requirement — 39 Hours

II. Required Administrative and Management Courses - 24 Hours

| | | |
|----------|--|---|
| ECON 301 | Principles of Microeconomics | 3 |
| MGMT301 | Introduction to Management Strategies | 3 |
| MIS 301 | Introduction to Management Information Systems | 3 |
| PHIL 330 | Ethics in Health Care | 3 |
| MGMT401 | Organizational Behavior | 3 |
| ACCT 402 | Management Accounting for Health Care Organizations | 3 |
| STAT 468 | Statistics | 3 |
| HLAD 503 | Human Resource Management for Health Administration | 3 |

III. Health Administration Application - 27 Hours

| | | |
|----------|---|---|
| HLAD 325 | Health Care Organization | 3 |
| HLAD 340 | Medical Sociology | 3 |
| POLS 355 | Health Care and Politics | 3 |
| HLAD 450 | Health Planning | 3 |
| HLAD 455 | Management in Health Care Setting | 3 |
| HLAD 460 | Health Care Economics | 3 |
| HLAD 465 | Legal Aspects of Health Care | 3 |
| HLAD 468 | Institutional Management for Health Care Organizations | 3 |
| HLAD 490 | Health Administration Practicum | 3 |

IV. Electives - 30 Hours

The following courses are suggested for Health Administration majors for their broadening and deepening competencies:

| | | |
|----------|--------------------------------------|---|
| HLAD 520 | Introduction to Long-Term Care | 3 |
| HLAD 525 | Nursing Home Administration | 3 |
| HLAD 530 | Ambulatory Care System | |

Bachelor of Science in Nursing

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

Accreditation

This major is accredited by the National League for Nursing Council of Baccalaureate and Higher Degrees and is approved by the Illinois Department of Registration and Education.

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must:

1. have earned at least twenty-six hours of lower-division nursing credits with a grade of "C" or better in each course. Applicants with an associate's degree in nursing from a National League for Nursing (NLN) accredited program may transfer this credit; applicants with an associate's degree in nursing from a non-NLN accredited program may receive this credit by taking the NLN Nursing Mobility Profile II tests in Care of the Adult Client (#01-5313) and Care of the Client During Childbearing/Care of the Child (#02-5323). These examinations must be passed with a standard score of eighty-five or better. Applicants who have graduated from a diploma program may receive this credit by taking the American College Testing (ACT) Proficiency Examinations in Maternal and Child Nursing (AA#453), Adult Nursing (AA#554), and Psychiatric/Mental Health Nursing (AA#503). These examinations must be passed with a standard score of forty-five or better. Examination reports reflecting acceptable scores on each examination must be on file before admission to the major. These examinations are administered by the Office of Student Development at Governors State University;

2. have completed the following lower-division course work: four hours of anatomy and physiology, four hours in microbiology, four hours in general chemistry, and four hours in organic chemistry, six hours in English (English 101 and 102), three hours in General Psychology, and three hours in General Sociology. Applicants lacking these lower-division course requirements are encouraged to take the College Level Examination Program (CLEP) tests in these areas. These examinations are administered at various institutions of higher education throughout the Chicago metropolitan area;
3. have a minimum of two years experience as a registered nurse within the past five years or have graduated from an approved associate's degree program or diploma school of nursing within the last two calendar years;
4. be currently licensed as a registered nurse in the State of Illinois; and
5. carry current nursing malpractice/liability insurance.

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

Applicants must assume all responsibility for fees associated with testing.

All required credentials must be on file in the Office of Admissions before applicants can be admitted to the program.

Degree Requirements

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

In addition, all nursing courses must be completed with a grade of "C" or better. A student may repeat a nursing course only once to earn a grade of "C" or better without being academically dismissed from the degree program.

- I. **General Education Requirement — 18 Hours**
Note: Up to 24 hours of the courses marked with (*) below may be applicable to general education requirements.
- II. **Required Courses — 99 Hours**
The following courses must be taken at the lower-division level:
Lower-Division Nursing Course Work 26
*Anatomy and Physiology 4
*General Chemistry 4

| | |
|---------------------------|---|
| *Microbiology | 4 |
| *English 101 | 3 |
| *English 102 | 3 |
| *General Sociology | 3 |
| *General Psychology | 3 |

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

| | |
|---|---|
| *Organic Chemistry | 4 |
| Statistics | 3 |
| *ANTH310 Trends in Cross-Cultural Analysis .. | 3 |
| Humanities Elective | 3 |
| Social Science Elective | 3 |

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

| | |
|---|---|
| *BIOL 444 Human Physiology I | 2 |
| *BIOL 445 Human Physiology I Laboratory | 1 |
| *BIOL 446 Human Physiology II | 2 |
| *BIOL 447 Human Physiology II Laboratory | 1 |
| *CHEM544 Biochemistry: Lecture | 3 |
| *CHEM545 Biochemistry: Laboratory | 1 |
| PHIL 386 Logic | 3 |
| NURS 304 Conceptual Basis for Professional Nursing | 3 |
| NURS 306 Gerontological Nursing: Health Promotion for Older Adults | 3 |
| NURS 311 Nursing: The Collaborative Role | 3 |
| NURS 320 Nursing: Teaching Clients/Families | 3 |
| NURS 330 Nursing: Health Assessment | 5 |
| NURS 400 Nursing Research: Analysis and Utilization | 3 |
| NURS 410 Nursing: Principles of Management of Client/Patient Care | 3 |
| NURS 420 Nursing: Care in Distributive Settings | 7 |
| NURS 430 Nursing: Care in Episodic Settings | 7 |
| NURS 440 Nursing: Senior Seminar and Practicum | 4 |

III. Total — 120 Hours

Bachelor of Social Work

The undergraduate major in Social Work is designed to prepare students for entry level generalist professional practice. Course work emphasizes an ecological and a systems perspective of human behavior, including a recognition of the critical influences of human diversity. Social work students are provided with classroom and field experiences for the development and integration of data collection, problem analysis, intervention, and evaluation skills. Students are prepared to work in a wide variety of health and human service agencies with individuals, families, groups, and communities. Opportunities are provided for developing research skills, including those used for examining one's own professional practice. Students also are provided with an understanding

of the historical base of social work practice, employment trends, and strategies and opportunities for professional advancement. Upon successful completion of degree requirements, the student is awarded the Bachelor of Social Work degree.

Accreditation: The Social Work major is nationally accredited by the Council of Social Work Education.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

1. have completed three hours of course work in oral communication and three hours of course work in written communication with a grade of "C" or better;
2. submit two letters of recommendation from former instructors, advisors, employers, or supervisors. Recommendation forms are available in the University Admissions Office; and
3. participate in an interview that will review academic preparation and appropriateness of a social work career choice.

Students are normally admitted to the major during the fall trimester. A limited number of part-time students are admitted during the year.

Degree Requirements

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

In addition, students must:

1. earn a grade of "C" or better in course work in human biology and logic;
2. maintain a cumulative GPA of 2.0 or higher;
3. earn a grade of "C" or better in social work courses; and
4. complete supervised practicum experiences totaling 430 clock-hours in approved human service organizations.

Students may petition for credit by proficiency examination in selected 300-level social work courses.

- I. **General Education Requirement — 12 Hours**
Note: Up to twenty-seven hours of the courses marked with (*) below may be applicable to general education requirements.
- II. **Required Courses — 73 Hours**
The following courses should be taken at the lower-division level:

| | |
|---------------------------------------|---|
| *American or English Literature | 3 |
| *American History | 3 |
| Abnormal Psychology | 3 |
| *Cultural Anthropology | 3 |

| | |
|-------------------------------------|---|
| *Human Biology | 3 |
| *Logic | 3 |
| *Sociology of Social Problems | 3 |
| *U.S. Government | 3 |

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

| | |
|-----------------------|---|
| *Macroeconomics | 3 |
| Statistics | 3 |

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

| | |
|--|---|
| ADAS 500 Substance Abuse: Current Concepts | 3 |
| SOCW 320 Social Welfare Services and Professional Roles | 3 |
| SOCW 350 Social Work Perspectives on Human Behavior | 3 |
| SOCW 380 Social Work Practice: Ethics, Values and Interviewing | 3 |
| SOCW 390 Field Practicum and Proseminar I .. | 3 |
| SOCW 415 Field Practicum Assessment and Planning | 1 |
| SOCW 444 Social Work Practice: Intervention Strategies I | 3 |
| SOCW 445 Social Work Practice: Intervention Strategies II | 3 |
| SOCW 455 Social Work Practice with Diverse Populations | 3 |
| SOCW 465 Research in the Health and Human Services | 3 |
| SOCW 490 Field Practicum and Proseminar II .. | 6 |
| SOCW 510 Social Welfare Policy: Issues and Processes | 3 |
| SOCW 530 Urban Dynamics | 3 |
| SOCW 565 Interprofessional Teamwork in the Health and Human Services | 3 |

III. Upper Division and Social Work Selectives — 9 Hours

Select nine hours from among the following courses or other courses that support student interests, with approval of advisor:

| |
|---|
| SOCW 459 Law for Human Service Professionals (3) |
| SOCW 570 Social Work in Health Care (3) |
| SOCW 575 Social Services for Children (3) |
| SOCW 595 Management and Supervision in the Human Services (3) |

IV. Electives — 26 Hours

V. Total — 120 Hours

Social Work Minor

An undergraduate minor in Social Work is offered for student majoring in other university curricula. The minor is particularly appropriate for students who have chosen to pursue another human service or health professional career. Such students will benefit from the expansion of their knowledge, skill and value base provided by the minor. The minor provides alternative career possibilities as

well as enhancement to preparation for another chosen profession. It also provides useful knowledge for any student about social welfare systems, policies, issues, intervention strategies, and services which impact the lives of every individual in the United States.

Requirements for the Minor

Students must meet all university requirements for a minor.

Recommended Preparation:

| | |
|-------------------------|-----|
| Sociology | 3-6 |
| Psychology | 3-6 |
| Anthropology | 3 |
| Political Science | 3 |
| Human biology | 3 |

I. Required Courses — 18 Hours.

| | |
|---|---|
| SOCW 320 Social Welfare Services and Professional Roles | 3 |
| SOCW 350 Social Work Perspectives on Human Behavior | 3 |
| SOCW 510 Social Welfare Policy: Issues and Processes | 3 |

Select one of the following:

| | |
|--|---|
| SOCW 565 Interprofessional Teamwork in Health and Human Services | 3 |
| SOCW 595 Management and Supervision in Human Services | 3 |

Select two of the following:

| | |
|--|---|
| SOCW 455 Social Work Practice with Diverse Populations | 3 |
| SOCW 459 Law for Human Service Professionals | 3 |
| SOCW 570 Social Work in Health Care | 3 |
| SOCW 575 Social Services for Children | 3 |

II. Total — 18 Hours.

COLLEGE OF ARTS AND SCIENCES

Roger K. Oden, Dean

The College of Arts and Sciences provides a wealth of educational opportunities founded upon the traditions of the liberal arts. The curricula are concerned with the development of an awareness of one's place in the historical, cultural, and intellectual experience of humanity. The graduate curricula consist of a combination of advanced course work and research. Students have the opportunity to work closely, both in the classroom and on their research, with faculty who have distinguished records as teachers and scholars.

Students benefit from extensive facilities, including computer, biology, and chemistry laboratories, as well as music, art, photography, film, and television studios, and art and photography galleries. Music recital halls, plant growth chambers, a greenhouse, and field equipment are also among the college's resources.

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

Graduate Programs

Analytical Chemistry (M.S.)
 Art (M.A.)
 Communications and Training (M.A.)
 Computer Science (M.S.)
 English (M.A.)
 Environmental Biology (M.S.)
 Political Studies (M.A.)

Faculty of the College of Arts and Sciences

Division of Liberal Arts

Teresa Barrios-Aulet
 Jay Boersma
 Mary Bookwalter
 Arthur Bourgeois
 Oltman Goldenstein
 Harriet Gross
 Charles Hicks
 Deborah Holdstein
 Albert Ingram
 Thomas Kelly
 Joyce Kennedy-Hayes
 Ana Kong
 Larry Levinson
 Jagan Lingamneni
 Richard McCreary
 Daniel Mendoza deArce
 Joyce Morishita
 June Patton
 John Payne
 Walter Perkins
 Michael Purdy
 Hugh Rank
 Paul Schranz
 Eli Segal
 Michael Stelnicki
 Rudolf Strukoff
 Anthony Wei

Division of Science

Joseph Addison
 Ronald Brubaker
 Edwin Cehelnik
 Karen D'Arcy
 Peter Gunther
 Reino Hakala
 Mohammed Kishta
 Phyllis Klingensmith
 Shailendra Kumar
 Sungyoung Lee
 Jon Mendelson
 C. Edward Miller
 Gregory Moehring
 Joyce Møhberg
 Winfried Rudloff
 Ali Setork
 Donna Siemro
 Jane Wells
 Kong-Cheng Wong
 Shensheng Zhao

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

Requirements for specific degree programs follow.

Master of Science in Analytical Chemistry

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

Faculty research interests range widely and include topics such as photochemistry, spectrochemistry, trace analysis of organic pesticides, chromatography and gas chromatography/mass spectrometry, electrochemistry, analysis of metals in the environment, water analysis, biochemistry, computational chemistry, equations of state, particular aspects of science education, bio-organic chemistry, organometallic chemistry, and catalysis.

Recommended Preparation

Before admission, applicants should have completed the following course work with a grade of "C" or better in each course: four hours of analytical chemistry with lab (CHEM315, CHEM316); eight hours of physical chemistry with lab (CHEM366, CHEM367, CHEM368, CHEM369); eight hours of organic chemistry with lab (CHEM341, CHEM342, CHEM343, CHEM344); three hours of biochemistry (CHEM544); three hours of advanced inorganic chemistry (CHEM433); three hours of statistical methods (STAT520); three hours of computer programming in either Introduction (equivalent to

CPSC305), BASIC (Equivalent to CPSC320), Fortran (equivalent to CPSC330), or PASCAL (equivalent to CPSC340); and one hour of chemical literature (CHEM455). Students lacking one or more of these courses or having less than a "C" in a course may be admitted to the program. However, they will have to take or repeat the appropriate course(s) at Governors State.

Thesis

As part of this degree program, students are to select with advisor's approval a thesis topic.

The student develops a thesis proposal usually related to a faculty member's research, carries out a formal study under the supervision of the faculty member and a degree committee, prepares a final manuscript, and makes a presentation in CHEM899. The thesis option would be appropriate for students who have focused research interests or who intend to pursue doctoral study.

In the non-thesis option, the student develops a master's project proposal, completes a master's project in conjunction with a faculty member, and prepares a final report. The student is not required to complete a formal manuscript or presentation.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements. Application forms are available in the college office. To qualify for degree candidacy, a student must:

1. complete the prerequisite course work listed above with a grade of "C" or better in each course;
2. complete at least half of the courses listed under Required Courses below with a GPA of 3.0 or higher; and
3. complete an approved proposal for a thesis topic.

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.

- | | |
|---|---|
| 1. Required Courses — 21 Hours | |
| CHEM622 Chromatography | 3 |
| CHEM623 Chromatography Laboratory | 1 |

| | |
|--|---|
| CHEM 666 Spectrochemistry | 4 |
| CHEM 667 Spectrochemistry Laboratory | 2 |
| CHEM 744 Analytical Biochemistry | 2 |
| CHEM 745 Analytical Biochemistry Laboratory | 1 |
| CHEM 855 Electrochemistry | 3 |
| CHEM 856 Electrochemistry Laboratory | 1 |
| STAT 820 Experimental Design for the Natural Sciences | 4 |

II. Select 6-7 hours:

| | |
|---|---|
| CHEM 810 Special Topics | 3 |
| CHEM 822 Gas Chromatography/Mass Spectrometry | 2 |
| CHEM 823 Gas Chromatography/Mass Spectrometry Laboratory | 1 |
| BIOL 630 Aquatic Systems | 2 |
| BIOL 631 Aquatic Systems Laboratory | 2 |
| BIOL 640 Toxicology | 3 |
| CPSC 610 Computing for Scientists | 3 |
| <i>Other graduate level science courses as approved academic advisor.</i> | |

III. Thesis/Project — 3-4 Hours

| | |
|---|-----|
| CHEM 890 Graduate Thesis/Project | 3-4 |
| CHEM 899 Thesis Presentation in Chemistry ... | 1 |

IV. Total — 32 Hours

Master of Arts in Art

The graduate major in Art stresses intellectual curiosity, self-discipline, and technical proficiency. With course work in painting, printmaking, photography, sculpture, or ceramics, the art studio student is directed to become a mature artist in command of the medium and capable of expressing an individual view. Students are encouraged to develop perception and imagination, combined with an awareness of visual elements, principles of design, artistic statement, and criticism.

The graduate art program enables students either to become practicing artists or to achieve a level of scholarship that can help them to be art experts or professional educators. With a growing interest and expanding use of the arts in contemporary life, the employment outlook for art majors continues to be promising.

Special Admission Requirements

In addition to meeting university criteria, applicants must:

1. have an undergraduate major in one of the humanities; and
2. have submitted a proposal, acceptable to the

degree program advisor, that outlines academic goals with supporting rationale and plan of study and includes examples of previous work (e.g., sculptures, research papers, drawings, prints, or paintings, etc.). Students will not be admitted to the major until the proposal reflecting potential for graduate work has been approved by the degree program advisor.

Thesis/Non-Thesis Option

As part of this degree program, students are to select with advisor's approval either a thesis or non-thesis option.

The thesis consists of an analytical and historical approach to the study of a particular artist, art object, movement, or theme in the visual arts. In the thesis option, the student develops a thesis proposal in an area of art history acceptable to the program advisor, completes a research project, and prepares a formal thesis manuscript.

In the non-thesis option, the student prepares a one person exhibition of a consistent body of sixteen to twenty works in the student's area of interest and a twelve to fifteen page documentation of the student's works and development.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements. Application forms are available in the college office. To qualify for degree candidacy, a student must:

1. complete all the courses listed under Required Courses below with a GPA of 3.0 or higher; and
2. complete an approved proposal for either a thesis topic or a master's project.

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

Degree Requirements

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

I. Required Courses — 15 Hours

| | |
|---------------------------------------|---|
| ART 615 Art Since 1945 | 3 |
| ART 805 Art and Society | 3 |
| ART 810 Studies in Art | 3 |
| ART 820 Art Seminar | 3 |
| ART 890 Graduate Thesis/Project | 3 |

II. Non-Western Art Selective — 3 Hours*Select one of the following:*

- ART 521 Art of the South Pacific (3)
 ART 523 Pre-Columbian Art (3)
 ART 525 Art of Native Americans (3)
 ART 527 African Art (3)
 ART 530 Art of Asia (3)

III. Career Selectives — 14 Hours*Select fourteen hours from courses in one of the following areas with advisor's approval:*

- Art History
 Painting/Drawing
 Photography
 Printmaking/Design
 Sculpture

IV. Total — 32 Hours**Master of Arts in Communications and Training**

The graduate major in Communications and Training provides an in-depth study leading to specialized knowledge and skills in human communications, media, and human performance and training technology. Students have the opportunity to receive a broad theoretical framework in their field as well as the specific skills needed in the professional world. The major prepares students as working professionals through three sequences: Communications Studies, Media Communications, and Human Performance and Training. The major also prepares students for further graduate study in the communications and training fields. Beyond taking the common required courses, students adapt the major to their individual needs and backgrounds by pursuing one of the three sequences and choosing appropriate elective courses. Students plan their specific programs in consultation with their advisors. For example, graduates of the program in career areas such as: advertising, cable TV, college teaching, consulting, customer service, human resources, instructional design and development, journalism, media management, media writing, public affairs, public relations, TV production/direction and training.

Recommended Preparation

While admission to the major does not require an undergraduate major in Communication, Media Communication, Human Performance & Training, or a related field, an undergraduate major in one of the following fields is recommended: business, education, media, audiovisual, communications,

English, psychology, or liberal arts. In addition, students are expected to have competence in oral and written communication skills demonstrable in their course work.

Internship/Thesis Option

As part of this degree program, students are to select an internship or thesis/project option, depending on the sequence chosen.

In the communication studies internship option, the student selects an internship and develops an internship agreement with the assistance of the internship site coordinator. Upon approval of the coordinator, the student may register for COMS880.

In the thesis/project option, the student develops a proposal acceptable to the program advisor, completes a project, and prepares a formal thesis/project manuscript. The project is prepared under the direction of a committee consisting of three faculty. Students may register for COMS890 or MCOM890 once the selection of the committee has been approved by the student's program advisor.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements. Application forms are available in the college office. To qualify for degree candidacy, a student must complete all required and sequence courses with a grade of "B" or higher in each course.

The M.A. in Communications and Training requires a common core of courses. The core concentrates on the essential connections between the tracks, awareness of the common aspects in research, and finally, the application to various media and technology.

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

Degree Requirements

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

I. Required Courses — 6-8 Hours

| | |
|---|-----|
| COMS 500 Introduction to Graduate Communications and Training | 1 |
| COMS 815 Survey of Research Literature..... | 3 |
| Internship/Project/Thesis | 2-4 |

II. Sequence Courses — 15-16 Hours*Select one of the following:*

Communication Studies Sequence: *

COMS 635 Interpersonal Communication 3

COMS 650 Organizational Communication,
Change and Development 3

COMS 810 Communication Theory 3

COMS 825 Graduate Communication Research ... 3

*Select three credit hours from the following:*COMS 611 Philosophy of Human
Communication 3

COMS 860 Communication Training 3

COMS 861 Problems in Applied
Communications 3

Media Communications Sequence:**

MCOM740 Trends in Communications
Technologies 3

MCOM803 Contemporary Issues 3

MCOM830 Graduate Seminar 3

Select three credit hours from the following:

MCOM660 Non-Broadcast TV Operations 3

MCOM750 Feature & Review Writing 3

*Select three credit hours from the following:*MCOM651 Investigative & Special
Reporting 3

MCOM755 Media Management 3

Human Performance & Training Sequence:***

HP&T 520 Training Product Design 3

HP&T 755 Computer Based Training I 3

HP&T 810 Training Course Development 3

HP&T 815 Training Techniques 3

HP&T 856 Consulting & Teamwork in
Human Performance & Training 3HP&T 860 Seminar: HP&T in Business
and Industry 1**III. Electives — 12-15 Hours***In consultation with advisor, select twelve to fifteen hours of graduate credit appropriate to the student's career interest(s). At least six hours must be taken within the Division of Liberal Arts***IV. Total — 36 Hours****Students in the Communication Studies Sequence must have completed COMS310 before taking COMS810.****Students in the Media Communication Sequence must have completed the following courses, or their equivalent(s) as prerequisites to graduate courses: MCOM420, MCOM440, MCOM450, MCOM511, MCOM565.*****Students in the HP&T sequence need to fulfill IBSTPI (International Board of Standards for Training, Performance and Instruction) standards by selecting fourteen credit hours of selectives from among the following: COMS850, HP&T760, HP&T761, HP&T815, HP&T820, HP&T821, HP&T847, HP&T852, HP&T858, HP&T861, and HP&T880.***Master of Science in Computer Science**

The graduate major in Computer Science is an applications-focused program with a software engineering orientation. It is designed to prepare students for employment as software engineering professionals in a wide range of business, industrial, and government settings. It includes the theoretical base necessary to provide flexibility for meeting future professional needs, as well as enabling students to pursue doctoral studies at another institution should they wish to do so. Faculty research interests range widely and are reflected in the regularly scheduled and the special topics courses that are offered at the master's level. The program is job-oriented and applications-focused. It 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.

Special Admissions Requirements

In addition to university admissions criteria, applicants must have a bachelor's degree with a GPA of 2.75 or higher and a GPA of 3.0 or higher for any graduate work attempted.

Recommended Preparation

The graduate curriculum is based upon the completion of an undergraduate major in computer science, which 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 340 or CPSC 345 Computer
Programming: Pascal or C 3

| | |
|--|---|
| CPSC 360 or CPSC365 Assembly Language (A course in the assembly language for any computer will satisfy this requirement.) | 3 |
| CPSC 370 Software Engineering: Design and Analysis or CPSC 420, Software Engineering: Project | 3 |
| CPSC 405 Computer Organization | 3 |
| CPSC 415 Data Structures | 3 |
| CPSC 435 Operating Systems | 3 |
| CPSC 445 Database Systems | 3 |
| MATH 340 Discrete Mathematics | 3 |
| MATH 355 Applied Calculus | 3 |

Other courses may appear among the prerequisites for elective courses and therefore be required.

Thesis/Non-Thesis Option

As part of this degree program, students may choose either a thesis or a non-thesis option.

In the thesis option, the student develops a research proposal usually related to a faculty advisor's research, completes a master's project, prepares a formal thesis manuscript, and presents the results in a seminar. The thesis option is appropriate for students with definite research interests and/or who intend to pursue doctoral studies in computer science or related fields.

In the non-thesis option, the student develops a master's project proposal and completes a master's project in conjunction with a faculty member. 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 apply for candidacy. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements. Application forms are available in the college office. To qualify for degree candidacy, a student must:

1. complete the prerequisite course work listed above with a grade of "C" or better in each course;
2. complete at least half of the courses listed under Required Courses below with a GPA of 3.0 or higher; and
3. complete an approved proposal for either a thesis topic or a master's project.

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

Degree Requirements

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

- I. **Required Courses — 9 Hours**

| | |
|---|---|
| CPSC 735 Advanced Operating Systems | 3 |
| CPSC 810 Mathematical Structures and Concepts for Computer Science | 3 |
| CPSC 840 Data Structures and Algorithms | 3 |
- II. **Thesis/Non-Thesis Option — 3 to 6 Hours**
Select one of the following options:
Thesis Option: 3 to 6 hours

| | |
|---|-----|
| CPSC 890 Graduate Thesis | 2-5 |
| CPSC 899 Thesis Presentation in Computer Science | 1 |

Non-Thesis Option: 3 hours

| | |
|---------------------------|---|
| CPSC 890 Graduate Project | 3 |
|---------------------------|---|
- III. **Data/Software Management Selective — 3 Hours**
Select one of the following:

| | |
|--|--|
| CPSC 820 Planning and Management of Software Projects (3) | |
| CPSC 845 Advanced Database Theory (3) | |
- IV. **Hardware/Software Selective — 3 Hours**
Select one of the following:

| | |
|--------------------------------------|--|
| CPSC 630 Computer Architecture (3) | |
| CPSC 660 Artificial Intelligence (3) | |
- V. **Electives — 12 to 15 Hours**
With advisor's approval, students will select from fifteen to eighteen hours of Computer Science graduate courses. Graduate courses from related disciplines may be included with the approval of the advisor.
- VI. **Total — 33 Hours**

Master of Arts in English

The master's degree in English leads to concentrated knowledge and understanding of civilization and culture as manifested in literature and other texts. The curriculum explores and analyzes major works in their critical contexts, their social origins and implications, and their differing cultural, historical, and philosophical perspectives. The student gains not only a comprehensive grasp of great literature in English, of issues in critical theory, language, and rhetoric, but also a variety of reading and interpretive strategies that can be applied to changing personal and societal conditions. This study of English is designed not only to meet the needs of persons involved in the teaching of English, but also for adult students to develop abilities that transcend any narrow specialization or particular career orientation. The program enriches the

lives and improves the work of those who undertake it.

Special Admission Requirements

In addition to meeting university criteria, applicants must have an undergraduate major in English, literature, language, linguistics, or a related field.

Recommended Preparation

Students without the following undergraduate prerequisite course work will be required to complete any deficiencies as early as possible during graduate study: three hours in English Literature I, three hours in English Literature II, three hours in American Literature I, three hours in American Literature II, three hours in Shakespeare, and three hours in literary criticism. Completion of deficiencies is required in addition to graduate degree requirements noted.

Admission to Candidacy

After admission as a degree-seeking student, a student will also apply for candidacy after completing her or his course work. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements (successful completion of ENGL890). Application forms are available in the college office. To qualify for degree candidacy, a student must do the following:

1. complete all courses with a GPA of 3.0 or higher; and
2. complete a detailed, approved proposal for a master's thesis.

More detailed candidacy information is available through the M.A. advisor of the division office.

Degree Requirements

I. Required Courses - 21 Hours

| | |
|--|---|
| ENGL 590 Research Techniques..... | 3 |
| ENGL 830 Seminar: Advanced Composition and Rhetorical Theory | 3 |
| ENGL 840 Seminar: Philosophy in Literature | 3 |
| ENGL 845 Seminar: English Literature | 3 |
| ENGL 850 Seminar: American Literature | 3 |
| ENGL 870 Graduate Research | 3 |
| ENGL 890 Graduate Thesis/Project..... | 3 |

II. Additional Requirements — 12 Hours

With advisor's approval, students will select at least four courses in literature, rhetoric and composition, linguistics, or closely related fields. (Depending on the student's areas of interest, the electives might include such pre-professional courses as ENGL 690: Professional Seminar for Teachers of Writing.)

Generally, the graduate thesis or project will not be done until after completing the other core courses and the four additional courses.

III. Total — 33 Hours

Master of Science in Environmental Biology

The graduate major in Environmental Biology prepares students as professional biologists with a strong environmental emphasis. Required courses cover the spectrum of environmental biology from toxicology and physiology and ethology to population biology and community ecology, emphasizing the applied aspects of these disciplines. Students are trained in the application of quantitative methods and in the design of field and laboratory studies. Graduates have obtained employment in biological and related fields or have pursued advanced degrees. A number of graduates work as naturalists at county, state, and national parks. Others have found employment in the private sector as waste management consultants or with planning agencies as habitat assessment experts. The curriculum also serves certified secondary school biology teachers who wish to develop an environmental focus.

Faculty research interests range widely, including topics such as common loon behavior and population dynamics, resource partitioning in aquatic communities, forest and cave ecology, rodent population dynamics, avian reproduction physiology, biological clocks, plant adaptation in wetland habitats, and curriculum development in biology education.

Recommended Preparation

Before admission, applicants should have completed 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, four hours of organic chemistry with lab; three hours of ecology, four hours of physiology with lab, three hours of basic ecology, and three hours of statistical methods (STAT520). Students lacking one or more of these courses or having less than "C" in a course may be admitted into the program; however, they will have to take or repeat the appropriate course(s) at Governors State University. A second course in organic chemistry and a course in computer science are strongly recommended.

Thesis/Non-Thesis Option

As part of this degree program, students may choose either a thesis or non-thesis option.

In the thesis option, the student develops a thesis proposal, carries out a formal research study under the supervision of a degree committee, prepares a final manuscript, and makes a formal presentation.

In the non-thesis option, the student develops a master's project proposal and completes a master's project in conjunction with a faculty member. The student is not required to complete a formal manuscript or presentation.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements. Application forms are available in the college office. To qualify for degree candidacy, a student must:

1. complete the prerequisite course work listed above with a grade of "C" or better in each course;
2. complete at least half of the courses listed under Required Courses below with a GPA of 3.0 or higher; and
3. complete an approved proposal for either a thesis topic or a master's project.

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

Degree Requirements

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

I. Required Courses — 19 Hours

| | |
|---|---|
| BIOL 650 Ecological Methods | 2 |
| BIOL 651 Ecological Methods Laboratory | 2 |
| BIOL 755 Field Studies | 3 |
| STAT 820 Statistical Methods for Natural Sciences | 4 |
| BIOL 830 Plant Microenvironments | 3 |
| BIOL 831 Plant Microenvironments Laboratory | 1 |
| BIOL 850 Environmental Physiology | 3 |
| BIOL 851 Environmental Physiology Laboratory | 1 |

II. Thesis/Project Option — 2-4 Hours

| | |
|---------------------------------|---|
| BIOL 890 Graduate Project | 2 |
| BIOL 890 Graduate Thesis | 4 |

III. Selectives — 9-11 Hours

| | |
|--|---|
| CPSC 610 Computing for Scientists | 3 |
| BIOL 630 Aquatic Systems | 2 |
| BIOL 631 Aquatic Systems Laboratory | 2 |
| BIOL 640 Toxicology | 3 |
| BIOL 810 Special Topics in: | 3 |
| CHEM 822 Gas Chromatography/Mass Spectrometry | 2 |
| CHEM 823 Gas Chromatography/Mass Spectrometry Laboratory | 1 |

Other graduate level science courses as approved by academic advisor.

IV. Total — 32 Hours

Master of Arts in Political Studies

The graduate major in Political Studies is designed to develop the conceptual abilities and substantive knowledge needed to acquire an understanding of political behavior, current policy issues, problems, and changes in government and society. The curriculum addresses the areas of American politics, public policy formulation and evaluation, comparative politics, and international relations. The major and its related course offerings provide individuals with the opportunity to study areas such as American government and public policy, survey analysis and polling, and international affairs. The graduate program provides an academic foundation for students seeking careers in higher education, the legal profession, state or local governments, the non-profit sector, the federal bureaucracy, journalism, or organizations that monitor political processes or influence the content of public policy.

Recommended Preparation

An undergraduate major or minor in Political Science or a major in one of the social sciences, including anthropology, economics, sociology, history, international studies, black studies, or area studies is recommended. Students may be required to demonstrate competency for graduate work by satisfying the following undergraduate preparatory courses at Governors State University or another accredited university: Principles of Political Science (POLS301) and Social Science Research and Methodology (SOSC450). Students may substitute POLS505, Principles and Theories in Political Studies, for undergraduate course work in principles of political science. These courses must be completed with a "C" or better and are required in addition to the degree requirements listed below.

Thesis/Non-Thesis Option

As part of this degree program, students may choose either a thesis or non-thesis option.

In the thesis option, the student completes a three hour thesis under the supervision of a faculty member.

In the non-thesis option, the student completes six hours of additional course work in two areas and must successfully pass a comprehensive examination covering the two areas selected in the last trimester of study.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements. Application forms are available in the college office. To qualify for degree candidacy, a student must:

1. complete the prerequisite course work listed above with a grade of "C" or better in each course;
2. complete POLS815, POLS820, POLS821, POLS830, and POLS841 with a GPA of 3.0 or higher; and
3. complete an approved proposal for either a thesis topic or obtain approval to study for the comprehensive examination.

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

Degree Requirements

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

In addition, students must maintain a GPA of 3.0 or higher in the required courses listed below.

I. Required Courses — 15 Hours

| | |
|---|---|
| POLS 815 Theories and Approaches to Political Science | 3 |
| POLS 820 The Presidency, Congress, and the Courts | 3 |
| POLS 821 American Government and Policy | 3 |
| POLS 830 Comparative Political Systems I | 3 |
| POLS 841 Research Methods in Political Science | 3 |

II. Thesis/Non-Thesis Option — 3 or 6 Hours

Select one of the following options:

Thesis Option: 3 hours

POLS 890 Graduate Thesis (3)

Non-Thesis Option: 6 hours

Students are to enroll in the following course twice, selecting readings from two of the following areas: American politics, public policy, and comparative politics/international relations. Students must successfully pass a comprehensive examination covering the two areas selected.

POLS 869 Directed Readings (3)

III. Career Selectives — 15 Hours

In consultation with an advisor, select at least fifteen hours from the areas below. Students selecting the thesis option are to select courses from one area. Students selecting the non-thesis option are to select courses from two areas.

IV. Total with Thesis/Project — 33 Hours

Total with Non-Thesis Option — 36 Hours

Political Studies Career Selectives

American Politics

- POLS 538 Urban Politics (3)
 POLS 610 Race, Class, and Politics (3)
 POLS 715 U.S. Foreign Policy (3)
 POLS 725 American Political Behavior (3)
 POLS 824 Intergovernmental Relations (3)
 HIST 516 Modern U.S. History: WWII-Present (3)

Public Policy

- POLS 705 Law, Society, and Public Policy (3)
 POLS 718 Public Opinion and American Democracy (3)
 POLS 750 Survey Research I: Theory (3)
 POLS 751 Survey Research II: Application (3)
 POLS 835 Topics in Policy Analysis (3)

Comparative Politics and

International Relations

- HIST 505 Modern African History (3)
 HIST 547 Latin American History (3)
 POLS 536 Problems in International Politics (3)
 POLS 735 Third World in Global Development (3)
 POLS 737 Political Geography (3)
 POLS 831 Comparative Political Systems II (3)
 POLS 845 International Law and Organization (3)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Esthel Allen, Dean

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

Graduate Programs

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

Faculty of the College of Business and Public Administration

Division of Accounting/Finance/Economics

Gary Fernandez
Richard Finkley
Dale Max
Donald Miller
Paul O'Brien
Aida Shekib
Dale Velkovitz

Division of Management/Administrative Sciences/Marketing/Public Administration

Lowell Culver
David Curtis
Robert Donaldson
Bruce Fischer
Donald Fricker
Efraim Gil
Paul Green
Mary Howes, Chair
Akkanad Isaac
Marsha Katz
Zafar Malik
Charles Olson
David Parmenter
Farouk Shaaban
Carl Stover
William Toner
Richard Vorwerk
Kenneth Weeks
William Wilkinson

Announcements

Students are responsible for checking the college bulletin board located in the college entrance hall for announcements concerning scheduling, policies, and collegial procedures.

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

In addition to university degree requirements, the College of Business and Public Administration has the following collegial degree requirements for the master's degree programs:

1. Students must earn an overall GPA of 3.0 or higher in all course work required for the degree and must earn a grade of "B" or better for all required courses.
2. Only credits earned with a grade of "B" or better will be considered for transfer credit.
3. Transfer credits earned more than five years before the request to transfer will not be accepted toward meeting degree requirements.
4. Transfer credits can be applied toward required courses only with the permission of the dean.
5. Credits for experiential learning will not be accepted toward meeting degree requirements unless approved by the dean.
6. A readmitted student may not apply credits earned more than five years before readmission to degree requirements, unless approved by the dean.
7. 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.
8. A student who has enrolled in the same course three times without receiving a passing grade must receive permission from the dean to register for that class a fourth time.

Requirements for specific degree programs follow.

Student Course Load

Graduate students may not take more than twelve hours a trimester without obtaining permission from the dean of the college or designee.

Master of Business Administration

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

Special Admission Requirements

In addition to meeting university criteria, applicants must have taken the Graduate Management Admissions Test (GMAT) before admission and attain at least 950 based upon the following formula: Undergraduate GPA \times 200 + GMAT score $>$ 950. A cumulative graduate GPA can be substituted in the above formula for those students who have earned a graduate degree.

Recommended Preparation

To ensure that students have a satisfactory command of business fundamentals before taking graduate level courses, at least twenty-seven hours of undergraduate preparatory course work or their equivalent are required of all M.B.A. students. Students with an undergraduate major in business may be prepared to enroll immediately in graduate-level courses. Students who do not have an undergraduate major in business are expected to satisfy the prerequisite preparatory courses. With permission of the dean, students can enroll in graduate level courses in areas for which they have completed the prerequisites before completing all of the preparatory courses.

Preparatory Courses — 27 Hours

| | |
|---|---|
| ACCT 302 Managerial Accounting | 3 |
| BLAW 325 Business Law I | 3 |
| ECON 501 Foundations of Economics or ECON301 and ECON302 | 3 |
| FIN 301 Principles of Financial Management | 3 |
| MATH 355 Applied Calculus | 3 |
| MGMT301 Introduction to Management Strategies | 3 |

| | |
|--|---|
| MGMT510 Foundations of Managerial Statistics or STAT361 and STAT362..... | 3 |
| MIS 370 Business Microcomputer Applications..... | 3 |
| MKTG 301 Introduction to Marketing Management..... | 3 |

Thesis

A thesis is optional for M.B.A. students. The thesis provides an opportunity for intensive study of a problem chosen by the student. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Each student selecting to do a thesis will be required to submit a thesis proposal to a faculty member. If the proposal is approved, a thesis advisor and examining committee will be appointed by the dean or his designee. A candidate who is approved for a thesis will be required to take a research methods course as approved by advisor and defend the thesis orally.

Candidacy Requirement

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:

1. satisfy any conditions of admission;
2. complete all preparatory courses with a grade of "C" or better in each course;
3. satisfy the written communication and intermediate algebra proficiency requirements;
4. apply for candidacy after earning a minimum of nine and a maximum of twelve graduate credit hours. Students who complete more than fifteen hours of degree requirements before attaining candidacy status will be required to complete an additional eighteen hours, approved by the dean, as a candidate before being approved for graduation by the college; and
5. maintain a GPA of 3.0 or higher for all course work completed at Governors State University as a graduate student.

Degree Requirements

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

Students must meet the collegial graduation requirements listed at the beginning of this section.

Students must show proficiency in intermediate algebra and written communication by either:

1. successfully passing proficiency examinations in intermediate algebra and written communication; or
2. complete appropriate courses in algebra and/or written communication; or
3. scoring at an acceptable level on the GMAT.

Information on these alternatives can be obtained from the Academic Advising Office.

Students with an accounting background must take ACCT850 instead of ACCT801 to satisfy the M.B.A. core requirement in accounting.

I. Required Courses — 24 Hours

| | |
|---|---|
| ACCT 801 Accounting for Administrative Control..... | 3 |
| ECON 801 Problems in Managerial Economics..... | 3 |
| FIN 801 Problems in Financial Management..... | 3 |
| MGMT810 Problems in Organizational Behavior..... | 3 |
| MGMT840 Problems in Production Management..... | 3 |
| MGMT849 Business Policy and Strategy..... | 3 |
| MGMT860 Issues in Public and Private Management..... | 3 |
| MKTG 801 Problems in Marketing Management..... | 3 |

II. Career Selectives — 9 Hours

Select six hours from among courses numbered 800 or above and three hours from among courses numbered 500 or above with approval of advisor. A graduate thesis may be selected with approval of dean. Students electing to take the thesis will be required to take a research course as approved by advisor.

III. Total — 33 Hours

Master of Public Administration

The College of Business and Public Administration offers graduate study in public administration leading to the degree of Master of Public Administration (M.P.A.). The major prepares middle- and upper-level managers in the public sector with the techniques and methods of personnel work, budgeting, organizing, and other functions necessary for further promotion. Students pursuing the Master of Public Administration degree will acquire the skills and tools that can provide the perspective and base on which to build a successful administrative career.

Special Admission Requirements

In addition to meeting university criteria, applicants must have an undergraduate degree with a cumulative GPA of at least 2.50.

Recommended Preparation

To ensure that students have a satisfactory command of public administration fundamentals before taking graduate-level courses, at least eighteen hours of undergraduate preparatory course work or their equivalent are required of all M.P.A. students. Students with an undergraduate major in public administration may be prepared to enroll immediately in graduate level courses. Students who do not have an undergraduate major in public administration are expected to complete the prerequisite preparatory courses. With permission of the dean, students can enroll in graduate-level courses in areas for which they have completed the prerequisites before completing all of the preparatory courses.

Preparatory Courses — 18 Hours

| | |
|--|---|
| Three hours of accounting (ACCT301 recommended) | 3 |
| ECON 301 Microeconomics | 3 |
| Three hours of Management Information Systems (MIS 370 recommended) | 3 |
| PADM 301 Introduction to Public Administration | 3 |
| POLS 302 American National Government or | |
| POLS 320 Local Governmental Systems | 3 |
| Three hours of statistics (STAT 361 recommended) | 3 |

Research Project/Practicum Option

As part of this degree program, students may choose either a master's research project (PADM855) or a practicum option (PADM867).

Both options involve a demonstration of the student's knowledge and skills through the development of a major written report approved by a committee of three faculty members.

Before registering for either PADM855 or PADM867 students must:

1. complete all required courses;
2. select a committee and have the chairperson approved by the dean;
3. complete a written proposal approved by their committee and chairperson.

Further information, instructions, and forms are available through the Academic Advising Office.

Candidacy Requirement

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:

1. satisfy any conditions of admission;
2. complete all preparatory courses with a grade of "C" or better in each course;
3. satisfy the written communication proficiency requirement;
4. apply for candidacy after earning a minimum of nine and a maximum of twelve graduate credit hours. Students who complete more than fifteen hours of degree requirements before attaining candidacy status will still be required to complete an additional eighteen hours, approved by the dean, as a candidate before being approved for graduation by the college; and
5. maintain a GPA of 3.0 or higher for all course work completed at Governors State University as a graduate student.

Degree Requirements

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

Students must meet the collegial degree requirements listed at the beginning of this section.

Students must show proficiency in written communication by either:

1. successfully passing a proficiency examinations in written communication; or
2. complete appropriate course work in written communication.

Information on these alternatives can be obtained from the Academic Advising Office.

Students with career experience in the public sector may substitute three hours of course work for PADM880. The course work should be appropriate to educational and career goals and is subject to advisor's approval.

I. Required Courses — 27 Hours

| | |
|--|---|
| MGMT810 Problems in Organizational Behavior | 3 |
| MGMT860 Issues in Public and Private Management | 3 |
| PADM 812 Seminar in Public Budgeting | 3 |
| PADM 820 Seminar in Urban Government | 3 |
| PADM 840 Seminar in Public Policy | 3 |
| PADM 851 Seminar in Public Planning | 3 |
| PADM 852 Seminar in Research Methods | 3 |
| POLS 863 Seminar in American Institutions and Values | 3 |
| PADM 880 Internship: Public Administration ... | 3 |

II. Masters Final Project

Select one of the following:

| |
|--------------------------------------|
| PADM 855 Master's Research Paper (3) |
| PADM 867 Practicum (3) |

III. Career Selective — 3 Hours

Select three hours with advisor's approval.

IV. Total — 33 Hours

COLLEGE OF EDUCATION

Leon Zalewski, Dean

The College of Education prepares counselors, psychologists and teachers to function effectively in a variety of instructional, guidance and counseling, and administrative roles. The graduate programs in early childhood, and multicategorical special education programs offered by the college are designed to meet the future educational needs of those working with our children. In addition, the college offers programs in psychology, counseling, and educational administration to meet the needs of adults who often face an uncertain world of conflicts and choices.

The graduate programs in early childhood, the multicategorical special education, school counseling, school psychology and educational administration lead to appropriate certificates issued by the Illinois State Board of Education. Students completing the graduate programs described below are prepared to pursue doctoral programs at other institutions.

Instruction combines traditional classroom lectures with extensive field experience. Field experience takes place in school districts in Cook and Will counties and in mental health facilities throughout the Chicago area.

Graduate Programs

Counseling (M.A.)
 School Counseling
 Education (M.A.)
 Early Childhood Certification
 Educational Administration (M.A.)
 Educational Administration
 Multicategorical Special Education (M.A.)
 Psychology (M.A.)
 School Psychology

Certifications and Accreditations

The college offers programs approved by the Illinois State Board of Education for teacher certification in the areas of elementary education, early childhood education, general administration, special education, school counseling, and school psychology.

The counseling program is accredited by the Council for the Accreditation of Counselor Education and Related Programs.

Faculty of the College of Education

Division of Education

Joanne Anania
 Jane Andringa
 David Blood
 Lisa Chang
 George Garrett, Acting Chair
 Glenna Howell
 Jeffrey Kaiser
 Maribeth Kasik
 Benjamin Lowe
 W. Prince McLemore
 John Meyer
 Robert Press
 Linda Proudfit
 Vinicio Reyes
 Ronald Small
 David Suddick

Division of Psychology and Counseling

D. Jon Carlson
 Burton Collins
 Judith Cooney
 Jagdish Davé
 Michael Dimitroff
 Mercedes Graf
 Debra Huntley
 Barbara Jenkins
 Diane Kjos
 Michael Lewis
 David Matteson
 David Prasse
 Suzanne Prescott
 Sandra Whitaker
 Kenneth Wieg
 B. Eugene Wilson
 Lon Wolf
 Addison Woodward, Chair

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

Requirements for specific degree programs follow.

Master of Arts in Counseling

The graduate major in Counseling offers a choice of three sequences, community counseling, marriage and family counseling or school counseling. Individuals are prepared to enter counseling and psychology-related professions 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

Two counseling sequences, school counseling and community counseling, are accredited by the Council for the Accreditation of Counselor Education and Related Programs (CACREP). The Illinois State Board of Education (ISBE) has approved the School Counseling sequence as leading to the School Service Personnel Certificate with an endorsement in Guidance. Applicants for this certificate must hold, or be eligible for, a standard Illinois teaching Certificate. Students applying for certification must pass the Illinois certification tests in basic skills and in guidance and counseling.

Special Admissions Requirements

In addition to meeting university admission criteria, applicants must:

1. have a GPA of 2.5 or higher for all undergraduate work attempted or a GPA of 2.75 or higher for the last 60 hours of undergraduate work attempted or a GPA of 2.25 or higher for all undergraduate work attempted and a score of at least 1050 on the verbal and quantitative portions of the Graduate Record Examination General Test; and

2. attend an on-campus group screening experience with faculty for the purpose of assessing oral communication, writing, interpersonal skills and the applicant's potential in the counseling field.

Recommended Preparation

Applicants for the Community Counseling sequence and the Marriage and Family Counseling sequence should have completed the following course work: a course in statistics (STAT468); a course in research methodology (PSYC560); a course in developmental psychology (PSYC510, PSYC512, PSYC514, PSYC515, or PSYC529); and a course in abnormal psychology (PSYC430). Students without this course work may be admitted to the program; however, students can only enroll in graduate level courses in areas for which they have completed the prerequisite course work.

Applicants for the School Counseling certificate should have completed the following course work: a course in statistics (STAT468); a course in research methodology (PSYC560); a course in adolescence (PSYC510); a course in child development (PSYC512); and course work in alcoholism/substance abuse at the 500-level or above totaling three semester hours.

Admission to Candidacy

After admission as a degree-seeking student, a student must apply for candidacy. Application forms are available in the division office. Application for candidacy should be made within two weeks of the start of the trimester in which degree candidacy is sought. To qualify for degree candidacy, a student must:

1. complete the prerequisite course listed under Recommended Preparation with a grade of "B" or better in each course; and
2. complete COUN630, COUN730, COUN810, and COUN847 with a grade of "B" or better in each course.

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

Degree Requirements

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

Enrollment in COUN842, COUN844, COUN845, COUN852 and COUN856 requires prior admission to candidacy and completion of course prerequisites.

A 600-hour internship is required for all counseling students. The internship may be completed in one trimester full time or two trimesters part time.

Application deadlines for internship are as follows: full trimester, July 15; winter trimester, November 15; spring/summer trimester, March 15.

I. Required Courses — 36 Hours

| | |
|---|---|
| PSYC 610 Measurements and Evaluation..... | 3 |
| PSYC 720 Cultural Foundations and Life Span Development..... | 3 |
| *COUN 609 Issues in Counseling:..... | 3 |
| COUN 630 Counseling Theories and Ethics | 3 |
| COUN 633 Community Counseling and Professional Orientation | 3 |
| COUN 725 Family Systems: Theory and Practice | 3 |
| COUN 730 Life Style and Career Development..... | 3 |
| COUN 810 Beginning Counseling and Human Relation Skills | 3 |
| COUN 842 Practicum in Vocational Counseling | 3 |
| COUN 847 Group Dynamics and Intervention .. | 3 |
| COUN 868 Counseling Internship I..... | 3 |
| COUN 869 Counseling Internship II | 3 |

*This course is offered as a workshop with variable topics and credit hours. Students must accumulate a total of three credit hours to fulfill this course requirement.

II. Counseling Sequences

Select one of the following sequences:

Community Counseling Sequence - 18 Hours

| | |
|--|--|
| COUN 845 Practicum in Individual Counseling: Adult (3) | |
| COUN 855 Assessment and Treatment Planning (3) | |
| COUN 859 Family Counseling Techniques (3) | |
| <i>With advisor's approval, select one of the following two courses:</i> | |
| COUN 852 Practicum in Group Counseling: Child and Adolescent (3) | |
| <i>or</i> | |
| COUN 856 Practicum in Group Counseling: Adult (3) | |

With advisor's approval, select an additional three hours of course work.

Marriage and Family Counseling Sequence - 24 Hours

| | |
|---|--|
| ADAS 571 Alcoholism: Dysfunctional Families (3) | |
| COUN 845 Practicum in Individual Counseling: Adult (3) | |
| COUN 853 Parent Education: Prevention and | |

Intervention (3)

| | |
|--|--|
| COUN 855 Assessment and Treatment Planning (3) | |
| COUN 859 Family Counseling Techniques (3) | |
| COUN 860 Marriage and Couple Counseling (3) | |

With advisor's approval, select one of the following two courses:

| | |
|---|--|
| COUN 852 Practicum in Group Counseling: Child and Adolescent (3) | |
| <i>or</i> | |
| COUN 856 Practicum in Group Counseling: Adult (3) | |

With advisor's approval, select an additional three hours of course work.

School Counseling Sequence - 18 Hours

| | |
|--|--|
| COUN 638 Introduction to School Services (3) | |
| COUN 844 Practicum in Individual Counseling: Child and Adolescent (3) | |
| COUN 851 Consultation and School Staff Development (3) | |
| COUN 852 Practicum in Group Counseling: Child and Adolescent (3) | |
| COUN 853 Parent Education: Prevention and Intervention (3) | |
| COUN 858 Development of School Guidance Programs (3) | |

Students must complete a 600 hours internship sequence at an approved site and receive a positive recommendation. Enrollment in COUN844 and COUN852 requires prior admission to candidacy and meeting other requirements outlined in the "Division of Psychology and Counseling Handbook." Application deadlines for the internship are as follows: fall trimester, July 15, winter trimester, November 15, spring-summer trimester, March 15. The internship is typically a two-course sequence.

III. Total — 51, 54 or 60 Hours

Master of Arts in Education

The graduate major in Education provides for professional development of teachers at all levels, early childhood through adult education. The required courses are designed to broaden students' understanding of contemporary educational issues, curriculum development, research methods, and psychology applied in schools. Specializations provide students with in-depth study in one of these areas: computer education, curriculum and instruction, early childhood education, language arts, mathematics education, reading, or science education.

Additional information is included in the "Handbook for Graduate Students, Master of Arts in Education," available in the Academic Advising Office.

Teacher Certification

Completion of the degree program does not lead to certification in the State of Illinois.

Special Admission Requirements

In addition to meeting university criteria, applicants must have a GPA of 2.75 or higher in the last sixty hours of undergraduate course work and a GPA of 3.0 or higher in any graduate work attempted.

Thesis/Research Project Option

As part of this degree program, students may choose either a thesis or research project option. Both the thesis and the research project options require students to investigate an educational problem by applying research methods. Generally, theses take longer to complete than do research projects, due to the nature of the research problems in each type of study.

In the thesis option, students must complete their projects within one calendar year and will make an oral defense of their research acceptable to their respective committees. The thesis option is limited to students who have a GPA of 3.5 or higher in all graduate courses and are recommended by at least two faculty in the Division of Education and approved by the chair of the Division of Education.

In the research project option, students must complete their projects within six months and must pass written comprehensive exams. Students may take these examinations after completing thirty-three hours of degree course work.

Additional information about these options is available from the coordinator of graduate studies.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. To qualify for degree candidacy, a student must:

1. complete prerequisites for courses in the specialization selected; and
2. complete EDUC630, EDUC810, and six additional graduate hours with a GPA of 3.0 or higher, with a grade of "C" or better in each course.

To be admitted to candidacy, students must pass a qualifying examination before completion of fifteen hours of course work. The examination is offered on the Saturday of the eleventh week of each trimester. Students who pass the exam will be admitted to candidacy and assigned to a faculty advisor in the appropriate specialization. Students who fail the exam may counsel with the coordinator of graduate studies about ways to improve the possibility of passing the exam on the next attempt. Qualifying exams can be retaken only once. Failure to pass this exam means that students will not be permitted to register in courses in the degree program.

Students must submit an application to take the exams by September 15 for fall trimester, by February 15 for winter trimester, or June 15 for spring/summer trimester in the Academic Advising Office. The application certifies that all candidacy requirements have been met. Application forms are available in the Academic Advising Office.

Degree Requirements

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

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

In addition, students must:

1. apply a maximum of six hours of course credit earned from other accredited institutions or as a non-degree seeking student toward the degree requirements, subject to approval by the coordinator of graduate studies;
2. maintain a GPA of 3.0 or higher, with a grade of "C" or better in each course; and
3. complete all course work, including transfer credits, within six calendar years.

I. Required Courses — 12 Hours

| | |
|---|---|
| EDUC 630 Issues and Trends in Education | 3 |
| EDUC 810 Educational Research | 3 |
| EDUC 816 Applied Educational Psychology | 3 |
| EDUC 825 Curriculum Development | 3 |

II. Specialization — 15 or 18 Hours

Select one of the specializations listed below.

III. Thesis/Research Project Option — 9 or 12 Hours

Select one of the following options:

Thesis Option: 9 hours

| | |
|---|--|
| EDUC 845 Quantitative and Qualitative Designs in Educational Research (3) | |
| EDUC 890 Thesis I in: (Specialization) (3) | |
| EDUC 891 Thesis II in: (Specialization) (3) | |

Research Project Option: 9 or 12 hours

EDUC 869 Research Project in: (Specialization) (3)
Select six or nine hours of additional course work as approved by their advisor and the coordinator of graduate studies.

IV. Total with Thesis Option — 36 Hours

Total with Research Project Option — 39 Hours

Specializations

Students selecting the thesis option are to complete fifteen hours in one of the specializations listed below. Students selecting the research project option are to complete fifteen hours in the computer education, curriculum and instruction, early childhood education, or science education specialization OR eighteen hours in the language arts, mathematics education, or reading specialization.

Early Childhood Education

| | |
|--|---|
| EDEC 605 The Child in Family and Community | 3 |
| EDEC 725 History and Philosophy of Early Childhood Education | 3 |
| EDEC 818 Early Childhood Assessment | 3 |
| PSYC 805 Advanced Early Childhood Development | 3 |

Select three hours from the following:

| | |
|---|--|
| EDEC 736 Curriculum and Instruction in Early Childhood Education (3) | |
| EDEC 738 Health and Nutrition for the Young Child (3) | |
| EDEC 830 Practicum in Early Childhood Education: Infants and Toddlers (1) | |
| EDEC 840 Practicum in Early Childhood Education: Preschool (1) | |
| EDEC 850 Practicum in Early Childhood Education: Primary Level (1) | |
| EDUC 714 Evaluating Learning in the Language Arts (3) | |

| | |
|--|--|
| EDUC 719 Teaching Writing in the Classroom (3) | |
| PSYC 640 Psycholinguistics (3) | |

Computer Education

| | |
|--|---|
| EDCP 610 Evaluating Software for Instruction | 3 |
| EDCP 850 Integrating Microcomputer-Based Education | 3 |
| EDCP 860 Practicum in Microcomputer Education | 3 |

Select either the Applications or Programming course work. Students selecting course work in Programming must have previously completed all prerequisite course work or be able to demonstrate adequate proficiency.

Applications

| | |
|-------------------------------------|---|
| EDCP 620 Programming in BASIC | 3 |
|-------------------------------------|---|

Select one of the following courses:

| | |
|---|--|
| EDCP 732 Educational Applications of the Microcomputer: Mathematics (3) | |
| EDCP 735 Educational Applications of the Microcomputer: Reading and Writing Development (3) | |
| EDCP 736 Educational Applications of the Microcomputer: Science (3) | |
| EDCP 737 Educational Applications of the Microcomputer: Special Education (3) | |
| EDCP 770 Administrative Uses of Microcomputers (3) | |

Programming

Select six hours:

| | |
|------------------------------------|--|
| CPSC 505 Programming in LOGO (3) | |
| EDCP 640 Programming in PASCAL (3) | |
| EDCP 645 Programming in C (3) | |

Curriculum and Instruction

| | |
|---|---|
| EDUC 700 Instructional Design | 3 |
| EDUC 824 Academic Evaluation and Assessment | 3 |

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

Language Arts

| | |
|--|---|
| EDUC 712 Developmental Issues in Language Arts Instruction | 3 |
| EDUC 714 Evaluating Learning in the Language Arts | 3 |
| EDUC 719 Teaching Writing in the Elementary Classroom | 3 |
| EDUC 835 Integrating Language Arts Instruction Across the Curriculum | 3 |
| PSYC 806 Cognitive Development: Instructional Implications | 3 |

Select one of the following:

| | |
|---|--|
| EDUC 716 Developing Writing Models from Children's Literature (3) | |
| EDUC 718 Teacher As Writer (3) | |

- EDUC 739 Teaching Higher Order Thinking Skills (3)
 EDUC 838 Supervising Language-Arts Instruction (3)
 KDCP 735 Educational Applications of the Microcomputer: Reading and Writing Development (3)

Mathematics Education

- EDUC 640 Teaching and Learning Mathematics 3
 EDUC 818 Teaching Problem-Solving in Mathematics and Science 3
 EDUC 831 Strategies Teaching School Geometry 3
 EDUC 833 Teaching Mathematics to Mathematically Able Students 3
 PSYC 806 Cognitive Development: Instructional Implications 3

Select one of the following:

- EDUC 632 Teaching Mathematics to Low Achieving Students (3)
 EDUC 732 Issues in Math Curriculum and Instruction (3)
 EDCP 732 Educational Applications of the Microcomputer: Mathematics (3)

Reading

- EDUC 620 Advanced Developmental Reading Instruction 3
 EDUC 842 Reading Diagnosis 3
 EDUC 846 Reading Remediation in the Classroom 3
 EDUC 860 Practicum in Reading 3
 PSYC 806 Cognitive Development: Instructional Implications 3

Select one of the following:

- EDUC 834 Developing and Supervising Reading Programs (3)
 EDUC 848 Teaching Reading in the Content Areas (3)
 EDCP 735 Educational Applications of the Microcomputer: Reading and Writing Development (3)

Science Education

- EDUC 625 Models and Strategies for Science Education 3
 EDUC 818 Teaching Problem Solving in Mathematics and Science 3
 EDUC 830 Science, Technology, and Education 3
 PHYS 525 Energy, Resources, and Society 3

Select three hours from the following:

- EDCP 736 Educational Applications of the Microcomputer: Science (3)
 EDUC 728 Aerospace Education (3)
 EDUC 848 Teaching Reading in the Content Areas (3)
 BIOL 516 Human Genetics (3)
 Course work in 500-level physics (PHYS) courses except for PHYS525

Master of Arts in Education with Certification in Early Childhood Education

This program is approved by the Illinois State Board of Education for recommendation of the Early Childhood Certificate by entitlement. Students choosing to pursue this option should contact an advisor in the Academic Advising Office.

Additional information is included in the "Handbook for Graduate Students, Master of Arts in Education," available in the Academic Advising Office.

Certification

The Illinois State Board of Education has approved course work offered through the Master of Arts in Education with a concentration in Early Childhood that leads to entitlement for the Early Childhood Certificate. Applicants for this certificate must hold, or be eligible for, a standard Illinois teaching certificate.

Special Admission Requirements

In addition to meeting university criteria, applicants must have a GPA of 2.75 or higher in the last sixty hours of undergraduate course work and a GPA of 3.0 or higher in any graduate work attempted.

Recommended Preparation

Before admission, applicants should have completed the following prerequisite course work: survey of exceptional students (SPED510); growth and development of young children (EDEC310); and principles of psychology (PSYC320). These courses must be completed with a "C" or better and are required in addition to the degree requirements listed below.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. To qualify for degree candidacy, a student must:

1. complete the prerequisite course work listed above with a grade of "C" or better in each course; and
2. complete EDUC630, EDUC810, and six additional graduate hours with a GPA of 3.0 or higher, with a grade of "C" or better in each course.

To be admitted to candidacy, students must pass a qualifying examination before completion of fifteen hours of course work. The examination is offered on the Saturday of the eleventh week of each trimester. Students who pass the exam will be admitted to candidacy and assigned to a faculty advisor in the appropriate specialization. Students who fail the exam may counsel with the coordinator of graduate studies about ways to improve the possibility of passing the exam on the next attempt. Qualifying exams can be retaken only once. Failure to pass this exam means that students will not be permitted to register in courses in the degree program.

Students must submit an application to take the exams by September 15 for fall trimester, by February 15 for winter trimester, or June 15 for spring/summer trimester in the Academic Advising Office. The application certifies that all candidacy requirements have been met. Application forms are available in the Academic Advising Office.

Degree Requirements

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

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

In addition, students must:

1. apply a maximum of six hours of course credit earned from other accredited institutions or as a student-at-large toward the degree requirements, subject to approval by the coordinator of graduate studies;
2. maintain a GPA of 3.0 or higher, with a grade of "C" or better in each course;
3. complete all course work, including transfer credits, within six calendar years;
4. in addition to the courses listed below, students must complete ELED499 (Student Teaching). Students may waive ELED499 if they submit verification of a) prior student teaching completed at birth through third grade level, and b) teaching experience at the preschool through third grade level; and
5. present evidence of course work meeting the general education requirements for this certificate.

I. Required Courses — 39 Hours

| | |
|---|---|
| EDUC 630 Issues and Trends in Education | 3 |
| EDUC 810 Educational Research | 3 |
| EDUC 816 Applied Educational Psychology | 3 |
| EDUC 825 Curriculum Development | 3 |

| | |
|---|---|
| EDEC 510 Integrating Instruction in Early Childhood | 3 |
| EDEC 520 Beginning Reading and Writing Instruction | 3 |
| EDEC 605 The Child in Family and Community | 3 |
| EDEC 725 History and Philosophy of Early Childhood Education | 3 |
| EDEC 818 Early Childhood Assessment | 3 |
| EDEC 830 Practicum in Early Childhood Education: Infants and Toddlers | 1 |
| EDEC 840 Practicum in Early Childhood Education: Preschool | 1 |
| EDEC 850 Practicum in Early Childhood Education: Primary Level | 1 |
| PSYC 640 Psycholinguistics | 3 |
| PSYC 805 Advanced Early Childhood Development | 3 |
| EDUC 869 Research Project in Early Childhood | 3 |

II. Total — 39 Hours

Master of Arts in Educational Administration

The graduate major in Educational Administration is a cooperative venture involving faculties from Governors State, Chicago State, and Northeastern Illinois Universities. The curriculum provides background and specific skills necessary for employment as an elementary or secondary school principal, a supervisor, a curriculum consultant, or a department chairperson. The curriculum includes a number of courses that provide essential knowledge and skills for continued growth in positions of educational leadership.

Certification/Endorsement

Completion of this program and compliance with other requirements presented in the Teacher Certification section of this *Catalog* leads to the Illinois Administrative Certificate with the General Administrative endorsement. Individuals applying for the certificate or the endorsement are subject to state testing requirements. Completion of the educational administration concentration meets the Chicago Board of Education course requirements for administrative and supervisory positions.

Individuals holding a master's degree from an institution recognized for teacher education who are seeking the administrative certificate should consult the "Student Handbook for the Cooperative Program in Educational Administration," available from the Academic Advising Office.

Special Admission Requirements

In addition to meeting university admission requirements, applicants must have a GPA of 2.75 or higher for the last sixty hours of undergraduate study and a GPA of 3.0 or higher in any graduate work attempted and written recommendations from two school administrators or supervisors familiar with the applicant's work.

Admission requires written verification by a district superintendent or personnel officer that the applicant has completed two years of full-time teaching or school service personnel work in a school approved by the Illinois State Board of Education as listed in Illinois Public School Districts and Schools or in Non-Public Schools List, or a school approved by the Department of Education in another state.

Note: Verification of experience in District No. 209 must be provided by the district's director of personnel.

Degree Requirements

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

In addition students must:

1. complete two courses (six semester hours) of course work applicable to the degree offered by Chicago State or Northeastern Illinois University;
2. successfully complete supervised practica;
3. pass a comprehensive examination;
4. provide evidence of successful completion of the Illinois and United States Constitution examinations; and
5. meet all other requirements listed in the "Student Handbook for the Cooperative Program in Educational Administration."

I. Required Courses — 30 Hours

| | |
|---|---|
| EDAD 601 Curriculum Development and Learning Theories | 3 |
| EDAD 621 Foundations of School Administration and Organization | 3 |
| EDAD 713 Human Relations and Leadership | 3 |
| EDAD 724 School Supervision | 3 |
| EDAD 729 Research in Educational Administration | 3 |
| EDAD 731 Community Relations | 3 |
| EDAD 822 Elementary and Secondary School Administration and Supervision | 3 |
| EDAD 833 School Law | 3 |
| EDAD 834 Practicum in Instructional Leadership and School Management I | 3 |
| EDAD 835 Practicum in Instructional Leadership and School Management II | 3 |

I. Selectives — 6 Hours

With advisor's approval, select six hours from the following courses or other courses approved by the Cooperative Educational Administration Coordinating Council:

| |
|--|
| EDAD 618 The Adult Learner (3) |
| EDAD 832 School Finance (3) |
| EDAD 836 Administration of School Personnel (3) |
| EDAD 838 Collective Negotiations (3) |
| EDAD 850 Seminar: Educational Policies and Issues (3) |
| EDCP 770 Administrative Uses of Microcomputers (3) |
| SPED 805 Administration and Supervision of Special Education (3) |

III. Total — 36 Hours

Master of Arts in Multicategorical Special Education

The graduate major in Multicategorical Special Education prepares teachers to teach in special education programs for children with the following exceptionalities: learning disabilities, social/emotional disorders, and educable mentally handicapped. Graduates of the program are able to function effectively in special classrooms; resource rooms; and as consultants to educators, administrators, staff, and parents.

Additional information is included in the "Handbook for Graduate Students, Multicategorical Special Education," available in the Academic Advising Office.

Certification/Endorsement

The program is approved by the Illinois State Board of Education and leads to the Standard Special Certificate with endorsements in Educable Mentally Handicapped, Learning Disabilities, and Social/Emotional Disorders. All applicants for a certificate must complete the general and professional education requirements listed in the Teacher Certification section of this *Catalog*.

Special Admission Requirements

In addition to meeting university admission requirements, applicants must:

1. possess a standard teaching certificate;
2. have a GPA of 2.75 or higher in the last sixty hours of undergraduate study and a GPA of 3.0 or higher in all graduate work attempted; and
3. have completed SPED510, Survey of Exceptional Students, or an equivalent course.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available in the college office. To qualify for degree candidacy, a student must:

1. complete prerequisites for courses in the major; and
2. complete 12 hours that include EDUC810 and SPED820 with a GPA of 3.0 or higher, with a grade of "C" or better in each course.

To be admitted to candidacy, students must pass a qualifying examination before completion of fifteen hours of course work. The examination is offered on the Saturday of the eleventh week of each trimester. Students who pass the exam will be admitted to candidacy and assigned to a faculty advisor in special education. Students who fail the exam may counsel with the coordinator of graduate studies about ways to improve the possibility of passing the exam on the next attempt. Qualifying exams can be retaken only once. Failure to pass this exam means that students will not be permitted to register in courses in the degree program.

Students must submit an application to take the exam by September 15 for the fall trimester, by February 15 for the winter trimester, or June 15 for the spring/summer trimester to the Academic Advising Office. The application certifies that all candidacy requirements have been met. Application forms are available in the Academic Advising Office.

Degree Requirements

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

In addition, students must:

1. maintain a GPA of 3.0 or higher, with a grade of "C" or better in each course;
2. apply a maximum of six hours of course credit from other accredited institutions toward the degree requirements, subject to approval by the faculty advisor and the coordinator of graduate studies;
3. complete all course work, including transfer credits, within six calendar years; and
4. pass written comprehensive exams covering all course work.

1. Required Courses — 37 Hours

| | |
|--|---|
| SPED 619 Psychological Diagnosis of Exceptional Learners | 3 |
| SPED 805 Administration and Supervision of Special Education | 3 |

| | |
|---|---|
| SPED 820 Learning Characteristics of LD, S/ED, and EMH Students | 3 |
| SPED 831 Behavioral Characteristics of LD, S/ED, and EMH Students | 3 |
| SPED 835 Methods for Teaching LD, S/ED, and EMH Students | 3 |
| SPED 840 Special Education Practicum I | 1 |
| SPED 850 Special Education Practicum II | 1 |
| SPED 860 Consultative Techniques for Special Education | 3 |
| SPED 863 Special Education Practicum III | 1 |
| SPED 865 Graduate Seminar in Multicategorical Special Education | 4 |
| EDUC 632 Teaching Mathematics to Low Achieving Students | 3 |
| EDUC 810 Educational Research | 3 |
| EDUC 846 Reading Remediation in the Classroom | 3 |
| EDCP 737 Educational Applications of the Microcomputer: Special Education | 3 |

II. Total — 37 Hours

Master of Arts in Psychology

The graduate major in Psychology prepares students for employment as researchers and evaluators in public and private settings; and teaching in community colleges and high schools (if appropriately certified). The program requires study in the traditional areas of psychology and permits intensive study in students' area(s) of interest, including the preparation of a thesis under close faculty supervision.

Recommended Preparation

While an undergraduate major in psychology is strongly recommended, students without a psychology background may be admitted to the major and enroll for courses. Students must show evidence of having earned a grade of "B" or higher in the following prerequisites (or their equivalent): Personality Theories (PSYC410), Learning Cognition (PSYC422), Abnormal Psychology (PSYC430), Social Psychology (PSYC445), Child Development (PSYC512), Principles of Behavior Change (PSYC524), Research Methods (PSYC560), and Statistics (STAT468). These courses may not be used to fulfill degree requirements and may be taken at the undergraduate level or at another institution.

Admission to Candidacy

After admission as a degree-seeking student, a student must apply for candidacy. Application forms are available in the college office. Applica-

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

1. complete all preparatory courses listed above with a grade of "B" or better in each course; and
2. complete PSYC821, PSYC828, PSYC829, and STAT860, with a grade of "B" or better in each course.

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

Degree Requirements

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

In addition, students must:

1. maintain a GPA of 3.0 or higher, with a grade of "C" or better in each course and have no more than two courses with a grade of "C";
2. complete STAT860 and PSYC890; and
3. receive positive endorsement from the thesis/project committee.

I. Required Courses — 22 Hours

| | |
|--|---|
| PSYC 821 Graduate Seminar in Abnormal Psychology | 3 |
| PSYC 826 Graduate Seminar in Social Psychology | 3 |
| PSYC 828 Graduate Seminar in Cognitive Psychology | 3 |
| PSYC 829 Graduate Seminar in Human Development..... | 3 |
| PSYC 853 Human Neuropsychology I: Brain Function | 3 |
| PSYC 890 Graduate Thesis/Project..... | 4 |
| STAT 860 Advanced Statistics in Behavioral Science | 3 |

II. Career Selectives — 12 Hours

Select 12 hours from among the following:

| | |
|---|--|
| PSYC 556 Introduction to Therapy with Children (4) | |
| PSYC 558 Introduction to Therapy with Adults (4) | |
| PSYC 610 Measurements and Evaluation (3) | |
| PSYC 820 Graduate Seminar in Psychoanalytic Theory (3) | |
| PSYC 822 Seminar in Human Memory (3) | |
| PSYC 824 Graduate Seminar in the History of Psychology (3) | |
| PSYC 846 Individual Assessment I: School Age (3) | |
| PSYC 847 Individual Assessment I: School Age Laboratory (1) | |
| PSYC 854 Human Neuropsychology II: Clinical Assessment (3) | |

PSYC 857 Individual Assessment III: Personality (3)

PSYC 858 Advanced Seminar in Individual Assessment (2)

COUN 826 Research Literature in Counseling and Psychotherapy (3)

III. Total — 34 Hours

Master of Arts in Psychology with a School Psychology Sequence

The master of arts in Psychology with a sequence in School Psychology is designed for those students who seek to become competent practitioners, meeting the Illinois certification requirements. The program is approved by the Illinois State Board of Education for endorsement of the School Psychology certificate. Students electing this program will be prepared for certification as school psychologists in Illinois.

Students pursuing preparation in School Psychology follow a rigorous program of studies in the areas of psychological foundations, assessment/interventions, and practicum/internship experiences. Course work is designed to provide appropriate knowledge and skills in the broad based areas of educational foundations; measurement, assessment and intervention; psychological foundations; and professional school psychology. In addition to specified courses, students pursuing this program complete practicum and internship. The program requires extensive preparation necessitating a two-and-a-half year commitment in addition to the yearlong internship.

Certification

The school psychology sequence under this major is approved by the Illinois State Board of Education and leads to the School Service Certificate endorsed in School Psychology. Recommendation for the certificate is contingent upon satisfactory completion all graduate course work and the internships in school psychology (PSYC920-921). Students applying for certification must pass Illinois certification tests in school psychology and basic skills.

Recommended Preparation

While an undergraduate major in psychology is strongly recommended, students without a psychology background may be admitted to the major and enroll for courses. However, all students must show evidence of having earned a grade of "B" or better in the following prerequisites (or their equivalent): Personality Theories (PSYC410), Learning Cognition (PSYC422), Abnormal Psychology (PSYC430),

Social Psychology (PSYC445), Child Development (PSYC512), Principles of Behavior Change (PSYC524), Research Methods (PSYC560), and Statistics (STAT468). This course work may be taken at the undergraduate level or at another institution. However, none of this course work may be used to fulfill degree requirements and it will not count toward the minimum 60 graduate credit hours required in the school psychology program. For additional information refer to the "Division of Psychology and Counseling Student Handbook" available from the degree program advisor.

Admission Criteria

In addition to the Governors State University graduate application, applicants must submit the following in order to be considered for admission to the school psychology program:

1. Statement of reasons for pursuing a graduate school psychology program.
2. Three current letters of recommendation. Letters should be solicited from those who can speak to the student's academic performance such as advisors, past professors, etc.
3. Minimum undergraduate grade point of 3.0 (4.0 scale).
4. Applicants with a masters must have a 3.25 graduate GPA.

Note: Students with a GPA less than 3.0 may be admitted on a probationary basis. Factors considered may include a comparison of the student's GPA between the first two and the last two years of college, submission of test scores such as the GRE, Miller Analogies or other objective evidence an applicant may choose to submit. Scores of the GRE (general test) or Millers should be at the fifty percentile.

An application will not be reviewed until the file is complete. Applicants will be interviewed prior to the admissions decisions. As space in clinical course work and supervised practicum/internship is restricted not all applicants are admitted to the program. Screening of applications for Summer or Fall admission begins March 20, and all material must be submitted to the Admissions Office by April 15, and for January admission by November 15.

Admission to Candidacy

After admission as a degree-seeking student, a student must also apply for candidacy. Application forms are available in the division office. Application for candidacy should be made within two

weeks of the start of the trimester in which degree candidacy is sought. To qualify for candidacy, a student must:

1. complete PSYC835, PSYC610, COUN810 and either PSYC826 or PSYC853 with a grade of "B" or better in each course; and
2. complete the application and submit transcripts verifying completion of the above course work.

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

Admission to Practicum

Enrollment in a practicum requires prior admission to candidacy and meeting other requirements outlined for this program in the student handbook available from the program advisor. Application for the practicum in the winter trimester must be made by November 15 and by July 15 for the fall trimester. Ordinarily, the practicum is not offered in the summer. The practicum requires at least one full day per week at an assigned site during the public school semester. Priority in assignments is based on the date of achieving candidacy.

Degree Requirements

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

In addition, students must:

1. maintain a GPA of 3.0 or higher, with a grade of "C" or better in each course and have no more than two courses with a grade of "C." In addition, students must earn no less than a "B" in PSYC846, PSYC848, PSYC857 and PSYC858;
2. complete PSYC865;
3. receive positive endorsement from the review committee; and
4. meet all other requirements for certification as stated in the "Division of Psychology and Counseling Student Handbook."

Internship Requirement

After completing the degree requirements, students must complete the internships (PSYC920 and PSCY921). The internship experience is no less than one academic year of supervised experience (minimum of 1,200 clock-hours) in a public school approved as an internship site. Finally, students must pass the Illinois certification test in school psychology, and satisfy the basic skills test policy before gaining certification.

I. General Psychology — 15 Hours

| | |
|---|---|
| PSYC 821 Graduate Seminar in Abnormal Psychology | 3 |
| PSYC 826 Graduate Seminar in Social Psychology | 3 |
| PSYC 828 Graduate Seminar in Cognitive Psychology | 3 |
| PSYC 829 Graduate Seminar in Human Development | 3 |
| PSYC 853 Human Neuropsychology I: Brain Function | 3 |

II. Assessment and Intervention — 20 Hours

| | |
|---|---|
| PSYC 610 Measurements and Evaluation | 3 |
| PSYC 846 Individual Assessment I: School Age | 3 |
| PSYC 847 Individual Assessment I: School Age Laboratory | 2 |
| PSYC 848 Individual Assessment II: Preschool | 3 |
| PSYC 857 Individual Assessment III: Personality | 3 |
| PSYC 858 Advanced Seminar in Individual Assessment and Intervention | 3 |
| SPED 619 Psychological Diagnosis of Exceptional Learners | 3 |

III. Counseling and Intervention — 15 Hours

| | |
|---|---|
| COUN 630 Counseling Theories and Ethics | 3 |
| COUN 638 Introduction to School Services | 3 |
| COUN 810 Beginning Counseling with Human Relation Skills | 3 |
| COUN 851 Consultation and School Staff Development | 3 |
| <i>Select one of the following:</i> | |
| COUN 844 Practicum in Individual Counseling: Child and Adolescent (3) | |
| COUN 853 Parent Education: Prevention and Intervention (3) | |

IV. Educational Foundations — 3 Hours

Select one of the following:

| | |
|--|--|
| SPED 510 Survey of Exceptional Students (3) | |
| SPED 805 Administration and Supervision of Special Education (3) | |

Note: may be taken only if SPED510 or equivalent has been completed.

V. Professional School Psychology — 7 Hours

| | |
|--|---|
| PSYC 835 Roles and Issues in School Psychology | 3 |
| PSYC 865 Practicum in School Psychology | 4 |

VI. Internship in School Psychology

(Post-graduate) — 6 Hours

| | |
|--|---|
| PSYC 920 Internship in School Psychology I .. | 3 |
| PSYC 921 Internship in School Psychology II .. | 3 |

VII. Total — 60 Hours (66 Hours with post-graduate internship)

COLLEGE OF HEALTH PROFESSIONS

Cecilia Rokusek, Dean

The graduate degree programs in the College of Health Professions prepare students for a variety of employment opportunities in the health field, either through career changes or advancement within a profession. All majors provide extensive field experiences and exposure to, or participation in, research activities through a vast network of hospitals and medical centers in the Chicago region. Traditional lecture-discussion and seminar courses provide the theoretical bases for clinical and research experiences. The college also provides credit and noncredit continuing education courses and workshops for health professionals at many off-campus locations throughout the Chicago region.

ACCREDITATION

The undergraduate and graduate Nursing majors are approved by the Illinois Department of Registration and Education and accredited by the National League for Nursing.

The undergraduate Health Administration major has full membership status in the Association of University Programs in Health Administration. The graduate Health Administration major is accredited by the Accrediting Commission on Education for Health Services Administration.

The graduate Communication Disorders major is accredited in Speech-Language Pathology by the American Speech-Language-Hearing Association (ASHA). It is also approved by the Illinois State Board of Education and leads to the Standard Special Certificate endorsed in Speech and Language Impaired. This major also meets the requirements for licensure in speech-language pathology in the state of Illinois.

Graduate Programs

Alcoholism and Drug Abuse Sciences (M.H.S.)
 Communication Disorders (M.S.)
 Health Administration (M.H.A.)
 Nursing (M.S.)

Faculty of the College of Health Professions

Division of Nursing and Health Sciences

Communication Disorders Program

Catherine H. Balthazar
 Susanne Hildebrand
 Gail Kempster
 John Lowe III
 Jay Lubinsky
 William Yacullo

Nursing Program

Annie Lawrence
 Constance Edwards
 Carolyn Fraser
 Mary Geis
 Lee Hertzman
 Robert Leftwich
 Amerfil Wang

Division of Health Administration and Human Services

Alcoholism and Drug Abuse Program

Gregory Blevins
 Judith Lewis
 Cheryl Mejta

Health Administration Program

Ralph Bell
 Clementine Coleman
 Donna Gellatly
 James Massey
 Irwin Miller
 Sang-O Rhee
 Walter Wentz

Social Work Program

William Boline
 David Burgest
 Sonya Monroe

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

Requirements for specific degree programs follow.

Master of Health Science in Alcoholism and Drug Abuse Sciences

The graduate major in Alcoholism and Drug Abuse Sciences 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 complex phenomena requiring a broad-ranging interdisciplinary 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 working knowledge of etiology and epidemiology, education and community health approaches to prevention, clinical considerations in treatment, and a background in the political, legal, and historical development of the field. As leaders in the substance abuse field, students should be familiar with the planning, managing, and evaluation of both treatment and prevention services.

Special Admissions Requirements

In addition to meeting university admission criteria, applicants must:

1. have a cumulative GPA of 2.5 or higher for all undergraduate courses;
2. have completed the following course work or their equivalent: six hours of study in the behavioral sciences (psychology, sociology, social work, or anthropology); six hours of biological sciences or chemistry; and a statistics or research methods course;
3. have nine credits in addictions-related course work, including three credits in multicultural perspectives.

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 alcoholism and substance abuse is suggested.

Admission to Candidacy

After admission as a degree-seeking student, a student must also apply for candidacy. Application forms are available in the program office. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements. Until degree candidacy status is attained, a student will not be permitted to enroll in ADAS865, ADAS869, or ADAS880. To qualify for degree candidacy, a student must:

1. maintain a GPA of 3.0 or higher for all graduate courses attempted;
2. earn a grade of "B" or better in six of the following eight courses: ADAS610, ADAS720, ADAS815, ADAS821, ADAS825, ADAS835, ADAS845, and ADAS855.

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

Degree Requirements

Credit hours earned in ADPD courses cannot be applied toward degree requirements.

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

I. Required Courses — 26 Hours

| | |
|---|---|
| ADAS 610 Psychopharmacology | 3 |
| ADAS 720 Substance Abuse Prevention | 3 |
| or | |
| ADAS 845 Clinical Models of Addiction | 3 |
| ADAS 815 Substance Abuse Counseling | 3 |
| ADAS 821 Group Techniques | 3 |
| ADAS 825 Etiology and Epidemiology of Substance Abuse | 3 |
| ADAS 835 Planning, Managing, and Evaluating Substance Abuse Programs | 3 |
| ADAS 855 Seminar in Substance Abuse | 3 |
| ADAS 865 Internship Seminar | 1 |
| ADAS 869 Comprehensive Examination | 1 |
| ADAS 880 Internship | 3 |

II. Career Selectives — 6 Hours

In consultation with advisor, select six hours from the courses that are appropriate to the student's career or educational goals.

III. Total — 32 Hours

Master of Science in Communication Disorders

The graduate major in Communication Disorders prepares students to work as professional speech-language pathologists in a variety of settings, including schools, hospitals, mental health centers, and private practice. Preparation is accomplished through extensive academic and external practicum experience.

Accreditation/Certification

The graduate program is accredited by the American Speech-Language-Hearing Association (ASHA). Graduates meet all academic and practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology. This major also meets the requirements to be licensed in speech-language pathology in the state of Illinois.

The program is also approved by the Illinois State Board of Education and can lead to the Illinois Standard Special Teaching Certificate endorsed in Speech and Language Impaired. This teaching certificate is required for all speech-language pathologists employed in Illinois public schools. Students seeking teaching certification in this area must meet the Requirements for Certification through Approved Programs, the General Education Requirements and the Professional Education Requirements listed in the Teacher Certification section of this *Catalog*.

Special Admission Requirements

This program accepts a limited number of applicants and generally admits students only for the fall trimester. Students should apply for admission by March 1 of the year in which enrollment is sought. Applicants will be ranked for admission on the basis of academic potential. The number admitted will be based on the number of available openings in the program. Applications for the winter or spring/summer trimesters or those seeking admission by petition will be considered only if warranted by openings in the program.

In addition to meeting university criteria, applicants must:

1. have completed a bachelor's degree in communication disorders at a university with regional accreditation;
2. have a GPA of 3.00 or higher for all undergraduate work attempted before receiving the baccalaureate degree;

3. have a GPA of 3.30 or higher for all courses attempted in communication disorders;
4. submit three letters that address the applicant's potential ability as a graduate student in communication disorders. The letters of recommendation must be from previous academic faculty in the major and/or from current or previous supervisors if professionally employed; and
5. have adequate speech and hearing and interpersonal skills to function as a speech-language pathologist. Applicants will be admitted conditionally pending verification.

Recommended Preparation

Students planning to pursue the Standard Special Certificate in Speech and Language Impaired should have completed the general education and professional education requirements for that certificate specified in the Teacher Certification section of this *Catalog*.

Thesis/Non-Thesis Option

As part of this degree program, students may choose either a thesis or non-thesis option.

In the thesis option, a student completes a master's project, prepares a formal thesis manuscript, and presents the study in a formal seminar. The thesis option would be appropriate for students who have focused research interests or who intend to pursue doctoral study.

In the non-thesis option, a student takes comprehensive examinations covering all communication disorders course work.

More information about these options is available through the Division of Communication Disorders.

Admission to Candidacy

After completion of 12 graduate semester hours in CDIS courses, a student must apply for candidacy. Application forms are available in the program office. Unsuccessful applicants will not be permitted to complete the degree program. To qualify for degree candidacy, a student must:

1. apply for candidacy in the trimester after completing 12 graduate credit hours in CDIS courses;
2. have successfully completed two courses taught by different tenure-track faculty in CDIS.

A student will be accepted as a graduate candidate if:

1. a minimum GPA of 3.0 was earned in the first 12 credits of graduate CDIS courses;
2. no more than one grade of "C" was earned;
3. speech, language, and hearing abilities are acceptable; and
4. interpersonal skills are appropriate for the profession.

Skill levels noted in items three and four above are evaluated based on the professional judgment of faculty through regular reviews of student progress.

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

Degree Requirements

Students must meet all university requirements for a master's degree. In addition, students must:

1. complete all degree requirements within five calendar years after beginning course work as a graduate degree-seeking student in communication disorders;
2. satisfactorily complete all practicum requirements in a variety of disorder areas. Information about these requirements is available through the Division of Communication Disorders;
3. pass written comprehensive examinations or complete a graduate thesis/project; and
4. earn no more than one grade of "C" in graduate CDIS courses.

1. Required Courses — 43 Hours

| | |
|--|---|
| CDIS 802 Scientific & Professional Foundations of CDIS..... | 3 |
| CDIS 810 Voice Disorders | 3 |
| CDIS 813 Language Disorders of Children..... | 3 |
| CDIS 818 Behavior Principles in Communication Disorders | 3 |
| CDIS 825 Fluency Disorders | 3 |
| CDIS 831 Aphasia..... | 3 |
| CDIS 833 Motor Speech Disorders | 3 |
| CDIS 838 Dysphagia | 3 |
| CDIS 840 Communication Disorders in Craniofacial Anomalies | 3 |
| CDIS 845 Aural Rehabilitation | 3 |
| CDIS 850 Practicum in Audiology: Assessment | 1 |
| CDIS 852 Practicum in Audiology: Rehabilitation | 1 |
| CDIS 854 Practicum in Speech Pathology: Public School | 5 |

| | |
|--|---|
| CDIS 856 Practicum in Speech Pathology: Mental Health Center | 3 |
| CDIS 858 Practicum in Speech Pathology: Hospital | 3 |

II. Non-Thesis/Thesis Option — 0 or 3 Hours

Select one of the following options:

Thesis Option:

| | |
|--------------------------------------|--|
| CDIS 890 Graduate Thesis/Project (3) | |
|--------------------------------------|--|

Non-Thesis Option:

Comprehensive Examination

III. Total with Thesis Option — 46 Hours

Total with Non-Thesis Option — 43 Hours

Master of Health Administration

The graduate major in Health Administration prepares students to assume middle management positions and, after the requisite years of experience, top executive positions in large health care institutions. The purpose of the major is to train administrators who will be able both to manage and develop various health service organizations and programs and also to facilitate improved health status and well being of individuals in their service area. Graduates of the master's degree program find employment with hospitals, mental health institutions, HMO's, community as well as a variety of governmental and private health care programs.

Accreditation

The graduate program has been accredited since 1978 by the Accrediting Commission on Education for Health Services Administration (ACEHSA).

Special Admission Requirements

In addition to meeting university criteria, applicants must:

1. Have a GPA of 3.0 or higher for the last sixty hours of undergraduate course work, or a GPA of 3.0 or higher for nine or more hours of graduate credit.
2. Submit three standard evaluation forms that support the applicant for graduate study in health administration. Evaluations must be from previous academic faculty in the major and/or from current or previous supervisors if employed, or the applicant may petition for a waiver or substitution of references if unemployed or out of school more than five years.
3. Submit a completed division questionnaire that is used for evaluation and advisement purposes.

Recommended Preparation

An undergraduate major in one of the following fields is recommended: health administration, business administration, allied health disciplines, behavioral sciences, or public administration. Students should have completed the following prerequisite course work within the last five years: three hours in Management Accounting for Health Care Organizations (ACCT402), three hours in statistics, three hours in economics (principles, microeconomics, or foundations), three hours of an undergraduate principles of management course, three hours in social science or policy analysis, and a course or workshop in computer literacy. Students without this course work may be admitted to the program, but can only enroll in graduate level courses in areas for which they have completed the prerequisite course work. Students may seek a waiver from prerequisites by submitting a written request with supporting documentation to their advisor for evaluation during their first trimester of enrollment.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available in the division office. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements. Unsuccessful applicants to candidacy will not be permitted further registration in courses in the degree program. To qualify for degree candidacy, a student must:

1. Have earned a grade of "B" or better in five of the following seven courses: HLAD701, HLAD705, HLAD710, HLAD715, HLAD718, HLAD745; and HLAD755.
2. Complete all prerequisite course work listed above.
3. Apply for candidacy after earning a minimum of fifteen and a maximum of twenty-four 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.

Skill levels noted in Items four and five above are evaluated based on the professional judgment of the faculty and administrators through regular review of student progress.

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

Degree Requirements

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

In addition, a student must:

1. Apply no more than one course with a grade of "C" toward degree requirements.
2. Earn a grade of "B" or better in the practicum course (HLAD865 or HLAD880).
3. Repeat a course only once to meet degree requirements.

I. Required Courses — 51 Hours

| | |
|--|---|
| HLAD 701 Medical Care in Society: Health, Ethics, and Leadership | 3 |
| HLAD 705 Applied Research Methods for Health Administration | 3 |
| HLAD 710 Health Care Organization: Problems and Policies | 3 |
| HLAD 715 Economics of Health Administration | 3 |
| HLAD 718 Health Care Policy | 3 |
| MIS 725 MIS for Health Administration | 3 |
| HLAD 740 Health Care Financial Management I | 3 |
| HLAD 745 Organizational Theories in HLAD | 3 |
| HLAD 755 Health Care Management I | 3 |
| HLAD 806 Quantitative Decision-Making for Health Administration | 3 |
| HLAD 820 Health Care Problem Planning and Evaluation | 3 |
| HALD 823 Total Quality Management/Continuous Quality Improvement | 3 |
| HLAD 835 Health Care Human Resource Management | 3 |
| HLAD 837 Health Care Law | 3 |
| HLAD 846 Health Care Financial Management II | 3 |
| HLAD 850 Strategic Planning and Marketing for HLAD | 3 |
| HLAD 855 Health Care Management II | 3 |

II. Practicum Option — 3 Hours

Select three hours:

| | |
|---|--|
| HLAD 865 Health Administration Field Experience (3) | |
| HLAD 880 Internship: Residency (multi-trimester, minimum of six months) (3) | |

IV. Total — 54 Hours

Master of Science in Nursing

The graduate major in Nursing provides a master's degree program for nurses who have a baccalaureate degree in nursing. The curriculum is designed for the commuting, full-time employed student who may complete the program on a part-time basis. The major is a blend of advanced clinical practice in critical care nursing or restorative nursing and role preparation as clinical specialists, nurse educators, and nurse administrators. Students apply research concepts, theories, and skills in developing one of these functional roles in advanced nursing practice. Clinical specialists use clinical expertise to improve the quality of client care in acute, chronic, or community health care environments. Nurse educators are prepared to teach nursing in associate or baccalaureate degree programs. Nurse administrators are prepared to assume beginning administrative positions in nursing service organizations.

Accreditation

The graduate program is accredited by the National League for Nursing.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

1. have a baccalaureate degree with a major in nursing in an approved nursing program from a regionally-accredited college or university;
2. have completed the following undergraduate courses or their equivalent: three hours in Nursing Research (NURS400), three hours in Statistics (STAT468), and five hours in Nursing: Health Assessment (NURS330);
3. have taken the GRE General Test. Scores should be submitted at the time of application. Students who have not taken the GRE before admission must do so during their first trimester of enrollment in the major;
4. have verifiable employment as a registered nurse for at least two of the past five years, or have graduated from a baccalaureate nursing program within the last two calendar years. Applicants must have letter(s) verifying employment from employer(s) forwarded to the Office of Admissions;
5. have current and valid license as a registered nurse in the state of Illinois;
6. have a cumulative GPA of 2.50 or higher in all undergraduate courses and a GPA of 3.0 or higher with a grade of "C" or better in all

upper-division nursing courses. Applicants who do not meet the GPA requirements or who have graduated from nongraded baccalaureate programs must take the following battery of ACT-PEP nursing examinations and must achieve a standard score of forty-five or better in each of the following: Health Restoration: Area I (#425), Health Restoration: Area II (#477), Health Support: Area I (#530), Health Support: Area II (#577), and Professional Strategies, Nursing (#426). These examinations must be completed prior to admission to the major;

7. carry current nursing malpractice/liability insurance;
8. submit three letters of recommendation that provide evidence of leadership potential, work experience, and communication skills; two letters of recommendation must be submitted by the student's former college/university nursing instructors and one from a nonacademic source; and
9. submit a one-page biographical sketch and a statement of personal goals for pursuing a graduate degree in nursing.

Applicants whose credentials are from countries other than the United States must have their credentials evaluated through the Office of Admissions. These applicants will be required to take and pass the Test of English as a Foreign Language (TOEFL) with a score of 550 or above.

Applicants must assume all responsibility for fees associated with testing.

All required credentials must be on file in the Office of Admissions before applicants can be admitted to the program.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available in the division office. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements. Admission to candidacy is required to enroll for courses in the nursing functional areas. To qualify for degree candidacy, a student must:

1. meet all conditions of admission; and
2. complete NURS710, NURS720, NURS730, NURS740, HLSC750, and either NURS760 or NURS770.

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

Degree Requirements

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

In addition, students must:

1. pass, during the last trimester of the student's program, an oral comprehensive examination over the major area of study. This examination may be repeated only once;
2. repeat only once any graduate nursing course in which an "F" is received; and
3. complete all degree requirements within a three-year period from the date the student was admitted to candidacy. Students who are unable to meet this requirement may petition to have their credentials and degree plans reevaluated. Such students must expect to meet any additional requirements implemented after their initial enrollment.

I. Required Courses — 15 Hours

| | |
|--|---|
| HLSC 750 Pathophysiology | 3 |
| NURS 710 Nursing: Theories and Models | 3 |
| NURS 720 Theoretical Foundations of Role Preparation in Nursing | 3 |
| NURS 730 Nursing Research | 3 |
| NURS 740 Concepts for Advanced Nursing Practice | 3 |

II. Advanced Clinical Practice Focus — 7 Hours

Select one of the following foci:

Critical Care

| | |
|--|---|
| NURS 760 Critical Care Nursing | 3 |
| NURS 800 Seminar and Practicum in Critical Care Nursing | 4 |

Restorative Care

| | |
|--|---|
| NURS 770 Restorative Nursing | 3 |
| NURS 810 Seminar and Practicum in Restorative Nursing | 4 |

III. Nursing Functional Area Course Work — 7 Hours

With advisor's approval, students must select one of the nursing functional areas listed below.

Nursing Functional Area Course Work

Students are to select one of the following areas of functional role preparation with advisor's approval.

Clinical Specialist

| | |
|--|---|
| NURS 820 Clinical Specialist in Nursing | 3 |
| NURS 845 Seminar and Practicum for Clinical Specialists | 4 |

Nurse Educator

| | |
|---|---|
| NURS 830 Curriculum and Instruction in Nursing | 3 |
| NURS 850 Seminar and Practicum for Nurse Educators | 4 |

Nurse Administrator

| | |
|--|---|
| NURS 835 Nursing Administration | 3 |
| NURS 855 Seminar and Practicum for Nurse Administrators | 4 |

IV. Thesis/Non-Thesis Option — 3 or 6 Hours

Select one of the following options:

Thesis Option: 3 hours

| | |
|--|--|
| NURS 890 Graduate Thesis/Project: (Functional Area) (3) | |
|--|--|

Non-Thesis Option: 6 hours

Six hours of course work as approved by advisor from courses that support the student's educational career or interest.

V. Career Selective — 3 Hours

Select three hours with advisor's approval from courses that support the student's interest in a functional area.

VI. Total — 35 or 38 Hours

COURSE DESCRIPTIONS

The university uses a discipline-oriented course numbering system. Courses are identified by academic discipline (e.g., Accounting, Chemistry, Art, Biology). The following courses are arranged alphabetically by academic discipline and in ascending numerical order.

Course Numbering

The first digit of a course indicates scholastic level and also provides information regarding restriction to undergraduate and/or graduate student enrollment.

300-499 Upper-division undergraduate courses;

500-599 Courses open generally to both undergraduate and graduate students; credit awarded based on student level, and credit requirements differ for undergraduate versus graduate students;

600-799 Graduate level courses, open to undergraduate students only by permission of the deans or division chairs of the colleges in which the courses are offered;

800-999 Courses open to graduate students only.

Application to Degree Requirements

Credits earned in courses with the ADPD prefix cannot be applied toward degree requirements of the M.H.S. in Alcoholism and Drug Abuse Sciences.

Credit earned in courses with the EDPD prefix cannot be applied toward degree requirements of the M.S. in Education.

Explanation of Course Descriptions



Variable Topics Courses.

These courses may be offered with different subjects and may be taken more than once. Consult the *Schedule of Classes* for the subject offered for that trimester. These courses are identified with the notation ": . . ." after the title.

Credit Hours and Credit Options.

Credit hours are shown in parentheses following the course title. Where courses are offered for variable credit, the range of credit hours is shown. Credit hours followed by "P/NC" are graded only on a pass/no credit basis.

Mediated Courses.

Courses marked with  may be offered in a televised format; those marked with  may be offered as correspondence courses. Consult the *Schedule of Classes* to determine the format in which sections are offered during that trimester.

Description.

Following the title line of each course is a brief statement describing the content of the course.

Course Prerequisites and Corequisites.

A prerequisite is a course or other requirement that must be completed before registration in a particular course. In most cases, an equivalent transfer course may be substituted for a listed Governors State course prerequisite. A corequisite is a course that must be taken simultaneous with another course. These requirements are identified in italics following the course description. It is the responsibility of the student to comply with any prerequisites and corequisites for a course that he/she plans to take. Students lacking specified prerequisites are not eligible to enroll in that course.

Accounting

ACCT301 Financial Accounting (3)

Offered both in lecture and televised formats. Emphasizes the beginning accounting cycle. Integrates accounting principles and their applications to business objectives, financial statement preparation, flow of funds, current assets, noncurrent assets, short-term liabilities, stockholders equities, inventory methods and evaluation, depreciation methods, and development of accounting principles.

ACCT302 Managerial Accounting (3)

Offered in both lecture and televised formats. Focuses on analysis of managerial accounting information needed for planning and control. Investigates the manner in which accounting can provide this information. Emphasizes accounting as a management information tool. *Prerequisite: ACCT301.*

ACCT331 Cost Accounting I (3)

Includes exposure to a broad range of cost accounting concepts and their terminology. Topics include how to identify, measure, and accumulate direct and indirect costs, how to apply burden, introduction to job costing systems, budgeting, cost-volume-profit relationships, and relevant costing. *Prerequisite: ACCT301.*

ACCT332 Cost Accounting II (3)

An advanced study of cost accounting and decision-making concepts, objectives, and terminology essential to the cost accountant's role in business. Topics include accounting for spoilage and waste, joint products and by-product costing, process costing, decision modeling, capital budgeting, operations management, non-manufacturing costing, applications of operations research methods, probabilities, transfer pricing, variances, and regression analysis. *Prerequisite: ACCT331.*

ACCT351 Intermediate Accounting I (3)

Focuses on the study of problems in financial accounting measurement, including an introduction to theory, present-value concepts and applications, current assets, including cash, receivable, and inventory valuation problems. *Prerequisite: ACCT301.*

ACCT352 Intermediate Accounting II (3)

Continuation of ACCT351. Focuses on the study of problems in financial accounting measurement, including plant and equipment, depreciation, intangible assets, current and long-term liabilities, and stockholder's equity, including earnings per share and investments. *Prerequisite: ACCT351.*

ACCT353 Intermediate Accounting III (3)

Focuses on topics in financial accounting measurement, including reporting of income taxes, accounting changes and correction of errors, revenue measurement, leases, pensions, cash flow, financial statement analysis, interim financial reports, and reporting for segments of a business enterprise. *Prerequisites: ACCT351 and ACCT352.*

ACCT402 Management Accounting for Health Care Organizations (3)

Covers accounting concepts and their application to health care organizations. Includes cost finding and cost analysis, ratio analysis, and elementary reimbursement theory. Designed for health administration students and other students with an interest in this area. *Prerequisite: ACCT301 for undergraduate students. No prerequisites for graduate students.*

ACCT410 Advanced Accounting (3)

Application of accounting practice for an understanding of the complexities comprising business and finance. Examines corporate combinations and the special applications of measurement and realization principles in such matters as consolidations, conglomerates, pooling of interests, and international operations. *Prerequisite: ACCT353.*

ACCT421 Tax Accounting I (3)

The study of individual income taxation. Students obtain a broad appreciation of the tax structure and its role, both as a source of revenue and as a device to control the economy. *Prerequisite: ACCT301.*

ACCT422 Tax Accounting II (3)

The study of business taxation. Topics include the tax consequences of the formation, operation, consolidation, and termination of business organizations. *Prerequisite: ACCT421 or permission of instructor.*

ACCT435 Estate Planning (3)

Covers basics needed for developing and updating an estate plan, its creation, conservation, and disposition. Includes topics on identifying and harmonizing life goals and life styles, investment options, life insurance, guardianships, trusts, wills, and federal estate and gift tax law. *Prerequisite: ACCT301.*

ACCT440 Audit Concepts and Standards (3)

Deals with the standards, concepts, objectives, techniques, reports, and ethics of both the independent and internal auditor. Special attention is given to statements on auditing standards, auditing procedures, statistical sampling, and EDP in auditing. *Prerequisite: ACCT301.*

ACCT441 Advanced Auditing Concepts and Standards (3)

The study in greater depth and breadth of generally accepted auditing standards and their applications with emphasis on internal auditing, operational auditing, and integrity auditing. Special attention is given to computer fraud and investigation. *Prerequisite: ACCT440.*

ACCT470 Independent Study: . . . (3).

Independent study is intended to provide better students an opportunity to study a topic of their own choice in accounting under professional supervision. Only the student who is prepared to devote considerable time and effort should undertake an independent study. The student contemplating a course in independent study should first have in mind a definite area for investigation within accounting and an instructor to sponsor the work. *Prerequisite: Permission of instructor and dean.*

ACCT480 Internship: . . . (3).

Designed to provide accounting students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

ACCT530 Accounting and Computer Integration (3).

Introduces the student to the basic concepts and commands of Lotus 1-2-3. Applies them to specific accounting and business-related problems, including worksheets, present value, short-term investments, bank reconciliations, doubtful accounts, inventory and plant problems. *Prerequisites: ACCT351 and MIS301.*

ACCT531 Accounting and Computer Integration: Advanced (3).

Continuation of ACCT530, Deals with advanced Lotus 1.2.3. concepts and commands and applies them to solving specific accounting and business-related problems, including long-term investments, bonds, leases, payrolls, deferred income taxes, cash flow, earnings per share, and construction accounting. *Prerequisites: ACCT530.*

ACCT801 Accounting for Administrative Control (3).

Offers an in-depth exposure to the management control process, including organizing and evaluating data for decision making under conditions of uncertainty. M.B.A. students with a cost accounting background must take ACCT850, Problems in Cost Accounting, to satisfy the M.B.A. accounting requirement. A student's requirement will be determined during advisement. *Prerequisite: ACCT301.*

ACCT830 Financial Reporting Theory (3).

Uses cases and problems to focus on topics in financial accounting measurement, including depreciation, investments, short and long-term liability recognition, stockholder's equity, earnings per share, revenue recognition, intangibles, and accounting changes and corrections. *Prerequisites: ACCT351; open only to students in Professional Careers in Accounting series.*

ACCT840 Applied Financial Accounting (3).

Uses cases and problems to focus on topics in financial accounting measurement, including mergers, consolidations, partnerships, multi-national operations, governments, and other not for profit entities. *Prerequisites: ACCT830; open only to students in Professional Careers in Accounting series.*

ACCT850 Problems in Cost Accounting (3).

Exposure to a broad range of cost accounting concepts and cost accumulation. Includes cost accounting concepts for decision making and terminology essential to the cost accountant's role in business. *Prerequisite: ACCT331.*

ACCT855 Audit Theory and Philosophy (3).

Deals with the standards, concepts, objectives, techniques, reports, and ethics of both the independent and internal auditor. Special attention is given to fraud prevention/detection, internal controls, and social audit. *Prerequisites: ACCT301 and ACCT801.*

ACCT860 Problems in Tax Accounting (3).

Uses cases and problems to offer a managerial approach to taxation through emphasis on tax problems as they affect personal transactions. Considers the tax structure and its role, both as a source of revenue and as a device to control the economy. *Prerequisites: ACCT301 and ACCT801.*

ACCT870 Independent Study: . . . (3).

Independent study is intended to provide better students the opportunity to study a topic of their own choice in accounting under professional supervision. Only the student who is prepared to devote considerable time and effort should undertake an independent study. The student contemplating an independent study should first choose a definite area for investigation within accounting and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

ACCT880 Internship: . . . (3).

Designed to provide accounting students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

ACCT890 Graduate Thesis/Project: . . . (6) P/NC.

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate degree in business should select the thesis option. *Prerequisites: Permission; last trimester of M.B.A. student's program of study.*

Alcoholism and Drug Abuse Sciences

ADAS340 A Study of Addiction (3).

Offered as a self-instructional correspondence course only. Provides an overview of the far-reaching problem of substance abuse in American society. Covers the causes, symptoms, manifestations, and treatment of substance abuse. Not open to alcoholism and drug abuse sciences majors.

ADAS500 Substance Abuse: Current Concepts (3)

Offered in both lecture and televised format. Examines physiological, psychological, and sociological aspects of drug abuse and includes historical and contemporary patterns. Examines past and present substance abuse treatment modalities and analyzes factors and institutions at the local, state, and national level that affect the delivery of substance abuse services. Includes legal and ethical issues in substance abuse.

ADAS501 Addictions: A Multicultural Perspective (3).

Multicultural influences on addiction and its treatment will be examined. Students will develop competencies to work with clients from diverse cultural backgrounds.

ADAS505 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.

ADAS510 Women and Addictions (3).

Addresses issues of gender as they relate to addictions treatment. Focus is placed on the clinical strategies that are most effective for women clients.

ADAS515 Alcoholism and Drug Abuse: Self-Help Groups (3).

Focuses on the twelve steps and the twelve traditions of Alcoholics Anonymous, as well as the knowledge and skills necessary to refer family, friends, and/or clients to the appropriate self-help group effectively. Other self-help groups will be reviewed.

ADAS518 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.

ADAS519 Screening, Referral, and Treatment Planning (3).

Prepares students to provide brief interventions, make appropriate referrals, and develop comprehensive treatment plans for people with addiction-related problems. Examines screening processes in health, human service, criminal justice, and educational settings.

ADAS522 Clinical Skills in Substance Abuse (3).

An introduction to the theories and techniques used in substance abuse clinical practice. Topics include assessment and diagnosis of substance use disorders, treatment planning, and direct clinical services to substance abusing clients.

ADAS526 The Adolescent Substance Abuser (3).

Offered in both lecture and televised formats. Examines the prevalence of substance use and abuse in the schools; the etiology of such use/abuse; the pharmacology of abusable drugs as it relates to the physiological, psychological, and social development of youth; and methods of preventing, intervening, and/or treating substance use/abuse among youth and adolescents. Designed for teachers, counselors, and administrators in K-12 schools, as well as parents and other interested members of the community.

ADAS530 Addictions and Criminal Justice (3).

Examines the interactions between the addictions treatment and criminal justice systems. Identifies the special issues that must be addressed in order to ensure effective treatment of addicted clients who are being served by the criminal justice system.

ADAS532 Alcoholism/Employee Assistance Programs in Business and Industry (3).

Offered as a self-instructional correspondence course. Overviews substance abuse problems affecting business and industry. Examines how to plan and implement a program designed to intervene before such problems become severe. Topics covered include work behaviors of drug and alcohol abusers, confrontation strategies, program development, supervisory training, and assessment and referral procedures.

ADAS610 Psychopharmacology (3).

Reviews the functions of the human nervous system before exploring the basic principles of psychopharmacology. For each classification of psychoactive drugs, students examine the historical patterns of use and development, the physiological mechanisms of action, and the various effects resulting from drug use.

ADAS625 Clinical Approaches to Substance Abuse: . . . (1-3).

Examines a current technique or emerging perspective to the treatment of addictions. Topics may include treatment interventions, client-treatment matching, treatment efficacy, special populations, and clinical issues. May be repeated for credit with a different topic. *Prerequisite: ADAS522.*

ADAS630 Families and Addictions (3).

Provides an overview of the interactions between substance abuse and family dynamics. Students learn about the impact that drinking and drug use can have on family life. They also learn how family systems, in turn, may enable addictive drinking or drug use to continue.

ADAS720 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.

ADAS815 Substance Abuse Counseling (3).

Examines issues related to counseling clients with substance abuse problems. Focus is placed on the student's ability to use state-of-the-art methods for assessment, treatment, planning, client motivation, and behavior change. *Prerequisite: ADAS522 or equivalent.*

ADAS821 Group Techniques (3).

Focuses on group approaches and techniques used in the prevention and treatment of substance abuse. Group process issues and dynamics will be reviewed. Group interventions will be demonstrated and practiced.

ADAS825 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.

ADAS835 Planning, Managing, and Evaluating Substance Abuse Programs (3).

Discusses the philosophy and historical development of alcoholism and drug abuse services. Reviews the processes involved in planning, managing, and evaluating programs. Topics include proposal writing and funding issues, needs assessment and community analysis, organizational development, leadership styles, decision making, personnel issues, and evaluation strategies.

ADAS845 Clinical Models of Addiction (3).

Examines evolving clinical theories and advanced clinical techniques used in substance abuse treatment. Cognitive, behavioral, psychodynamic, and pharmacological interventions as they pertain to substance abuse behavior change will be presented. Clinical interventions will be practiced. *Prerequisite: ADAS815 or permission of instructor.*

ADAS855 Seminar in Substance Abuse (3).

Examines current research models, trends, and new approaches in the field of substance abuse. Students will participate in topic selection, prepare and lead a review of related literature, offer critical analysis, and discuss the implications for current professional practices. *Prerequisite: ADAS825 or permission of instructor.*

ADAS865 Internship Seminar (1).

Problems and issues encountered by students during their internships are discussed. Clinical cases are presented and treatment interventions are critiqued. *Prerequisite: Candidacy status. Corequisite: ADAS880.*

ADAS869 Comprehensive Examination (1) P/NC.

Final course in the Alcoholism and Drug Abuse Sciences major. Intended to assess students' ability to analyze, synthesize, and evaluate diverse content materials and apply their knowledge to selected issues and problems in the substance abuse field. *Prerequisite: Candidacy.*

ADAS870 Independent Study: . . . (1-8).

Individual reading, research, and/or project in additions under the supervision of faculty. *Prerequisite: Permission.*

ADAS880 Internship: . . . (1-3).

Designed to provide the Alcoholism and Drug Abuse Sciences major with supervised practical experiences in treatment, administration, research, prevention, or education in applied settings. *Prerequisites: Candidacy or permission of instructor. Students seeking a clinical internship must complete ADAS845 before enrolling in the internship.*

Alcoholism and Substance Abuse Sciences—Professional Development

Credits earned in the following ADPD courses cannot be applied toward degree requirements of the M.H.S. in Alcoholism and Drug Abuse Sciences.

ADPD530 Current Topics in Alcoholism and Drug Abuse: . . . (1-2) P/NC.

Examines current and emerging topics, issues, or trends in the substance abuse field. May be repeated for credit with different topic.

ADPD560 Sobriety Planning (1) P/NC.

Focuses on development of a structured recovery program and teaching the patient recovery skills necessary in maintaining abstinence. Deals with responses and attitudes necessary for remission and the relationship between AA and the professional counselor. *Prerequisite: ADAS340.*

ADPD563 Impact of Alcoholism in the Work Place (1) P/NC.

Provides an overview of employee assistance programming and the many elements involved in this process. Emphasizes practical skills and applied knowledge as well as necessary supporting theory. Includes research, theories, and their application in concrete organizational situations. *Prerequisite: ADAS340.*

ADPD568 How to Talk to Children about Drinking (1) P/NC.

Provides an approach to communicating with children about drinking problems. Concentrates on four areas: dealing with children's anger, how a parent can resolve conflict, getting children to listen, and being a consultant to your child. The parent effectiveness theory of Dr. Thomas Gordon forms the basis for this course. *Prerequisite: ADAS340.*

ADPD570 Diagnosing Alcoholism: Practical Guidelines (1) P/NC.

Provides an understanding of diagnostic methods for differentiating physiological alcoholism in the early, middle, and chronic stages. Also, deals with nonphysiological alcoholism and diagnosis of alcoholism when accompanied by other diseases. *Prerequisite: ADAS340.*

ADPD572 Treating Alcoholism: Clinical Skills Training (1) P/NC.

Develops treatment skills for use with alcoholism clients in clinical settings. *Prerequisite: ADAS340.*

ADPD573 Relapse Prevention (1) P/NC.

Focuses on the conceptual knowledge and skills necessary for relapse prevention and intervention with substance abuse clients. *Prerequisite: ADAS522.*

ADPD574 Approaches to Family Recovery (1) P/NC.

Explores the contribution of family dynamics to the use and abuse of alcohol and other drugs. The importance and methods of family therapy are discussed in the context of substance abuse. *Prerequisite: ADAS340.*

ADPD576 Workshop: Teenage Substance Abuse (1) P/NC.

Focuses on understanding prevention and treatment of substance abuse in teenagers.

ADPD578 Educating the Alcoholism Patient (1) P/NC.

Identifies special learning needs of alcoholism patients and methods for meeting those needs. Analyzes what an alcoholism patient needs to know and why. Develops skills for designing and implementing patient education as a part of treatment. *Prerequisite: ADAS340.*

Anthropology

ANTH310 Trends in Cross-Cultural Analysis (3).

This course acknowledges the centrality of race, culture and ethnicity, religion, and migration in the formation and development of diverse societies and emphasizes the importance of art, science, anthropology, and history as the "story tellers" of human drama, truth, and change. *Prerequisite: Introduction to Cultural Anthropology.*

ANTH411 Urban Anthropology (3).

Emphasizes anthropological studies of people living in urban settings. Explores the potential use of cultural anthropological tools for understanding human life in urban settings in both developed and developing nations.

ANTH470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in anthropology under the supervision of the faculty. *Prerequisite: Permission.*

ANTH500 Anthropology in Film (3).

Offered in both lecture and televised format. Introduction to world cultures, past and present, and to human nature through the use of classic ethnographic films. Focuses on the development of a cross-cultural understanding of central problems of human existence and how different peoples at different times solve them.

ANTH750 Cognitive Anthropology (3).

Examines the sociology of knowledge from a cross-cultural perspective, with emphasis upon social change and global environmental awareness.

ANTH870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in anthropology under the supervision of the faculty. *Prerequisite: Permission.*

Art

Admission to many art studio courses requires instructor evaluation of portfolio.

ART300 Interrelational Studies: Art and Music (3).

A study of types of formal organizations in art and music, analogies between styles, and the relation between styles and history. Examines both correspondences and divergences in the history of art and music as they relate to the history of ideas.

ART305 Drawing: . . . (3).

Explores a variety of drawing media and techniques. Emphasis on representational drawing of the human form and drawing concepts and principles. May be repeated with approval of instructor. *Prerequisite: Permission.*

ART310 Ceramics (3).

Covers basic concepts of clay handling, including hand-building, wheel methods, glaze formulation, and firing techniques. May be repeated with approval of instructor.

ART325 Advanced Problems in Design (3).

Examines advanced problems of two- and three-dimensional design. Studio assignments focus on problem solving within various art media. *Prerequisite: Permission.*

ART360 Art Seminar: Concepts and Methods (3).

Explores artistic concepts, theories, and research methodology. Presentations and discussions apply standards of evaluation, theories of imitation and abstraction, expression, and decorum to specific art imagery.

ART412 20th Century Art and Architecture (3).

Surveys 20th century art and architecture and familiarizes the student with the art, philosophies, socio-political, and intellectual climate of the period. Analyzes paintings, sculpture, graphic arts, and architecture from different cultural perspectives.

ART470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in art under the supervision of the faculty. *Prerequisite: Permission.*

ART490 Senior Project (3).

Culminating project for Art majors to be taken in the last semester of undergraduate study. Students select any one or combination of art disciplines: art history, ceramics, design, drawing, painting, photography, printmaking, or sculpture. *Prerequisite: Permission.*

ART500 Topics in Art: . . . (1-3).

A series of presentations using outside resources, specific developments, and skills; new creative approaches and issues are considered. Series may be repeated for different subjects. *Prerequisite: Specific prerequisite(s) will vary depending on particular series.*

ART501 Drawing: Life Study (2,3).

Develops the student's ability to render the human form representationally and abstractly. Students will work in charcoal, various chalks, pencils, and inks. Course may be repeated with approval of instructor. *Prerequisite: Permission.*

ART502 Drawing: Combined Media (3).

Offers the advanced student drawing opportunities with combined media. Encourages alternative and exploratory methods. Emphasis on drawing as an independent art discipline. May be repeated with approval of instructor. *Prerequisite: ART305.*

ART503 Stained Glass (2,3).

Explores the beauty of stained glass and light. Flat glass panels will be designed and constructed using both the leaded and copper foil methods. Emphasizes stained glass as a fine art medium. May be repeated with approval of instructor.

ART509 Electronic Drawing and Design (3).

Focuses on the creative potential of computer graphics in art and design. Students work with computers, experimenting with a variety of imaging techniques. *Prerequisite: ART325.*

ART514 American Art and Architecture: . . . (3).

A survey of early 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.

ART516 Great Artists: . . . (3).

Provides an in-depth analysis of a select group of master artists. Examines the lives and works of eminent artists and the social, political, and artistic climate in which they worked. Also analyzes thematic and stylistic development, theoretical concerns of the artists, and their influence on other artists.

ART518 Women Artists (3).

A historical survey of Western female artists with special emphasis on American female artists of the 19th and 20th centuries. Examines the lives and works of eminent female artists and the social, political, and artistic climate in which they worked. There will be an analysis of the thematic and stylistic development and theoretical concerns of female artists and a comparative analysis between male and female expressions in the visual arts.

ART520 Art in Context: . . . (3).

Art objects from the European tradition before the 19th century are selected for study with a view to artistic theories, analysis of symbolic content, and sociological exploration.

ART521 Art 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.

ART523 Pre-Columbian Art: . . . (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.

ART525 Art of Native Americans (American Indians) (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.

ART527 African Art: . . . (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.

ART530 Art of Asia: . . . (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.

ART532 Sculpture: Multi-Level (3).

For students of varying levels of artistic development. Students explore a range of sculpture media and techniques. May be repeated with approval of instructor.

ART533 Sculpture: Fiber, Clay, and Metal (3).

Emphasizes techniques of combined materials in three or more sculpture media. May be repeated with approval of instructor. *Prerequisite: ART305.*

ART535 Sculpture: Metal I (3).

Explores the problems of metal sculpture, forming, and fabrication techniques. May be repeated with approval of instructor. *Prerequisite: ART305.*

ART536 Sculpture: Metal II (3).

Continuation of ART535. Focuses on problems of metal casting, fusion welding, soldering, and brazing. *Prerequisite: ART535.*

ART541 Sculpture: Wood (3).

Enables students to work in three-dimensional wood medium and study both traditional and new approaches. Outside readings, gallery visits, and reports are required. *Prerequisite: ART305.*

ART543 Ceramic Sculpture (3).

Explores sculptural forms using the clay medium. Examines various clay bodies and glazing techniques. May be repeated with approval of instructor.

ART544 Electronic Photographic Imaging (3).

Introduces the use of computer-assisted processes for the purposes of enhancing found or created still photographs through such devices as negation and addition of visual information, manipulation of color, and the ability to montage various visual information into a collective aesthetic statement. *Prerequisite: Art major or permission.*

ART545 Sculpture: Figure Modeling (3).

Emphasis on the human figure as a total form in both naturalism and abstraction. Techniques of clay building from armature to plaster or wax castings are explored. *Prerequisite: ART305.*

ART546 Advanced Electronic Software Imaging Workshop (1).

Advanced electronic media course using new technological capabilities for complex paint, collage, and animation projects. May be repeated with permission of instructor.

ART548 Advanced Electronic Imagery (3).

Advanced course in aesthetic problem-solving using electronic media. Requires prior knowledge of software and operating systems. *Prerequisites: ART509 and ART544.*

ART555 Painting Composition (2,3).

For advanced painting students. Specifically emphasizes problems of composition, formal concerns, content, and stimulus. Allows each student maximum individual instruction in a formal group course. Course may be repeated with approval of instructor. *Prerequisite: ART305.*

ART558 Painting and Drawing Composition (2,3).

For advanced undergraduate and graduate students in painting and drawing. Emphasizes problems of composition and relationship between painting and drawing. Students present a written proposal on the content of their paintings. Course may be repeated with approval of instructor. *Prerequisite: ART305.*

ART561 Painting: Development of a Theme (2,3).

Emphasizes the development of a theme or motif in drawing and painting in producing a consistent body of work. May be repeated with approval of instructor. *Prerequisite: ART305.*

ART563 Painting: Multi-Level (2,3).

For students of varying levels of artistic development. Students expected to express themselves visually and demonstrate ability to analyze and criticize works in class discussion and individual proposals. May be repeated with approval of instructor. *Prerequisite: ART305.*

ART571 Printmaking: Lithography (3).

Explores lithography techniques of crayon and wash, etching and printing procedures. Emphasis is placed on individual imagery. May be repeated with approval of instructor. *Prerequisite: ART305.*

ART572 Printmaking: Waterbase Silkscreen (3).

Explores the basic fundamentals of waterbase silkscreen printmaking. Includes some advanced techniques and concentrates on the artistic and creative application of the medium. Course may be repeated with approval of instructor.

ART573 Printmaking: Woodcut (3).

Focuses on the development of original imagery in the process of woodcut. Emphasis placed on the planning, proofing, and reworking of the image as well as producing a consistent edition of prints. May be repeated with approval of instructor.

ART574 Printmaking: Intaglio (3).

Examines techniques unique to intaglio printmaking, such as hard and soft ground etching, dry point, and aquatint. Emphasis is placed on original imagery through planning, proofing, and reworking to a consistent edition of prints. May be repeated with approval of instructor. *Prerequisite: ART305.*

ART581 Printmaking: Advanced Studio (2,3).

Offers an opportunity for advanced printmaking students to practice and improve printmaking techniques. Individual proposals required from each student will determine the nature of the work to be undertaken for the course. Course may be repeated with approval of instructor. *Prerequisites: One course in printmaking or permission of instructor.*

ART582 Printmaking: Combined Media (3).

Offers advanced printmaking students the opportunity to work simultaneously and collectively with various printmaking media. Alternative methods and experimentation are encouraged. May be repeated with approval of instructor. *Prerequisites: Two courses in printmaking or permission of instructor.*

ART585 Printmaking: Computer Applications (3).

This course allows advanced printmaking students to composite computer and hand-drawn imagery in silk-screen, lithographic, or intaglio prints. Students integrate computer derived imagery through photographic techniques to the printmaking matrix. Emphasis is on the creative application and combination of imagery. *Prerequisites:* ART509 or ART544... plus either ART571, ART572, or ART574.

ART609 Advanced Electronic Drawing and Design (3).

Students develop images using the more advanced techniques of paint software on both PC and Mac computers. Variants for each painting application are explored and each student compiles his or her own library of custom-made friskets, brushes, painting session recordings, and effects. Third party filters are explored in depth. Emphasizes personal creative output and cooperative computer ventures. *Prerequisites:* ART325 and ART509 or ART544.

ART610 Sculpture: Advanced Studio (3).

Provides opportunity to work on long-term projects in a wide range of media utilizing a variety of techniques. May be repeated with approval of instructor. *Prerequisites:* ART305 and either ART535, ART541, or ART543.

ART615 Art Since 1945 (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.

ART644 Advanced Electronic Photo-Imaging (3).

Introduces advanced levels of electronic manipulation and assemblage of photographic images. Students work on a series of specific exercises designed to incorporate processes learned in ART544 and additional plug-in processes, filters, and methods to produce more sophisticated imagery. *Prerequisite:* ART544.

ART648 Problems in Electronic Imaging (3).

Advanced course in aesthetic problem-solving using electronic media. Requires prior knowledge of software and operating systems. *Prerequisites:* ART544 or ART509.

ART805 Art and Society (3).

Examines the behavioral aspects of artistic production and the use of art objects. Special emphasis is given to the role and status of artists in differing historical settings.

ART810 Studies in Art: . . . (3).

Offers graduate students the opportunity to do individualized research in a particular area of art history or art studio. *Prerequisite:* Permission.

ART820 Art Seminar: . . . (3).

Focuses on research approaches, theory, techniques, and materials related to special topics. Designed to prepare students for a professional life and career in art. *Prerequisite:* Permission.

ART855 Graduate Painting Composition (2,3).

Specifically emphasizes compositional elements in painting. Painting compositions will be achieved by a number of preparatory studies and sketches; final compositions are presented in the paintings. Course may be repeated with approval of instructor. *Prerequisites:* ART305 and either ART555 or ART558.

ART860 Graduate Printmaking (2,3).

Allows the student to perfect printmaking skills from intermediate through advanced level. Individual student proposals determine the nature of the work undertaken. May be repeated with approval of instructor. *Prerequisite:* Permission.

ART870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in art under the supervision of the faculty. *Prerequisite:* Permission.

ART890 Graduate Thesis/Project: . . . (1-3).

Provides the Art major the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in art. *Prerequisite:* Permission of advisor.

Bilingual-Bicultural Education—**See Education—Bilingual-Bicultural****Biology****BIOL305 Biological Science Foundations I (3).**

Covers cell structure and function and the processes of mitosis and meiosis. Cell respiration is also covered. Examines animal biology, including development from conception to birth, and the structure and function of all major systems. Designed for non-science majors.

BIOL306 Biological Science Foundations II (3).

Covers plant structure and function and the process of photosynthesis. The operations of DNA and protein synthesis are examined. The concepts of Mendelian and nonMendelian genetics are introduced as well as the fundamental principles of ecology and evolution. Designed for non-science majors.

BIOL307 Biological Science Foundations Laboratory (1).

Provides a series of laboratory and/or field activities appropriate to the topics covered in BIOL 305 and 306. Emphasizes both knowledge and skills in laboratory operations. Designed for non-science majors. *Prerequisite:* BIOL305 or BIOL306 or concurrent enrollment.

BIOL308 Human Evolution (3).

Offered as a correspondence course only. 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.

BIOL316 Plant Diversity Lecture (2).

Covers the comparative life cycle adaptations found in the plant kingdom. Studies in detail all of the divisions, together with their associated classes and orders. Explores vegetative morphology of gametophytes and sporophytes, the processes of gametogenesis and sporogenesis, propagule dispersal, and methods of asexual reproduction. Illustrates and discusses in detail the life cycles of selected genera. *Prerequisites: General biology or BIOL305, and BIOL306/307.*

BIOL317 Plant Diversity Laboratory (1).

Involves laboratory experiments and activities appropriate to the topics covered in BIOL316. Specifically, prepared slides, preserved specimens, and live material are provided for laboratory study. These materials are comprised of selected genera representing the divisions, major classes, and orders of the plant kingdom. *Corequisite: BIOL316.*

BIOL320 Animal Diversity (2).

Covers the morphological diversity, life cycles, ecological relationships, and evolutionary adaptations found in the animal kingdom. Major animal phyla, together with their associated classes, are studied in detail. *Prerequisites: General biology or BIOL305, and BIOL306/307. Corequisite: BIOL321.*

BIOL321 Animal Diversity Laboratory (1).

Includes laboratory experiments and activities correlated with topics covered in BIOL320. Prepared slides, preserved specimens, and live material are provided for laboratory study. These materials are comprised of selected genera representing major phyla of the animal kingdom. *Prerequisites: General biology or BIOL305, and BIOL306/307. Corequisite: BIOL320.*

BIOL322 Ecology (3).

Examines the interactions which determine the distribution and abundance of plants and animals in nature. The relationship among theoretical, laboratory, and field studies will be emphasized. Designed for science majors. *Prerequisites: General biology or BIOL305, and BIOL306.*

BIOL340 Genetics (3).

Emphasizes the principles of classical and molecular genetics by examining Mendelian and non-Mendelian inheritance, linkage, gene structure, expression, mutation and regulation, genetic engineering, and microbial and population genetics. *Prerequisites: General biology and CHEM341/342.*

BIOL360 Comparative Anatomy (3).

Introduces the anatomy of the chordates, treating the structure and functioning of the major vertebrate organ systems from a comparative and evolutionary perspective. *Prerequisites: Zoology and BIOL320/321.*

BIOL361 Comparative Anatomy Laboratory (1).

Examines in detail the structure of the vertebrate body. Emphasizes the dissection of a series of vertebrate types. *Corequisite: BIOL360.*

BIOL370 Cell Biology (1).

Emphasizes the ultrastructure, biochemical composition, metabolism, and proliferation of cells and considers research techniques used to study cell structure and function. *Prerequisites: General biology and CHEM341/342.*

BIOL371 Cell Biology Laboratory (2).

Covers laboratory experiments and demonstrations associated with BIOL370. *Corequisite: BIOL370.*

BIOL430 Microbiology (2).

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 on the techniques for detecting, culturing, identifying, and controlling microorganisms. *Prerequisites: General biology and chemistry. Corequisite: BIOL431.*

BIOL431 Microbiology Laboratory (2).

Covers laboratory experiments associated with BIOL430. *Corequisite: BIOL430.*

BIOL444 Human Physiology I (2).

Emphasizes the physiological principles of human health and disease by examining the cell and organ physiology of the nervous, muscular, blood, cardiovascular, and respiratory systems. *Prerequisites: General biology or anatomy and physiology, general chemistry, and CHEM322/323.*

BIOL445 Human Physiology I Laboratory (1).

Covers laboratory experiments associated with BIOL444. *Corequisite: BIOL444.*

BIOL446 Human Physiology II (2).

Emphasizes the physiological principles of human health and disease by examining the cell and organ physiology of the digestive, renal, immunological, endocrine, and sensory systems. *Prerequisite: BIOL444.*

BIOL447 Human Physiology II Laboratory (1).

Covers laboratory experiments associated with BIOL446. *Corequisite: BIOL446.*

BIOL450 Animal Physiology (3).

Emphasizes physiological principles by examining the cell and organ physiology of the nervous, muscular, blood, immunological, cardiovascular, digestive, respiratory, and excretory systems. Considers some comparative physiological adaptations among vertebrates. *Prerequisites: BIOL370/371 and CHEM 341/342.*

BIOL451 Animal Physiology Laboratory (1).

Covers laboratory experiments and demonstrations associated with BIOL450. *Corequisite: BIOL450.*

BIOL455 Behavioral Ecology (3).

Introduction to the biology of animal behavior with focus on its evolutionary and ecological bases.

Provides concepts necessary for more advanced study in the area. *Prerequisite: General biology or BIOL 305/306.*

BIOL460 Plant Physiology (3).

Covers the functional anatomy of cells and tissues of flowering plants. Regarding cells, emphasis is placed on the ultrastructure and function of the plant cell wall. Gross anatomy stresses the functional tissues of roots, stems, and leaves. Also covers the physiology of water relations, mineral nutrition, photosynthesis, and hormonal regulation of growth and development.

Prerequisites: BIOL370, BIOL371, CHEM341/342, and concurrent enrollment in CHEM343/344 or permission.

BIOL461 Plant Physiology Laboratory (1).

Involves laboratory experiments and activities appropriate to the topics covered in BIOL460.

Prepared slides and preserved specimens will be provided for laboratory investigation of the functional anatomy of flowering plants. A variety of experiments on photosynthesis, water potential, mineral nutrition, and hormonal control of growth and development will be performed. *Corequisite: BIOL460.*

BIOL470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in biology under the supervision of the faculty. *Prerequisite: Permission.*

BIOL480 Internship: . . . (1-4).

Designed to provide biology students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

BIOL510 Biological Literature (3).

Acquaints students with major sources in biological information literature and provides guidance and practice in their efficient utilization. Includes uses of indices, abstracts, the online catalog, computer database searching, and other sources to identify specific information resources in biology. Studies how information is organized and stored for retrieval. Includes online computer search of *Biological Abstracts*. *Prerequisites: General Biology and General Chemistry (two semesters each).*

BIOL516 Human Genetics (3).

This science course for nonbiology majors considers the biological basis of human heredity, emphasizing mitosis and meiosis, Mendelian, sex-linked and quantitative inheritance, mutations, sex determination, inheritance disorders, genetic engineering, and genetic counseling.

BIOL522 Ornithology (1).

Introduces ornithology, focusing on the basic morphology, physiology, ecology, and behavior of birds. Places particular emphasis on bird vocalizations, territoriality, life history data, and the structure of bird communities. *Prerequisites: Zoology, BIOL320, and BIOL321; or permission of instructor.*

BIOL523 Ornithology Laboratory (2).

Focuses on the identification of birds in the field by both visual and auditory characteristics. Weekly field trips allow students to become familiar with the majority of resident and migratory birds of Northeastern Illinois. *Prerequisites: Zoology, BIOL320, BIOL321, BIOL522; or permission of instructor.*

BIOL555 Mammalogy (2).

Emphasizes the common characteristics of mammals generally. Specific attention to the mammals of the Great Lakes region in terms of distribution, morphology, physiology, and behavior. *Prerequisite: BIOL322.*

BIOL556 Mammalogy Laboratory (1).

Provides laboratory experiences associated with BIOL555. *Corequisite: BIOL555.*

BIOL560 Plant Systematics (2).

Covers various systems of classification from both modern and historical perspectives, the effect of evolutionary theory on systematics, for example, parallelism and convergence. Compares phylogenetic and natural systems. Introduces students to a variety of taxonomic keys covering broad and localized geographic areas. *Prerequisite: General biology.*

BIOL561 Plant Systematics Laboratory (1).

A study of the flowering plants of the Chicago region with emphasis on identification, classification, and nomenclature. *Corequisite: BIOL560.*

BIOL570 Immunology (3).

Introduces the concepts and terminology of the immune response, including humoral and cellular immunity, immunogenetics, tumor and transplantation immunity, serology, immunopathology, developmental and comparative immunobiology. *Prerequisites: Either BIOL450/451 or BIOL444-447.*

BIOL600 Environmental Science: Terrestrial Biology (2).

Weekend field course taught at Camp Sagawau. Identification of plants and local communities is used to develop understanding of regional environments; teaching applications are made. Designed as in-service course for teachers.

BIOL601 Environmental Science: Biological Field Science (2).

Field course offered at Camp Sagawau. Uses field methods of investigation to compare habitats and study variations in plant communities and the effects of pollution. Designed as in-service course for teachers. *Prerequisites: BIOL600.*

BIOL603 Environmental Science: Forest Investigations (2).

Field course offered at Camp Sagawau. Participants examine local forest communities using several methods of analysis, including point-quarter transects, age classification by correlation with diameter class, variable and fixed plot sampling, and evaluating influences of microclimate. Designed as in-service course for teachers. *Prerequisite: BIOL601.*

BIOL604 Environmental Science: Investigations in Limnology (2).

An intensive week of field investigation based at Camp Sagawau comparing elements of real limnological systems including rivulets, creeks, marshes, ponds, and lakes of lentic and lotic environments. Emphasizes characteristic macro-invertebrates, vertebrates, chemical and physical properties of aquatic environment—whether natural or influenced by human activities. Designed as in-service course for teachers. *Prerequisite: BIOL601.*

BIOL 610 Advanced Microbiology (1).

This course focuses on topics in recombinant DNA technology and pharmaceutical, agricultural, industrial and environmental applications of biotechnology. *Prerequisites: BIOL430, BIOL431 or equivalent.*

BIOL611 Advanced Microbiology Laboratory (2).

The course consists of standard techniques used in recombinant DNA technology. *Prerequisites: BIOL430, BIOL431 or equivalent.*

BIOL630 Aquatic Systems (2).

An integrated treatment of aquatic ecology which focuses in the chemical, physical, and biological processes which structure aquatic environments. The characteristics of the aquatic environment will be discussed in lectures, and observed in field studies and laboratory measurements. Students will participate on scientific teams to characterize local and/or regional aquatic ecosystems. *Prerequisites: BIOL322 and CHEM315/316 or equivalents.*

BIOL631 Aquatic Systems Laboratory (2).

Provides field work and laboratory experiences appropriate to the topics covered in BIOL630. *Corequisite: BIOL630.*

BIOL641 Toxicology (3).

Emphasizes toxicological principles by examining biological and chemical factors that influence toxicity, the impact of natural and synthetic toxins on the environment and health, toxicity testing protocols, regulations, and risk assessment. *Prerequisites: Organic Chemistry and either BIOL450/451 or CHEM544/545.*

BIOL650 Ecological Methods (2).

For graduate students of Environmental Biology. Covers basic field techniques, planning of field experiments, collection and analysis of data, and interpretation of results. Exercises include map and aerial photo interpretation, transect, grid and plotless sampling methods for abundance and/or density, identification of tracks and other field signs, use of radio-telemetry for home-range/territory analysis or movement patterns, temporal pattern analysis, and sonographic analysis of animal vocalizations. *Prerequisites: BIOL322, BIOL455 and STAT520 or equivalent. STAT820 recommended.*

BIOL651 Ecological Methods Laboratory (2).

Provides fieldwork experiences associated with BIOL650. *Corequisite: concurrent enrollment in BIOL650.*

BIOL755 Field Studies: Animal Ecology (3).

In-depth participation in ongoing research on animal ecology being conducted by faculty. Covers the range of practical considerations in doing field research plus extensive focused field experience. Topic rotates year-to-year among faculty involved in animal studies. See listed professor for specific details. *Prerequisites: BIOL322 and BIOL620/621.*

BIOL810 Special Topics In.... (1-4).

Readings and discussions of selected, special topics in animal and/or plant ecology. Potential areas include evolution, population ecology, behavior, physiological ecology, or environmental/ethical issues. *Prerequisite: Permission.*

BIOL822 Population Ecology (3).

Studies the theoretical and applied aspects of animal population regulation. Readings cover population dynamics and interactions, regulations, age-structured populations, life history theory, and biocontrol. Population estimation techniques and analysis of mortality will be covered. *Prerequisites: BIOL322 and BIOL455.*

BIOL830 Plant Microenvironments (3).

Covers environmental (including pollutants) and endogenous mechanisms controlling the various phases typical of the flowering plant cycle, such as seed dormancy; seed germination; flowering; and fruit ripening. The phenomenology of each phase is studied along with its history and current state of research. *Prerequisites: Organic Chemistry and General or Human Physiology.*

BIOL831 Plant Microenvironments Laboratory (1).

Students will participate in a series of laboratory and/or field projects appropriate to the topics covered in BIOL830. Each laboratory project will center on the physiology or specific phase in the flowering plant life cycle. *Corequisite: concurrent enrollment in BIOL830.*

BIOL850 Environmental Physiology (3).

Emphasizes the comparative physiology of specialized adaptations, including osmoregulation, thermoregulation, endocrinology, locomotion mechanics, energy expenditure, and sensory, respiratory, circulatory, altitude, and diving physiology. Environmental toxicology concepts will be examined where appropriate among specific vertebrates and invertebrates.

Prerequisites: Organic chemistry and BIOL450/451 or equivalent.

BIOL851 Environmental Physiology Laboratory (1).

Covers Laboratory experiments and demonstrations associated with Environmental Physiology lecture, BIOL850. *Corequisite: concurrent enrollment in BIOL850.*

BIOL870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in biology under the supervision of the faculty. *Prerequisite: Permission.*

BIOL880 Internship: . . . (1-4).

Designed to provide biology students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

BIOL890 Graduate Thesis/Project: . . . (1-6).

Provides the biology student the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in biology. *Prerequisite: Permission of advisor.*

BIOL899 Thesis Presentation in Biology (1).

Students provide oral and written accounts of their theses. The oral accounts will be seminars on their research projects in a format similar to the presentation of papers at professional meetings. The written account will follow thesis guidelines for graduate level work. Students should enroll during the final trimester of their research or the following trimester. *Prerequisite: Permission of advisor.*

Business Law

BLAW320 Legal Environment of Administration (3).

Focuses on public law and the organization. Examines the organization's relationship to employees, customers/clients, competitors, governmental bodies, and the public interest. Discusses administrative law policy and procedure in such substantive areas as labor law, consumer protection, antitrust, securities law, and environmental protection.

BLAW325 Business Law I (3).

An introduction to the American legal system followed by study of the following substantive areas of law: contracts, personal property, bailments, sales, agency. The principles discussed are applicable to personal as well as business use, and non-business students wanting to become more knowledgeable "consumers of law" are encouraged to enroll.

BLAW326 Business Law II (3).

The study of law relating to business organization and the financing of transactions. Topics include partnerships, corporations, securities regulation, commercial paper, credit, secured transactions, and bankruptcy. *Prerequisite: BLAW325.*

Chemistry

CHEM306 Chemical Science Foundations I (3).

Introduces the fundamental principles of chemical science and examines material changes in our universe that are the result of chemical processes. Designed for non-science majors. *Prerequisite: MATH310.*

CHEM307 Chemical Science Foundations Laboratory (1).

Covers basic laboratory techniques as performed on a variety of samples. Illustrates fundamental chemical principles and environmental analyses through laboratory experiments. Designed for elementary education majors. *Prerequisite: CHEM306.*

CHEM308 Chemical Science Foundations II (3).

Continuation of CHEM306. Covers chemical reactions, equilibrium, reaction rates, carbon chemistry, and introduction to the chemistry of living systems. *Prerequisite: CHEM306.*

CHEM315 Analytical Chemistry (3).

Covers fundamental methods of chemical analysis. Discusses acid-base, solubility, and redox equilibrium, volumetric, gravimetric, potentiometric, and spectrophotometric analytical methods and separation techniques. *Prerequisites: One year of freshman chemistry with laboratory, algebra. Corequisite: CHEM316.*

CHEM316 Analytical Chemistry Laboratory (2).

Covers laboratory experiments associated with CHEM315. Classical laboratory techniques, including volumetric titrations, gravimetric analysis, potentiometry, spectrometric analysis, and chemical separations, are performed. *Corequisite: CHEM315.*

CHEM322 Introduction to Organic Chemistry (3).

One trimester survey course in organic chemistry designed for students in related fields. Organic functional groups are emphasized. *Prerequisite: One year of general chemistry.*

CHEM323 Introduction to Organic Chemistry Laboratory (1).

Covers laboratory experiments associated with CHEM322. *Corequisite: CHEM322.*

CHEM341 Organic Chemistry I: Lecture (3).

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, and stereochemistry of organic compounds and mechanisms of organic reactions are emphasized. *Prerequisites: One year of general chemistry.*

CHEM342 Organic Chemistry I: Laboratory (1).

Covers organic laboratory techniques (mostly microscale) including methods of separation, purification, and identification of organic compounds. Techniques include melting point determination, recrystallization, distillation, extraction, and chromatography. Also covers reactions and spectrophotometric (IR) properties or organic functional groups.

Corequisite: CHEM341.

CHEM343 Organic Chemistry II: Lecture (3).

Continuation of CHEM341. *Prerequisite: CHEM341.*

CHEM344 Organic Chemistry II: Laboratory (1).

Covers organic laboratory techniques (mostly microscale) to perform reactions, synthesis, purification, and characterization of organic compounds. Includes spectrophotometric (IR, UV, and NMR) techniques. *Corequisite: CHEM343.*

CHEM366 Physical Chemistry I: Lecture (3).

Covers properties and theories of gases, mechanisms of atoms and molecules, molecular energies, and the laws of thermodynamics. Conducted in a lecture/problem-solving format. *Prerequisites: Differential and integral calculus, two semesters of general chemistry, and one semester of analytical chemistry.*

CHEM367 Physical Chemistry I: Laboratory (1).

Laboratory experiments are performed covering molecular weight determinations using a high vacuum line, heats of solution using a solution calorimeter, heats of combustion using a bomb calorimeter, and elementary laboratory glass blowing. *Prerequisite: CHEM366 or concurrent enrollment.*

CHEM368 Physical Chemistry II: Lecture (3).

Continuation of CHEM366. Theory includes chemical equilibria, phase equilibria, and multi-component systems, elementary kinetics, elementary electrochemistry, and elementary photochemistry conducted in a lecture, problem-solving format. *Prerequisite: CHEM366.*

CHEM369 Physical Chemistry II: Laboratory (1).

Laboratory experiments are performed covering the determination of an equilibrium constant using a UV-VIS spectrophotometer, colligative properties using a freezing point depression and a boiling elevation apparatus, and kinetics using a polarimeter. *Prerequisite: CHEM368 or concurrent enrollment.*

CHEM426 Instrumental Analysis (3).

Surveys basic instrumental analysis, including gas chromatography, liquid chromatography, atomic absorption spectroscopy, infrared and ultraviolet spectroscopy and nuclear magnetic resonance spectrometry. *Prerequisites: One year each analytical chemistry and organic chemistry.*

CHEM427 Instrumental Analysis Laboratory (1).

Covers laboratory experiments associated with CHEM426. *Corequisite: CHEM426.*

CHEM433 Advanced Inorganic Chemistry (3).

Focuses on the structure and bonding of inorganic compounds, extension of acid-base theory, coordination chemistry, and the descriptive chemistry of selected elements. A systematic approach based on the theoretical and empirical generalizations inherent in the periodic table. *Prerequisite: CHEM368.*

CHEM434 Advanced Inorganic Chemistry Laboratory (1).

An introduction to the experimental study of the synthesis, decomposition, and stability of a variety of inorganic compounds. *Prerequisite: CHEM433 or concurrent enrollment.*

CHEM450 Organic Synthesis and Structural Methods (2).

Covers organic laboratory techniques (mostly microscale) for organic structure determination by chemical and spectroscopic methods and synthesis of organic compounds. Includes spectrophotometric (IR, UV, and NMR) and inert atmosphere techniques. *Prerequisite: One year of organic chemistry laboratory.*

CHEM455 Chemical Literature (1).

Acquaints students with major sources in chemical information literature and provides guidance and practice in their efficient utilization. Includes use of indices, abstracts, the card catalog, computer database searching, and other sources to identify specific information resources in chemistry. Studies how information is organized and stored for retrieval as well as specialized data compilations such as the Sadler Standard Spectra. Includes on-line computer search of chemical abstracts. *Prerequisites: One year each of general chemistry and organic chemistry; open to chemistry majors only.*

CHEM470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in chemistry under the supervision of the faculty. *Prerequisite: Permission.*

CHEM480 Internship: . . . (1-4).

Designed to provide chemistry students with supervised practical experiences in applied settings. *Prerequisite: CHEM344 and CHEM427 or permission.*

CHEM505 Environmental Chemistry Lecture (2).

Covers chemical principles and their application to environmental problems. Topics include the source, chemical composition, nature, and effects of principal pollutants. Also covers the treatment and disposal of domestic and industrial waste and techniques for detecting and analyzing chemical pollutants. *Prerequisites: CHEM343/344 and CHEM427 or permission.*

CHEM506 Environmental Chemistry Laboratory (1).

Practical work with highly analytical chemistry content to monitor the environment. Analytical methods involve gathering and storage of environmental samples for chemical analysis; chromatographic and other techniques for the separation of chemical compounds; and computational methods for presenting analytical results and assessing their precision, accuracy, and significance. *Prerequisite:* CHEM505 or concurrent enrollment.

CHEM530 Physical Chemistry III (3).

An introduction to the quantum theory of atoms, molecules, and crystals, the quantum theory of valence, atomic and molecular spectroscopy, statistical mechanics and thermodynamics, and intermolecular forces. *Prerequisite:* CHEM368.

CHEM544 Biochemistry: Lecture (3).

An introduction to the fundamentals of biochemistry, including chemistry of living organisms, structures of biomolecules, and a survey of metabolism. *Prerequisite:* One semester of organic chemistry or permission. Students who also have a degree requirement for physiology are strongly urged to take the physiology course before biochemistry.

CHEM545 Biochemistry: Laboratory (1).

Laboratory component of CHEM544. *Corequisite:* CHEM544.

CHEM550 Polymer Chemistry (3).

Introduction to polymer science covering basic concepts, basic structures, kinds of polymerization, copolymerization, stereochemistry, physical states and transitions, solubility, molecular weight, viscous flow, mechanical properties, structure-property relationships, degradation and stabilization, additives, analysis and identification, technology of plastics, fibers, elastomers, and coatings. *Prerequisites:* Organic and physical chemistry.

CHEM622 Chromatography (3).

Examines the theory of chromatographic separations with basic experimental work with thin-layer chromatography, gas-liquid chromatography, and high performance liquid chromatography. *Prerequisites:* Analytical and organic chemistry.

CHEM623 Chromatography Laboratory (1).

Covers laboratory experiments associated with CHEM622. *Corequisite:* CHEM622.

CHEM666 Spectrochemistry (4).

Covers modern optical methods of analysis from the microwave to the gamma ray region of the electromagnetic spectrum. Topics include spectroscopy associated with ultraviolet-visible, infrared, emission, flame, atomic absorption, atomic fluorescence, Raman, microwave, fluorescence, phosphorescence, refractometry, spectropolarimetry, circular dichroism, turbidimetry, nephelometry, x-ray, nuclear magnetic resonance, electron spin resonance, gamma ray, and Mossbauer techniques. *Prerequisites:* advanced chemistry and one year of organic chemistry.

CHEM667 Spectrochemistry Laboratory (2).

Covers laboratory experiments associated with CHEM666. Hands-on experience with the A.A., UV-VIS, IR, NMR, and fluorescence spectrometers are available through comprehensive laboratory experiments. *Corequisite:* CHEM666.

CHEM744 Analytical Biochemistry (2).

Presents basic procedures for cell fractionation and for isolation and characterization of biopolymers. *Prerequisite:* CHEM544.

CHEM745 Analytical Biochemistry Laboratory (1).

Covers laboratory experiments associated with CHEM744. Students isolate organelles and biopolymers and characterize them by techniques that include photomicrography, spectrophotometry, polyacrylamide electrophoresis, fluorometry, nephelometry, and ultracentrifugation. *Corequisite:* CHEM744.

CHEM810 Special Topics: . . . (3).

Examines specialized topics in chemistry. Topics will vary. May be repeated for credit. *Prerequisites:* Vary depending on topic selected.

CHEM822 Gas Chromatography/Mass Spectrometry (2).

Examines the theory and practice of gas chromatography/mass spectrometry. Basic mass spectrometry will be discussed. *Prerequisites:* CHEM622/623. *Corequisite:* CHEM823.

CHEM823 Gas Chromatography/Mass Spectrometry Laboratory (1).

Covers laboratory experiments associated with CHEM822. *Prerequisites:* CHEM622/CHEM623. *Corequisite:* CHEM822.

CHEM855 Electrochemistry (3).

Introduces the theory and practice of electrochemical techniques with a focus on electroanalytical methods. Presents the techniques of potentiometry, conductance measurements, coulometry, and voltammetry. Includes new developments in electrochemical detection, spectroelectrochemical studies, and chemically modified electrodes. *Prerequisite:* CHEM368 and CHEM433.

CHEM856 Electrochemistry Laboratory (1).

Covers laboratory experiments associated with CHEM855. *Corequisite:* CHEM855.

CHEM870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in chemistry under the supervision of the faculty. *Prerequisite:* Permission.

CHEM880 Internship: . . . (1-4).

Designed to provide chemistry students with supervised practical experiences in applied settings. *Prerequisite:* Permission.

CHEM890 Graduate Thesis/Project: . . . (1-6).

Provides the chemistry student the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in chemistry. Students will either make a presentation in CHEM895 (project) or prepare a formal research seminar in CHEM899 (thesis).

Prerequisite: Permission of advisor.

CHEM895 Chemistry Colloquium Series (1).

Scientists from academia, industry, and government discuss recent advances in chemistry and technology. Normally taken during the last trimester of enrollment. *Prerequisite: CHEM890.*

CHEM899 Thesis Presentation in Chemistry (1).

Students completing their graduate thesis will present a seminar on their research project in a format similar to a presentation of a paper at a professional meeting. Students should enroll during their final trimester of thesis research or for the following trimester. *Prerequisite: Permission of advisor.*

Communication Disorders

CDIS304 Phonetics (3).

Studies the transcription of speech using the International Phonetic Alphabet and the manner, type, and place of articulation of each of the sounds of American speech.

CDIS305 Introduction to Sign Language (2).

Designed to enable the student to acquire basic conversational sign language skills. Discusses deaf awareness and the different systems of signed communication.

CDIS306 Intermediate Sign Language (2).

Designed to facilitate development of intermediate to advanced-level conversational sign language skills. *Prerequisite: CDIS305 or permission of instructor.*

CDIS310 Introduction to Communication Disorders (3).

Study of the four major types of communication disorders, their effects on the communicatively impaired individual, and basic remediation programs.

CDIS322 Speech and Language Development (3).

Study of the normal development of speech and language, the processes that affect this development, and basic concepts of linguistics and psycholinguistics.

CDIS330 Speech and Hearing Science (3).

Study of sound generation and transmission, measurement and analysis of sound, and psychophysical methods. Topics include psychoacoustics and speech production, acoustics, and perception.

CDIS345 Speech Physiology (3).

Examines the anatomy, physiology, and neurology of the process of respiration, resonance, phonation, and articulation in speech and language production.

Prerequisite: CDIS310.

CDIS401 Articulation Disorders (3).

Focuses on the study of normal and disordered articulation, including evaluation and management procedures for persons with articulation disorders.

Prerequisites: CDIS304, CDIS310, and CDIS322.

CDIS410 Introduction to Audiology (3).

Covers the concepts, equipment, materials, and procedures involved in basic and advanced assessment of auditory function. Topics include anatomy, physiology and pathology of the auditory system, pure-tone and speech audiometry, acoustic immittance measurements, site-of-lesion testing, assessment of the pediatric population, and identification audiometry. *Prerequisite: CDIS330.*

CDIS435 Introduction to Childhood Language Disorders (3).

Introductory examination of the etiology, symptomatology, assessment, and remediation of language disorders in children and adolescents.

Prerequisites: CDIS310 and CDIS322.

CDIS440 American Dialects: Issues and Educational Implications (3).

Covers the major sociolinguistic concepts and applies them to the analysis of dialectal differences and the cultures from which they were derived.

CDIS450 Clinical Methods in Communication Disorders (3).

Examines principles and procedures of assessing and treating disorders of human communication disorders. *Prerequisites: CDIS304, CDIS310, CDIS322 and CDIS345.*

CDIS470 Independent Study: . . . (1-8).

Individual reading, research, and/or project in communication disorders under the supervision of the faculty. *Prerequisite: Permission.*

CDIS480 Internship: . . . (1-8).

Designed to provide the communication disorders student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

CDIS510 Speech and Language Characteristics of Exceptional Students (3).

Study of normal and disordered speech and language development with special emphasis on aspects relevant to classroom teachers and special educators.

CDIS800 Current Trends in Public School Speech-Language Pathology (3).

Focuses on recent developments in diagnostic and therapeutic procedures as well as on professional issues such as Public Law 94-142. Designed for school speech pathologists. *Prerequisite: Bachelor's or master's degree in speech pathology.*

CDIS801 Recent Developments in Childhood Language Disorders (3).

Emphasizes current clinical practice in language disorders and related conditions. Review of recent literature and presentations will cover diagnostic and therapeutic procedures. Designed for speech-language pathologists. *Prerequisite: Bachelor's or master's degree in speech pathology.*

CDIS802 Scientific and Professional Foundations of Communication Disorders (3).

Develops bases for locating, analyzing, evaluating, producing, and communicating scholarly work in communication disorders, with special emphasis on the connection between research and clinical practice. Explores the bases of professional behavior and issues, with critical reference to the ASHA Code of Ethics. *Prerequisite: Completion of an undergraduate degree in CDIS or its equivalent.*

CDIS805 Current Topics: . . . (3).

Explores current clinical and scientific issues in communication disorders. Designed for practicing speech-language pathologists and audiologists and focuses on significant topics in speech, language, and hearing. Topics will vary; may be repeated for credit. *Prerequisites: Vary depending on topic.*

CDIS810 Voice Disorders (3).

Reviews anatomy and physiology of phonation. Examines etiology, diagnostic features, and treatment approaches for common functional and organic voice disorders. Provides an introduction to laryngectomy rehabilitation. *Prerequisites: CDIS310, CDIS330, and CDIS345.*

CDIS813 Language Disorders of Children (3).

Covers topics of most recent professional interest in childhood language disorders. Topics include the relationship of language disorders to other clinical entities, recently investigated approaches to assessment and remediation, and application of linguistic, psycholinguistic, and cognitive models to assessment and remediation. *Prerequisites: CDIS310, CDIS322, and CDIS435.*

CDIS818 Behavior Principles in Communication Disorders (3).

Applies behavior principles to the evaluation and remediation of speech and language disorders. Presents methods of analyzing and recording communicative behavior. Emphasizes techniques of writing behavioral objectives and individual education plans for therapeutic intervention. *Prerequisites: CDIS350 and CDIS430.*

CDIS825 Fluency Disorders (3).

Examines the various theories of stuttering and their corresponding therapies. Attention to current stuttering research, development, and implementation of a stuttering therapy program. *Prerequisites: CDIS310.*

CDIS831 Aphasia (3).

Examines the historical, neuro-anatomical, etiological, and linguistic aspects of aphasia. Analyses diagnostic and remediation procedures. *Prerequisites: CDIS310, CDIS322, and CDIS345.*

CDIS833 Motor Speech Disorders (3)

Investigates the differential diagnosis and common treatment approaches of motor speech disorders, including cerebral palsy and apraxia of speech, from a neurophysiological perspective. *Prerequisites: CDIS345, CDIS401, CDIS515, CDIS810, and CDIS830 CDIS840.*

CDIS838 Dysphagia (3).

Examines the normal swallowing mechanism and clinical evaluation of swallowing disorders in adults and children, with special emphasis on various etiologies and signs of aspiration. Management techniques for a wide variety of treatment problems are presented. Ethical issues are raised for discussion. *Prerequisites: CDIS345, CDIS810, CDIS830, and CDIS833.*

CDIS840 Communication Disorders in Craniofacial Anomalies (3).

Investigates the diagnostic and consultative aspects of communication disorders associated with cleft lip and palate, congenital palatopharyngeal insufficiency, and syndromes of the head and neck. Examines anatomy, physiology, and embryology of the craniofacial structures. *Prerequisites: CDIS310, CDIS322, CDIS345, and CDIS401.*

CDIS845 Aural Rehabilitation (3).

Examines theoretical aspects of normal and abnormal speech perception. Deals with hearing aid selection, counseling the hearing impaired client, material development, and program development for aural rehabilitation. *Prerequisite: Completion of the undergraduate sequence in Communication Disorders*

CDIS850 Practicum in Audiology: Assessment (1).

External practicum in audiometric assessment. May include screening, basic pure-tone and speech audiometry, acoustic immittance testing. *Prerequisites: CDIS410, one graduate practicum, and permission.*

CDIS852 Practicum in Audiology: Rehabilitation (1).

External practicum in rehabilitative audiology with hearing-impaired elementary school or high school students or hearing-impaired retarded young adults. Includes diagnosis, lesson planning, therapy, and report writing. *Prerequisite: CDIS845 and permission.*

CDIS854 Practicum in Speech-Language Pathology: Public School (5).

Requires 100 clinical hours of speech-language pathology practicum in a public school setting. Included are group and individual therapy, screening, and diagnostics. *Prerequisites: CDIS401, CDIS430, CDIS700, CDIS813, CDIS818, and permission.*

CDIS856 Practicum in Speech-Language**Pathology: Mental Health Center (3).**

Provides experience in individual and group therapy, diagnostics, consultations, training of paraprofessionals, and interdisciplinary staffing in a mental health setting. *Prerequisites:* CDIS700, (if first GSU practicum) CDIS825, CDIS854, and permission.

CDIS858 Practicum in Speech-Language**Pathology: Hospital (3).**

Provides experience in individual and group therapy, diagnostics, consultations, and interdisciplinary staffings in a medical setting. *Prerequisites:* CDIS810, CDIS830, CDIS833, CDIS838, CDIS856, and permission.

CDIS870 Independent Study: . . . (1-8).

Students arrange individual reading, research, and/or project in communication disorders under the supervision of the faculty. *Prerequisite:* Permission.

CDIS880 Internship: . . . (1-8).

Designed to provide the communication disorders student with supervised practical experience in applied settings. *Prerequisite:* Permission.

CDIS890 Graduate Thesis/Project: . . . (3).

Provides the communication disorders student the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in communication disorders. *Prerequisite:* Permission of advisor.

COMS339 Oral Communication Improvement (3).

Designed to enhance voice quality, articulation, and fluency in oral communication. Covers structure and function of the speech mechanism. Emphasis on improvement of voice, articulation, and fluency in public and interpersonal communication settings.

COMS420 Communication Research (3).

Explores basic concepts, terms, and procedures of communication research. Surveys research methods and instruments, their strengths, weaknesses, and applications. Students prepare and implement a research proposal.

COMS435 Persuasive Speaking (3).

Examines major theories of persuasion, especially as related to oral communication. Applies these theories to interpersonal, social, political, and organizational change. Students develop and present persuasive messages and study persuasive campaigns.

COMS450 Communication Dynamics in Organizations and Communities (3).

Examines communication networks and power structure of a real community. Studies assumptions needed to understand the relationship between public and interpersonal messages in the community. Students give reports to seminar after completing thirty hours of self-instructional materials and field survey work.

COMS470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in speech-communication studies under the supervision of the faculty. *Prerequisite:* Permission.

COMS480 Internship: . . . (1-4).

Designed to provide the speech-communication studies student with supervised practical experiences in applied settings. *Prerequisite:* Permission.

COMS500 Introduction to Graduate Communications and Training (1).

Designed to serve as an introduction to graduate work in the Communications and Human Performance and Training fields. Should be taken in the first trimester of graduate work in Communications and Training.

COMS505 Communication Workshop: . . . (1-3).

Designed to apply concepts of human communication to a specific social and professional setting. Topics of this workshop vary according to the specific content areas being covered. Focuses on developing in workshop participants practical knowledge and skills of communication that are crucial to a given social/professional context.


COMS531 Listening (3).

Examines the styles of listening in communication and applies them in the different contexts of the communication process. Develops sensitivity and effective listening skills in human interaction.

Communication Studies

COMS300 Introduction To Communications (1).

Designed to serve as an introduction to undergraduate work in the Communications fields. Should be taken in the first trimester of undergraduate work in Communications.

COMS310 Concepts of Human Communication (3) 

Offered in both lecture format and as a correspondence course. Examines the communication process on the basic levels and contexts of communication. Analyzes theories and research techniques in communication science; examines verbal, nonverbal, and intercultural communication behaviors; and analyzes the vital electronic and mass communication processes in light of their significant broad ramifications. Students carry out a research project concerning a communication transaction.

COMS330 Interpersonal Skills (3).

Focuses on face-to-face interaction and intergroup relations combining knowledge about human communication with practice in interpersonal skills. Utilizes the laboratory method for learning to establish and develop communicative relationship with others.

COMS532 Nonverbal Communication (3).

Students examine nonverbal elements of human communication, consider body movement, space behavior, time orientation and management, and aesthetic and environmental factors. Students analyze nonverbal aspects of work, study, sports, leisure, or other interpersonal settings in terms of their function, value, and meaning.

COMS533 Group Communication (3).

Examines principles of group interaction in the decision-making process, with emphasis on the dynamic effects of leadership style, risk taking, and feedback techniques. Involves theory and practice with groups.

COMS535 Debate and Public Advocacy (3).

Study of argumentation, that is, evidence, reasoning, and construction of briefs; practice in formal and informal forms of debate and public discourse on current public questions. *Prerequisite: COMS435, a public speaking course or permission of instructor.*

COMS538 Conflict Management (3).

Explores constructive conflict to initiate change. Examines the channeling of spontaneous conflict to create resolution and the releasing of chronic conflict to aid in harmonious relations among people in work situations. Integrates theory and technique from behavioral sciences with insights about the work force.

COMS540 Intercultural Communication (3).

Surveys communication transactions between members of differing cultures and studies of definitions, models, values, beliefs, customs, and attitudes that affect intercultural communication. Relates culture to social perception and communication patterns. Examines culture-specific as well as universal modes of communication and identifies factors that impede effective intercultural understanding.

COMS541 Culture and Communication Process (3).

Relates culture and verbal/nonverbal communication behaviors. Examines differences in customs, philosophy and religion, social institutions, language structure, values, and attitudes. Explores the future of intercultural communication.

COMS542 Gender Communication (3).

Designed to apply concepts of human communication to male/female interactions. The focus is on theoretical understanding and analysis of cultural differences, conflict management, listening, stereotypes, verbal and nonverbal differences. Students will be encouraged to develop experiential knowledge and practical skills in gender communication.

COMS550 Public Relations and Communication (3).

Study of public relations, its media, and messages. Students utilize case studies of public relations strategies in at least two organizations and design a campaign to improve the public image of an organization. *Prerequisite: MCOM551.*

COMS552 Communicating with Clients/Customers (3).

Focuses on interpersonal communication skills for effective management of customer/client relations. Identifies key characteristics of successful verbal and non-verbal skills essential to enhancing the quality of communication with customers/clients in service-oriented professions such as sales, marketing, legal counseling, financial counseling, social work, and food services.

COMS561 Technology and Human Communication (3).

Examines communication and computer technology in terms of their influence on society and the day-to-day living of citizens of technological societies. Studies the impact of communication and computers in such areas as business, industry, education, and the home and considers future trends.

COMS565 Advertising as Communication (3).

Examines the nature and process of communication as it relates to advertising.

COMS567 Advertising Strategy (3).

Draws from behavioral sciences concepts to explain consumer behavior and decision process models. Uses application research techniques to examine psychological, sociological, and cultural aspects of the consumer as related to advertising strategy.

COMS611 Philosophy of Human Communication (3).

Examines how and why we communicate from the perspectives of objective and subjective philosophies. Studies various theories of communication and their philosophical foundations. *Prerequisite: COMS310 or equivalent background.*

COMS635 Interpersonal Communication (3).

Focuses on the importance of sensitivity to various communications. Examines feedback, empathy, levels of interdependence, perception, inference, observation, selectivity processes, and rumor transmission.

COMS645 International Communications (3).

This course provides an introduction to a broad range of concepts and issues in the study of communication between and within the international systems, while focusing on culture and communication as essential components of international political and business organizations, diplomatic relations, and nation states. It examines differences in cultural mindsets, emphasizing the role of mass, interpersonal, and technological communication in international conflicts as well as in promoting cooperative actions.

COMS650 Organizational Communication, Change, and Development (3).

Analysis of the human elements in the functioning of an organization. Students will develop a plan to act as a change agent, apply organizational development techniques for instituting the change, and evaluate the results of the efforts.

COMS651 Managing Communication Systems (3).

Students identify nine features, nine postulates, and four network diagrams of a functioning organization; apply at least one theoretical approach to improving the management of communication within an organization of their choice; and submit the suggestion for adoption by the members. Consists of simulations and seminar reports by students.

COMS805 Seminar in Communication Studies: . . . (1-3).

A graduate seminar exploring a selected issue in communication or a current perspective in communication studies. Will focus on theories and methods appropriate to the topic. *Prerequisite: COMS810 or permission.*

COMS810 Communication Theory (3).

Examines the concept of theory, investigates major theories of communication, and takes a critical approach to the evaluation of communication theories. *Prerequisite: COMS310.*

COMS815 Survey of Research Literature (3).

This course enables students to gain familiarity with the scope of research literature in the communication studies, media communication, and human performance and technology fields; develop an understanding of common research literature; and write an article.

COMS825 Graduate Communication Research (3).

Examines advanced methods of design and data analysis in communication research. Topics include field/lab research design, intercultural research problems, sampling reliability and validity tests, quantitative/qualitative analysis, bivariate/multivariate analysis, time series analysis, sociometric analysis, and report writing.

COMS860 Communication Training (3).

Examines various approaches to developing and implementing communication training programs. Theories of interpersonal communication are utilized in identifying and evaluating interpersonal effectiveness. Particular emphasis is given to training programs that are designed to help individuals maximize effectiveness in dealing with members of different ethnic/cultural groups.

COMS861 Problems in Applied Communication(3).

This course provides an opportunity for students to utilize case study methods in synthesizing and applying communication theories and concepts in hypothetical and real life situations in the professional environment. This course will provide opportunities for students to investigate, analyze, and propose solutions for actual problems in the professional setting. *Prerequisite: Should be taken in the last half of the student's academic program.*

COMS870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in communication studies under the supervision of the faculty. *Prerequisite: Permission.*

COMS880 Internship: . . . (1-4).

Designed to provide the communication studies student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

COMS890 Graduate Thesis/Project: . . . (1-6).

Provides the communication studies student the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in interpersonal communication. *Prerequisite: Permission of advisor.*

Computer Education

—See Education—Computer Education

Computer Science

CPSC305 Introduction to Computer Technology (3).

Covers computer hardware, software, applications, and future technology. Presents an overview of all aspects of computer technology via readings, videotapes, and microcomputer lab exercises. Major topics include evolution of the computer industry, interactive and batch processing systems, input and output processes and devices, information systems interfaces, internal processing and data representation, file organization and database concepts, data communication, application software, programming languages, operating systems and systems software, systems analysis and design, and computers in society. Provides extensive hands-on use of microcomputers. Introduces students to the BASIC language. *Prerequisite: Satisfactory completion of the university basic mathematics proficiency examination.*

CPSC320 Computer Programming: BASIC (3).

An introduction to computer programming in BASIC that includes writing numerous programs. Students will analyze problems, develop algorithms to solve these problems, and write well-documented BASIC programs corresponding to these algorithms using BASIC input/output operations, numeric and string constants and variables, control statements, arrays, functions and subroutine, and data files. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: MATH310 or MATH320 or MATH325.*

CPSC330 Computer Programming: FORTRAN (3).

A first course in the use of the FORTRAN language. Technical and business applications will be studied. Students will write programs and solve them on both batch processing and time-shared computer systems. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: MATH325.*

CPSC340 Computer Programming: PASCAL (3).

Study of the PASCAL programming language. Top-down structured programming technique will be taught. Topics include control statements, data types, control structures, arrays and strings, records and sets, nested structures and recursions. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisites: MATH325 and one prior computer language or permission.*

CPSC345 Computer Programming: C++(3).

The purpose of this course is to introduce the C++ programming language including its syntax, control structures, functions, data structures, and the use of pointers. Students will use the Turbo C/C++ compiler to write, run and debug programs on IBM PC compatible computers. Emphasis will be placed on clarity and correctness of the resulting programs. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisites: CPSC340 and college algebra or equivalent.*

CPSC351 Computer Programming: COBOL (3).

Presents the fundamentals of computer programming and the ANSI COBOL computer language. These fundamentals will be applied to various business and/or statistical situations. The course will also cover discussion of input/output devices, software considerations, and basic forms design. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: MIS301 or CPSC320.*

CPSC360 Computer Programming: Basic Assembly Language (3).

Introduces IBM 370 mainframe assembly program language, the data representation inside the machine, the coding techniques, and debugging method. The environment used to run the assigned homework is IBM 4381 mainframe via network. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: At least one high level programming language.*

CPSC365 Computer Programming: PC Assembler (3).

Introduces the 8088 microprocessor, information representation inside machine, 8088 assembly language (DEBUG, ASM, and MASM), the PC/DOS, and the use of some BDOS functions to do I/O and file manipulations. The environment to run the assigned programs is an IBM PC or compatible computer. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: At least one high level programming language.*

CPSC370 Software Engineering: Design and Analysis (3).

Introduction to the systems development process. Covers the system life cycle, current system documentation through use of classical and structural tools and techniques for describing process flows, data flows, data structures, file designs, input and output designs, and program specifications. Also covers information gathering and reporting activities and transition into systems analysis and design. *Prerequisite: Any course in computer science or data processing.*

CPSC405 Computer Organization (3).

Provides students with an understanding of the computer organization with examples of micro-, mini-, and mainframe architectures. Covers basic computer hardware components, micro-level operations and instructions, addressing techniques, macros, file I/O operations, program segmentation and linkage, and assembler construction with one-pass and two-pass assemblers. *Prerequisites: Pascal programming language, CPSC360 or CPSC365, and MATH340.*

CPSC415 Data Structures (3).

Advanced data structures with continuing emphasis on writing well-designed, structured programs. Major topics include arrays, stacks and queues, linked lists, trees, graphs, internal and external sorting, symbol tables, and files. *Prerequisites: Pascal and one other high-level language.*

CPSC420 Software Engineering: Project (3).

Develops an engineering approach to the software life cycle of planning, development, and maintenance. Covers system definition, software scoping and estimation requirements analysis, modularity, information hiding, cohesion and coupling, software complexity, data flow and structure, design methodology, software testing, and maintenance methodology. Students will participate in a software engineering project to provide an applied focus for study. *Prerequisites: CPSC370, CPSC415 and either CPSC435 or CPSC445 or permission of instructor.*

CPSC425 External File Processing (3).

Introduction to the concepts and techniques of processing data on bulk storage devices and the application of data structures and file processing techniques. *Prerequisite: CPSC415 or concurrent enrollment.*

CPSC435 Operating Systems (3).

Covers the major concept areas of operating system principles, the interrelationships between the operating system and the architecture of computer systems. Major topics are dynamic procedure activation, system structure, evaluation, memory management, process management, and recovery procedures. *Prerequisite: CPSC405.*

CPSC441 Introduction to Data Communications (3).

A study of data communication for computers and computer terminals. Consideration of communications media, codes, data transmission, protocols, multiplexing, circuit-switching, packet-switching, communications software, and Local Area Networks (LAN). *Prerequisite: CPSC435.*

CPSC442 Introduction to Computer Networks (3).

A study of computer networks, including overview of network architectures, layered architectures and the Open System Interconnection (OSI) reference model, routing and congestion control, protocols, local area networks, Integrated Services Digital Networks (ISDN), and network security. *Prerequisite: CPSC435.*

CPSC444 Computer Programming: Advanced PASCAL (3).

This course covers advanced techniques for the creation of large application programs using PASCAL. Emphasis will be placed on the design of the user interface. Topics will include operating system interrupts, in-line assembly language, and other techniques for the development of complex applications. Selected PASCAL programming utilities also will be covered. *Prerequisites: CPSC340 and CPSC415.*

CPSC445 Database Systems (3).

Practical development of a database, i.e., requirement analysis, functional specifications, database design, and implementation are the main focus of the course. Topics include data redundancies and data independence, data access method, physical schema, conceptual schema, external schema, third normal forms, Boyce-Codd normal forms, relational model, network model, hierarchical model, entity-relationship model, database management systems, query languages, and application program development in a DBMS environment such as dBASE III PLUS, RIM, or other equivalent DBMS. *Prerequisite: CPSC415.*

CPSC450 Introduction to Algorithms (3).

Development and analysis of algorithms for problem solving in computer science. Emphasizes issues of complexity of algorithms, efficiency, and reliability. Includes as topics sorting, searching, approximation methods, and heuristics. *Prerequisite: CPSC415.*

CPSC452 Advanced COBOL and CICS for Business Applications (3).

Covers application program design, development, and implementation using common level CICS and advanced features of COBOL on IBM 4341. Emphasizes on-line CICS applications from a user's point of view. Students will create and run programs with the Virtual Machine/System Product. *Prerequisite: CPSC351.*

CPSC455 Organization of Programming Languages (3).

Covers the organization of programming languages, especially the run-time behavior of programs; introduces the formal study of programming languages, continues the development of problem solution and programming skills. Includes topics on language definition structure, data types and structures, control structures and data flow, run-time considerations, interpretive languages, lexical analysis, and parsing. *Prerequisites: CPSC405, CPSC415, and MATH355.*

CPSC458 Database Programming (3).

Covers advanced programming in a database environment using block structured languages, database query language interfaces, and program development languages. *Prerequisite: CPSC445.*

CPSC462 Numerical Algorithms (3).

Includes topics on 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, numerical differentiation and integration, and linear and nonlinear least squares. Introduction to subroutine packages. Students should allow ample time in their schedules for working with a computer outside of class. *Prerequisites: MATH355 and either CPSC320 or CPSC330 or CPSC340.*

CPSC470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in computer science under the supervision of the faculty. *Prerequisite: Permission.*

CPSC480 Internship: . . . (1-4).

Designed to provide computer science students with supervised experiences in applied settings. *Prerequisite: Permission.*

CPSC505 Programming in LOGO (3).

Provides experience with the use of the graphical (TURTLEGRAPHICS), character string, and numerical capabilities of the LOGO computer programming language. Emphasizes educational applications. Requires computer programming and substantial use of a computer outside the classroom. *Prerequisite: Intermediate Algebra or MATH320.*

CPSC535 Introduction to the UNIX System (3).

With features fitting for mainframe systems down to microcomputers, UNIX is a dominant system today. This course provides a structured means for students who want to learn the state-of-the-art of the UNIX environment. *Prerequisite: CPSC435.*

CPSC560 Computer Graphics (3).

A survey of hardware and software used for interactive computer graphics, with applications to various areas such as business graphics, art, and CAD systems. Topics include graphics hardware and packages for both mainframes and microcomputers, two- and three-dimensional graphics, windowing, clipping, transformations, hidden line removal, surface modeling, solid modeling, and graphics standardization (GKS, CORE, etc.). Students should be prepared to spend considerable time outside of class at a computer or terminal on homework assignments and the final project. *Prerequisites: CPSC415 and MATH355.*

CPSC605 AutoCAD (3) P/N/C.

Designed for the working professional in the field. Introduces the fundamental concepts of computer graphics, computer aided design, CAD hardware and software, and basic AutoCAD commands. AutoCAD concepts covered include entity drawing commands, edit and inquiry commands, utility and drawing aids, layers, dimensioning, crosshatching, three dimensional wireframing, slide shows, and customized menu. Special features of AutoCAD and AutoLisp also are covered. Cannot be taken for credit in addition to CPSC460. *Prerequisite: Familiarity with PC-DOS.*

CPSC610 Computing for Scientists (3).

This course will provide students in the sciences with the practical background they will need to apply computers to a wide variety of scientific endeavors. It will feature the study of word processing, spreadsheets, and databases with emphasis on those features of these common packages that will be most useful in their scientific work. In addition, students will be introduced to a number of more specialized scientific software packages.

CPSC630 Computer Architecture (3).

Introduces the organization and structuring of major hardware components of computers, the mechanics of information transfer and control within a digital computer system and the fundamentals of logic design. Includes topics on basic logic design, coding, number representation and arithmetic, and computer architecture. *Prerequisite: CPSC405.*

CPSC643 Computer Programming: Advanced C/C++ (3).

This course covers advanced techniques for the creation of application programs using the C and C++ languages. Reviews common data structures as implemented in C/C++ and emphasizes the common techniques used in the design of modern application programs. Topics will include study of the run-time library functions, system calls, graphics, text displays, and selected programming utilities. *Prerequisites: CPSC345 and CPSC415.*

CPSC646 Programming the Windows API (3).

This course covers the fundamentals of programming for the Microsoft Windows environment using an object-oriented approach and either Borland Pascal or Borland C++. Lecture topics will progress from a simple, minimum Windows program through the addition of numerous features common to most Windows applications. Programming assignments will require students to explore the implementation of the options available for a number of these features. In addition, students will work on the development of a complete Windows application program. *Prerequisites: CPSC345, CPSC415, CPSC435 are required. In addition, CPSC643 is recommended.*

CPSC656 Object-Oriented Programming (3).

Introduces the basic concepts of object-oriented languages, including objects, classes, class attributes, methods, instantiation, parameterized classes, inheritance, multiple-inheritance, class hierarchy, typing, subtyping, garbage collection, and implementation issues. Includes an introduction to one or more languages. *Prerequisites: CPSC415, CPSC420 and CPSC455.*

CPSC660 Artificial Intelligence (3).

Covers artificial intelligence frameworks, methodology, and applications. Includes topics on AI problems and problem spaces, basic problem-solving methods, game playing, knowledge representation, planning systems, expert systems, natural language processing, perception, learning, and AI languages and systems. *Prerequisites: CPSC415 and MATH355.*

CPSC700 Software Development Tools (3).

Introduces the practical software tools used for the development of commercial software. Topics include the use of software tools for screen design, windows, graphics, file systems, sorting, memory management, and device drivers. In addition both hardware and software debugging aids will be discussed and demonstrated. *Prerequisites: CPSC345 and CPSC420.*

CPSC710 Fourth-Generation Languages and Beyond (3).

Introduces the concepts of nonprocedural, application generation languages. Topics include characteristics and classifications of fourth-generation languages, use of dialogues, action diagrams, program structure, natural language and graphic interfaces, decision support languages, prototyping, and sample systems such as FOCUS, IDEAL, MANTIS, RAMIS II, QBE and SQL. *Prerequisites: CPSC420 and CPSC445.*

CPSC730 Comparative Computer Architecture (3).

Examines the architecture of an entire computing system. Topics include computer system design issues such as processor-memory-switch organization, arithmetic and non-arithmetic processing, control addressing, input/output, comparisons of specific examples of various solutions to computer system design problems, and novel computer organizations. *Prerequisites: CPSC435 and CPSC630.*

CPSC735 Advanced Operating Systems (3).

Examines operating system design concepts such as system requirements, reliability, security, parallel processing, system structure, and process communication. Specialized topics in decentralized operating systems will be surveyed. *Prerequisite: CPSC435.*

CPSC745 Database Development and Environments (3).

Examines practical design and implementation of database systems on fourth-generation, relational DBMS environments. Topics include conceptual design of database, logical and physical database design, functional dependencies and normal forms, nonprocedural and fourth-generation DBMS, SQL and the industry standard for Data Manipulation Language (DML), integrated and distributed DBMS, and LAN for PC based databases. Students will design and implement an actual database using a relational DBMS such as FOCUS or ORACLE. *Prerequisite: CPSC445.*

CPSC760 Computational Linear Algebra (3).

Examines direct and iterative computer solutions of linear systems and eigenvalue problems, with applications to linear programming, polynomial interpolation, Chebyshev minimax curve-fitting, iterative linear solution of nonlinear systems, nonlinear least-squares, and linear boundary value problems for differential equations. Compares standard numerical, interval, and symbolic manipulative methods. Standard numerical commercial software is used. Interval and symbolic programs are written by the student. *Prerequisite: MATH440.*

CPSC770 Numerical Analysis (3).

Examines computer interpolation of numerical data, splines, root-finding methods, nonlinear optimization, interpolatory differentiation and integration, Roll's differentiation arithmetic and the solution of ordinary nonlinear differential equations, nonlinear dynamical systems, and partial differential equations. Uses a combination of standard numerical, interval, symbolic, and graphical techniques. Standard numerical commercial software is used. Interval and symbolic programs are written by the student. *Prerequisites: CPSC760 or MATH365 or MATH455.*

CPSC777 Advanced Computer Graphics (3).

Examines three-dimensional computer graphics. Topics include algorithms for curves and surfaces, geometrical and image transformations, stereopsis, solid modeling, removal of hidden lines and surfaces, and surface modeling; design of interactive software and a simple graphics editor; programming of the mouse, light pen, digitizer, and plotter. *Prerequisite: CPSC460.*

CPSC779 Computer Aided Design (3).

Introduces CAD as an application of computer graphics that replaces drafting tables with a computer. Topics include design of CAD systems, basic features of CAD systems, architectural design using CAD systems, mathematical foundation of CAD systems. Students will study several CAD environments such as AutoCAD, Versa-CAD, MicroCAD, and will develop various types of design drawings using AutoCAD. *Prerequisite: CPSC460.*

CPSC780 Scientific Computation (3).

Examines symbolic manipulation ("Computer Algebra"), interval methods, fuzzy sets, programming parallel processors, scientific computer graphics, and optimization and pattern recognition using simulated neural networks. Applies a combination of numerical, symbolic, and graphical techniques to the solution of nonlinear dynamical systems, including chaotic solutions with fractal geometries. Interval and symbolic programs are written by the student. *Prerequisites: MATH440 and either MATH365 or MATH455 or CPSC760.*

CPSC790 Special Topics: . . . (3).

Provides a forum for topics not presented in regularly scheduled courses. Topic may include languages and automata small scale computers, parallel distributed architectures, and database design. *Prerequisites: Will vary depending on topic.*

CPSC810 Mathematical Structures and Concepts for Computer Science (3).

Presents highlights of the mathematical foundations of computer science. Topics include various logics useful in computer science, compatibility, Turing machines, grammars and automata, computational complexity, unsolvability, and partial verification of programs. Symbolic and procedural computer programs are written by the student outside of class. *Prerequisites: CPSC415 and MATH340.*

CPSC812 Design of Compilers (3).

Introduces basic principles of compilers and compiler design, lexical analysis, finite state automata, context free grammars, parsing techniques, syntax directed translation, symbol tables, run time storage administration, error detection, optimization, data flow analysis, and code generation. A substantial programming project will be required. *Prerequisites: CPSC455 and CPSC810.*

CPSC815 Natural Language Processing (3).

Presents a multidisciplinary approach to the understanding of human languages, their grammar, syntax, and semantics, and the automatic processing of natural languages by computer. The potential of automated text translation from one human language into another, and problems such as visual text display and speech analysis and automatic synthesis is discussed. Emphasis is placed on potential applications to computerized processing of verbal and written text. Information from linguistics, psychology, artificial intelligence, and cognitive science is presented. Computer science tools and techniques that are presently available to deal with natural language processing are discussed. *Prerequisites: CPSC420 and CPSC660.*

CPSC820 Planning and Management of Software Projects (3).

Designed to expand on the principles of software engineering technologies and software management as cost-effective tools in software development. Specifically, methods of systems engineering, modular design of complex software, and application of knowledge engineering principles that include the design of natural-language interfaces will be discussed. Emphasis will be on design techniques, project planning, software integration, as well as maintenance and management of software. *Prerequisites: CPSC370 and CPSC420.*

CPSC825 Expert Systems and Knowledge Engineering (3).

Presents a conceptual understanding of the principles of rule-based systems and practical development of mini expert systems. The concepts of neural networks also will be discussed as they pertain to expert systems development. *Prerequisites: CPSC370, CPSC420, and CPSC660.*

CPSC830 Microcomputer Architecture (3).

Microprogramming concepts are demonstrated on a typical microcomputer architecture. Topics include machine organization and operations such as register transfers, transformation, sequencing, memory organizations, and methods of implementing control functions in microinstructions. Technologies that make microprogramming viable and applications influenced by microcomputer architectures, such as implementations of high level languages, assembly language, and operation systems will be examined. *Prerequisites: CPSC435 and CPSC630.*

CPSC835 Operating System Programming (3).

Specialized system programming techniques will be discussed, and topics focusing on operating system design including system requirements, reliability, security, process communication, parallel processing, and system structure will be implemented. Students will gain first hand experience in programming on the operating system level. *Prerequisite: CPSC735.*

CPSC840 Data Structures and Algorithms (3).

Presents techniques for the analysis of the time and space requirements of computer algorithms, problems of representing complex data structures in a computer, and implementation of algorithms using various data structures. Topics include sorting, searching, trees, graph problems, NP-complete problems, and approximation methods. *Prerequisite: CPSC415.*

CPSC845 Advanced Database Theory (3).

Provides students with an in-depth study of the sensitive issues on the theory of relational database design such as design methodology, concurrency control, data integrity, security, query optimization, and transaction processing. *Prerequisites: CPSC445 and MATH340.*

CPSC860 Advanced Artificial Intelligence (3).

Defines the characteristics of intelligence and discusses their implications to the development of intelligent machines. Pertinent concepts derived from brain research, psychobiology, cybernetics, systems research, and other disciplines will be discussed in relation to the subject matter. *Prerequisite: CPSC660.*

CPSC870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in computer science under the supervision of the faculty. *Prerequisite: Permission.*

CPSC880 Internship: . . . (3).

Designed to provide graduate computer science majors with supervised experiences in applied settings. *Prerequisite: Permission.*

CPSC890 Graduate Thesis/Project: . . . (1-6).

Provides the computer science student with the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in computer science. The written will follow thesis guidelines for graduate level work. *Prerequisite: Permission.*

CPSC899 Thesis Presentation in Computer Science (1).

Students provide oral presentations of their theses in a format similar to that followed in the presentation of papers at professional meetings. Students will enroll during the final trimester of their research or the following trimester. *Prerequisite: Permission of advisor.*

Counseling

COUN470 Independent Study: . . . (1-6).

Individual reading, research, and/or project in counseling under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

COUN470P Independent Study: . . . (1-6) P/NC.

Individual reading, research, and/or project in counseling under the supervision of the faculty.

Prerequisites: Permission of instructor and division chairperson.

COUN510 Physical and Sexual Abuse of Children (3).

Provides an overview of the nature of child abuse. Includes legal and ethical issues involved in definition, identification and treatment, and current theories of causation and treatment.

COUN515 Death and Dying (3).

Examines current attitudes toward death and dying. Explores ways in which the professional helps the patient and family deal with a terminal illness.

COUN518 Workshop on Depression (2).

Study of the causes and cures of depression from the humanities/holistic view of human nature. Specific attention to transactional analysis, the redecision model.

COUN544 Introduction to Family Dynamics (3).

Provides a beginning understanding of the family as a social system and the concepts involved in family counseling. Students analyze their role in their own family system. *Prerequisites: PSYC430; and PSYC544 or PSYC555.*

COUN548 Alternate Approaches to Traditional Psychotherapy (3).

Introduces students to alternate therapeutic strategies such as body therapy, communication therapy, Gestalt therapy, neurolinguistic programming, and psychodrama.

COUN609 Issues in Counseling (1-3).

This course is designed to introduce students to topical social issues related to counseling. It is meant to expose students to critical issues, their possible solutions and the most current thinking and research.

COUN630 Counseling Theories and Ethics (3).

Introduces students to the major theories in counseling and associated techniques, to ethical codes and standards, and to related legal issues and trends. Summaries of applicable research are covered.

COUN633 Community Counseling and Professional Orientation (3).

Introduces students to professional counseling practices in community settings. Examines the community counseling model and its application. Examines professional counseling roles, functions, standards, and activities. Includes visits to agencies. *Prerequisite: Admission to M.A. in Counseling.*

COUN636 Human Service Systems (3).

Examines organizational and administrative processes in human service systems. Considers various short- and long-range programs and their positive and negative effects.

COUN638 Introduction to School Services (3).

Examines the roles of school service personnel in the school environment. History, philosophy, trends, purposes, ethics, legal aspects, standards, and roles within the institution are examined. Students will explore the significance of classroom dynamics.

Prerequisite: COUN630 or concurrent enrollment.

COUN725 Family Systems: Theory and Practice (3).

Introduces students to the theory, skills, and major approaches of family counseling, emphasizing the role of family systems in the maintenance of problem behavior. The decision of whether or not family counseling is the treatment of choice and the implications for intake methods are considered. Students will apply the concepts learned to a study of their own family that describes the dynamics involved. Ethical and training considerations are discussed.

COUN730 Life Style and Career Development (3).

Examines career development theories; occupational and educational information sources and systems; career and leisure counseling guidance and education; life style and career decision making; and career development program planning, resources, and evaluation. *Prerequisite: Graduate student status.*

COUN803 Information Services in Guidance (3).

Provides background for professionals (teachers, counselors, others) to organize vocational information, employment trends, and personal information for effective use by students and adults.

COUN810 Beginning Counseling and Human Relations Skills (3).

Provides students with experience in human relations laboratory, focusing on basic communication skills and the development of beginning counseling skills. *Prerequisite: COUN630.*

COUN811 Community College Counseling (3).

Techniques and strategies of counseling in community colleges, area vocational centers, and professional schools. Students are expected to spend considerable time in an off-campus setting.

COUN826 Research Literature in Counseling and Psychotherapy (3).

Provides counselors and psychotherapists with methods and criteria to locate and evaluate research literature on counseling and psychotherapy. Emphasizes examination and understanding of research questions and findings. *Prerequisites: PSYC544 or PSYC560 or COUN630.*

COUN837 Management of Counseling Programs (3).

Provides an overview of methods used in the management of counseling programs in schools, agencies, or businesses. Focuses on unique management skills needed by counseling practitioners.

COUN838 Counseling Employees in the Workplace (3).

Introduction to the concept of employee assistance programs. Deals with design, implementation, and evaluation of counseling programs in business and industry.

COUN840 Advanced Techniques: . . . (3).

Intensive study of specific advanced techniques or topics in the field of psychology and counseling. Allows students to work intensively in a specialized study area not normally available in the general curriculum. Topic dependent upon faculty expertise and student need. *Prerequisite: COUN844 or COUN845 or permission.*

COUN842 Practicum in Vocational Counseling (3).

Examines theories of career choice and decision-making process and methods of assisting clients in career development. Students will also administer and evaluate appropriate instruments and develop vocational counseling skills. *Prerequisites: PSYC610, COUN730, and degree candidacy.*

COUN844 Practicum in Individual Counseling: Child and Adolescent (3).

Focuses on the development and refinement of counseling skills required for working with children and adolescents. Emphasizes data gathering through observation, analysis of the counseling process, and the development of counseling and consultative strategies. Students will maintain ongoing counseling relationship with one child and one adolescent client. *Prerequisites: COUN810 and degree candidacy.*

COUN845 Practicum in Individual Counseling: Adult (3).

Application of theory and practice in individual counseling and therapy with adults. *Prerequisites: COUN810 and degree candidacy.*

COUN846 Reality Therapy (3).

Apply techniques and skills of reality therapy in counseling sessions with adults. Study concepts and orientations of Glasser, Harrington, and Haley toward mental health, including work with families. *Prerequisite: COUN810 or COUN844.*

COUN847 Group Dynamics and Intervention (3).

Application of basic knowledge of the roles, functions, and dynamics among group leaders and group participants; covers group process theory and the research pertaining to group process; students analyze the interaction within a group.

COUN848 Practicum in College Counseling: Structure and Functions (3).

The first course of the college counseling practicum sequence focuses on the structure and function of the community college and its service to the community. *Prerequisites: Degree candidacy, permission of instructor, and successful reapplication.*

COUN850 Group Therapy in Transactional Analysis (3) P/NC.

Study of and participation in the TA group therapy model created by Eric Berne. The student will be at times both the therapist and the client. The major focus will be here/now script work, awareness, and redecision by contracts. *Prerequisite: PSYC412 or SEM101 by I.T.A.A.*

COUN851 Consultation and School Staff Development (3).

Examines theories, functions, and skills required of consultants in schools and other settings. Students will use consultation skills with client. *Prerequisite: COUN630.*

COUN852 Practicum in Group Counseling: Child and Adolescent (3).

Students will develop, analyze, and evaluate one ongoing counseling group for children and one ongoing counseling group for adolescents, and one psychoeducational group for both. *Prerequisites: COUN844 or COUN845, and degree candidacy.*

COUN853 Parent Education: Prevention and Intervention (3).

Introduces students to dynamics of family interaction and methods of prevention and intervention in family problems. Students will conduct two family counseling sessions, analyze the family interaction, and propose remedial intervention. *Prerequisite: COUN639.*

COUN854 Advanced Individual Therapy Techniques: Child (3).

Covers advanced skills in using verbal and nonverbal techniques in individual therapy with children. Includes study of relevant theory, application of treatment techniques, and evaluation of their effectiveness. *Prerequisite: COUN844.*

COUN855 Assessment and Treatment Planning (3).

Covers interviewing and intake skills including diagnostic assessment, psychosocial history, case notes, case summary, treatment format and planning, and evaluation of treatment effectiveness. Students are required to work with actual client(s). *Prerequisite: COUN845 or permission.*

COUN856 Practicum in Group Counseling: Adult (3).

Study and practice of basic interviewing skills and treatment techniques in group counseling or group therapy with adolescents and adults. *Prerequisites: Completion or concurrent enrollment in COUN845, and degree candidacy.*

COUN857 Behavior Therapy (3).

Advanced study and application of behavioral therapy techniques with adults and children. *Prerequisite: COUN844 or COUN845.*

COUN858 Development of School Counseling Programs (3).

Study of rationale and program for guidance services. Special attention to analyzing, evaluating, and integrating administrative theory. *Prerequisite: PSYC610 and degree candidacy.*

COUN859 Family Counseling Techniques (3).

Study and practice of concepts and techniques of family counseling. Students demonstrate system's techniques with actual clients. *Prerequisites: COUN725, COUN845, and degree candidacy.*

COUN860 Marriage and Couple Counseling (3).

Deals with approaches to counseling that focus on couple interactions rather than individual pathology. Students demonstrate basic techniques of couple therapy with actual clients. *Prerequisites: COUN725 and COUN845.*

COUN861 Parent Study Group Leadership (3).

Student initiates, develops, conducts, and maintains a successful ten-week parent study group. Special emphasis on training parents to identify problems in the home and providing techniques to deal with them. *Prerequisites: COUN639 and COUN853.*

COUN862 Life Style Analysis (3).

Covers analysis of life style data of self and clients. Preparation of case study report on the life style diagnosis of practicum clients. *Prerequisite: COUN853.*

COUN863 Practicum in College Counseling: Clinical (3).

Application of counseling, consulting, assessment, and guidance skills in a college setting. Requires minimum of fifteen school days at sites arranged for by the university. *Prerequisite: COUN848.*

COUN865 Practicum in Elementary School Counseling (6) P/NC.

Application of counseling, consulting, assessment, and guidance skills in an elementary school setting. Requires minimum of fifteen school days. *Prerequisites: Students must have achieved counseling competencies acceptable to the screening committee for practicum sites (see Division of Psychology and Counseling Student Handbook for details). All other course work must be completed, with grades as specified for the degree program; or all work in skill building courses completed with grades as specified for the degree program, and sufficient progress made in remaining courses to clearly demonstrate to the practicum screening committee that completion is near.*

COUN866 Practicum in Leadership in Transactional Analysis (1,2) P/NC.

A laboratory in transactional analysis. Students use knowledge of TA to act as group leaders. *Prerequisites: Laboratory in TA, or passing TA101 taught by a certified member of the I.T.A.A., and permission of the instructor.*

COUN867 Practicum in Secondary School Counseling (6) P/NC.

Application of counseling, consulting, assessment, and guidance skills in a secondary school setting. Requires minimum of fifteen school days at sites arranged by the university. *Prerequisites: Students must have achieved counseling competencies acceptable to the screening committee for practicum sites (see Division of Psychology and Counseling Student Handbook for details). All other course work must be completed, with grades as specified for the degree program or all work in skill building courses completed with grades as specified for the degree program and sufficient progress made in remaining courses to clearly demonstrate to the practicum screening committee that completion is near.*

COUN868 Counseling Internship I: . . . (3) P/NC.

Student is placed in an agency or school setting (600 hour minimum) and expected to perform all activities expected of a regular staff counselor, including a minimum of 240 hours of direct service. *Prerequisites: COUN842; and either COUN844 and COUN852 or COUN845 and COUN856; and six hours of required courses. Should be taken immediately before or concurrent with COUN869.*

COUN868P Counseling Psychology Practicum I: Agency Systems (3) P/NC.

Practice eight hours per week in an approved agency site. Development of critical analysis of the agency as a human service delivery system. *Prerequisites: Candidacy, permission of instructor, and successful preapplication.*

COUN869 Counseling Internship II: . . . (3) P/NC.

Continuation of COUN868. *Prerequisite: COUN868 or concurrent enrollment with permission of advisor and faculty.*

COUN 869P Counseling Psychology Practicum II: Clinical Skills (3) P/NC.

Continuation of COUN868P. Practice eight hours per week in an approved agency site. Completion of final master's project integrating academic and clinical skills. *Prerequisite: COUN868P.*

COUN870 Independent Study: . . . (1-6).

Individual reading, research, and/or project in counseling under supervision of faculty. *Prerequisites: Permission of instructor and division chairperson.*

COUN870P Independent Study: . . . (1-6) P/NC.

Individual reading, research, and/or project in counseling under supervision of faculty. *Prerequisites: Permission of instructor and division chairperson.*

Criminal Justice

CJUS310 Criminal Justice Organization and Process (3).

Studies current structures and procedures of American criminal justice. Presents various comprehensive theories useful for analysis and understanding of the justice subsystems.

CJUS320 Correctional Process (3).

Examines research on the social psychological effects of confinement. Studies the prison as a social system with its own norms and peculiarities. Critically analyzes similarities between prisons and other subsystems such as mental hospitals.

CJUS330 Juvenile Justice (3).

Explores the development of the juvenile court and the system of juvenile justice in the U.S. Studies contemporary issues in juvenile justice and approaches to prevention, control, and treatment of delinquency.

CJUS345 Crime Causation Theories and Social Control (3).

Examines historical and current criminology theory and practice. Analyzes concepts and practices of crime and criminal behavior and society's response to them. Examines the law, offenders, victims, forms of crime, and the criminal justice system. Students will consider various aspects of criminology theory and formulate their own perspective that takes into account societal pressures and research about crime, rehabilitation, and recidivism.

CJUS355 Law Enforcement and the Community (3).

Topics and issues in the law enforcement process, police administration, police-community relations in the context of the multiethnic and multiracial urban communities.

CJUS360 Criminal Law and Procedure (3).

Examines the criminal procedure and prosecution of cases in the criminal courts for misdemeanor and felony charges. Analyzes issues related to criminal prosecution, the role of the functionaries, and the sentencing process.

CJUS420 Correctional Policy and Practice (3).

Analyzes current approaches used in federal, state, and local correctional and related agencies. Examines discrepancies between new theories implemented by criminal justice decision makers and the actual outcome of theoretical applications. *Prerequisite:* CJUS320 or permission.

CJUS450 Women and Minorities in Criminal Justice (3).

Role of women and minorities in the criminal justice system as employees and clients. Examines the nature and extent of crime and processing of women and minority offenders by the law enforcement courts and correctional systems. *Prerequisites:* CJUS310 and CJUS345.

CJUS451 Current Topics in Criminal Investigation (3).

Examines the techniques and methodology of police investigations. Explores the use of current, hands-on, and practical law enforcement strategies to solve crimes. *Prerequisite:* CJUS355 or permission.

CJUS453 Computer Applications for Criminal Justice (3).

A review of the available resources and selected computer software applications for criminal justice professionals such as Spatial and Temporal Analysis of Crime (STAC), SHOWCASE, and other microcomputer software packages as they become available. *Prerequisite:* CJUS310 and CPSC305 or permission.

CJUS455 Critical Issues in Private Security & Justice (3).

Examines the field of private security, its growth and development in the context of criminal justice. Analyzes issues related to the philosophy, operation, individual privacy, organizational and community factors from a human rights perspective. *Prerequisite:* CJUS310 or permission.

CJUS460 Judicial Process and Constitutional Issues in Criminal Justice. (3).

Includes a survey of jurisdiction, organization, policies, and procedures of courts and the judicial system. Analyzes issues related to the administration of criminal justice from arrest to incarceration or release. *Prerequisite:* CJUS 360.

CJUS465 Non-Western Criminal Justice Systems (3).

Examines the criminal justice systems of selected non-Western cultures from a comparative perspective. A survey of the organizational, administrative, and philosophical principles of criminal justice systems from the non-Western world. *Prerequisite:* CJUS310 or permission.

CJUS470 Independent Study: . . . (3).

Independent study is intended to provide better students the opportunity to study a topic of their choice in criminal justice under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within criminal justice and an instructor to sponsor the work. *Prerequisites:* Permission of instructor and dean.

CJUS480 Internship: . . . (3).

Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. *Prerequisites:* Permission of advisor and cooperative education coordinator.

CJUS510 Topics in Criminal Justice: . . . (1-3).

In-depth analysis of contemporary justice related issues and topics. *Prerequisite:* CJUS310 or permission.

CJUS520 Substance Abuse in the Criminal Justice System (3).

This course is designed to introduce the student to the issue of substance abuse treatment within the context of the criminal justice system. The differing goals of the criminal justice system and the treatment system will be discussed. The course will discuss at what stages of the criminal justice opportunities for substance abuse intervention exist and for which groups of offenders. The importance of continuity of care and linkages to needed services for such clients will be emphasized. Finally, the significance of relapse and recovery and other special issues which relate to the criminal justice client will be addressed. *Prerequisite: Permission of instructor.*

CJUS525 Violence Interruption Process (3).

Examines the emerging use of "the violence interruption process" in the criminal justice system. This will include assessment, treatment planning, provision of services, and evaluation of outcomes within rehabilitative and preventive models. *Prerequisite: Permission of instructor.*

CJUS555 Justice System Planning and Crime Prevention (3).

Explores the planning process and introduces students to the examination of critical issues in criminal justice planning. *Prerequisite: CJUS310 or permission.*

CJUS560 Justice System Research, Design, and Change (3).

Development of a research study in a public service agency. Includes conceptualization, research methodologies, and skills to design and implement a social change strategy. *Prerequisite: Statistics or SOS450.*

Economics

ECON301 Principles of Microeconomics (3).

Studies price formation, demand, and production decisions. Examines the individual and interrelated behavior of consumers, firms, and industries.

ECON302 Principles of Macroeconomics (3).

Offered in both lecture and televised format. Studies the economy as a whole, dealing with economic data, behavior, and theory at the aggregate level of the economy. Examines income, output, employment, prices, and other variables in terms of their measurement, determination, and policy implication.

ECON310 Consumer Economics (3).

Study of the changing role of consumers, the consumption of goods and services, and the alternatives open to the consumer in the economic environment. *Prerequisites: ECON301 and ECON302.*

ECON325 Comparative Economic Theory (3).

Comparative analysis of contemporary economic theories, their evolution, and current impact. *Prerequisites: ECON301 and ECON302.*

ECON350 Money and Banking (3).

Studies the U.S. monetary system in the areas of money, institutions, and policy. Concentrates on analysis of money and its functions, the mechanics of the commercial banking system and its determination of the money supply, federal reserve system's functions and policy instruments, the impact and effectiveness of monetary policy on the public, commercial banks and the treasury, and its overall impact on the economy. *Prerequisites: ECON301 and ECON302.*

ECON410 Intermediate Macroeconomics (3).

Deals with the aggregate level of economic activity. Analyzes the methodology of national income accounts, development of goods, money and labor markets, and the impact and effect of policy instruments. Uses models to develop the interdependence of markets in the determination of the aggregate level of economic activity. *Prerequisites: ECON301 and ECON302.*

ECON420 Managerial Economics: The Economics of the Firm (3).

Deals with analysis and theoretical constructs of microeconomics applied to managerial decision making. Emphasizes consumer demand, production and cost analysis, business behavior, market performance, and growth equilibrium. *Prerequisites: ECON301, ECON302, MATH355, and STAT362.*

ECON430 International Trade and Finance (3).

Examines theory of international trade and factor movements, international monetary relations, balance of payments, foreign exchange markets, and the development of alternative international money systems. Also covers theory of tariffs and current issues in U.S. trade policy. *Prerequisites: ECON301 and ECON302.*

ECON435 Comparative Economic Systems (3).

Study of differences between popular political labels and sets of factors that actually distinguish working economic systems. *Prerequisites: ECON301 and ECON302.*

ECON470 Independent Study: . . . (3).

Independent study is intended to provide better students an opportunity to study a topic of their choice in economics under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within economics and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

ECON480 Internship: . . . (3).

Designed to provide economics students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

ECON501 Foundations of Economics (3).

Study of the concepts of macro- and microeconomics at an advanced level. Satisfies the economics prerequisites for the M.B.A. This course does not apply as a graduate level course toward the M.B.A. degree. *Prerequisites: MATH325 and graduate student status.*

ECON533 Economic Development in Latin America (3).

Study of the economic struggles of the Latin American peoples through an analysis of the role the economy has played in the past and is now playing in the modernization process, in the political process, and in the culture of Latin America.

ECON650 Consumer Economics for Teachers (3).

Features an in-depth study of consumer topics. Includes credit, purchasing, insurance, investments, money management, and an overview of the American economic system. *Prerequisite: Nonteachers require permission of instructor.*

ECON701 Teaching Current Economic Issues (3).

Focuses on current microeconomic and macroeconomic issues. Features readings and instructional materials on important economic issues. Topics may include unemployment, inflation, taxation, social security, minimum wage laws, health care, the budget deficit, welfare reform, and international trade. Features speakers and field trips.

ECON702 Strategies for Teaching Economics in the Elementary Classroom (3).

Covers basic principles of economics and explores methods of teaching those principles of economics to students in kindergarten through sixth grades. Utilizes exemplary national curriculum projects that are designed to teach economics to elementary school children.

ECON703 Strategies for Entrepreneurship Education (3).

Examines entrepreneurship education models at the state and national levels. Examines the contribution of entrepreneurs to the United States economy by using case studies, speakers, and field trips. Examines and analyzes current curriculum materials in entrepreneurship education.

ECON704 Current Global Economic Problems (3).

Examines the theory and practice of international trade and economic development. Focuses on world trade and the conduct of commerce among individuals, firms, and governments. Topics include comparative and absolute advantage, free trade, protectionism, balance of payments, exchange rates, and factors influencing economic development. Examines the latest curriculum materials for teaching about international trade. Features speakers and field trips.

ECON705 The Role of Labor in a Changing Economy (3).

Analyzes changes in the United States economy and how these changes affect labor-management relations and future career options. Emphasizes the history and development of the labor movement, wage determination, and government policies on labor-management relations. Explores current problems in labor-management relations. Examines current curriculum materials designed to teach about labor-management relations.

ECON706 Public Finance and Taxation for Teachers (3).

Analyzes federal, state, and local taxes, and government programs. Develops criteria to judge what activities government should perform and how it should carry them out. Evaluates the effectiveness of government policies such as subsidies, taxes, and the provision of collective goods. Examines the latest high school curriculum materials on taxation and government finance.

ECON707 Teaching about Money, Banking, and Monetary Policy (3).

Analyzes the U.S. banking system, the Federal Reserve system, and the effectiveness of the monetary policy. Students will interact with policy makers and educational consultants from the Federal Reserve Bank of Chicago and will examine and critique curriculum materials designed to teach about money, banking, and monetary policy.

ECON801 Problems in Managerial Economics (3).

Applies microeconomics theories to the problem of most efficient use of resources within and between the organization and the economic system. Utilizes macroeconomics theories to forecast the future economic environment. Studies compromising techniques to reach an optimum of objectives when maximization remains elusive. *Prerequisites: ECON301, ECON302, MATH355, and STAT362.*

ECON810 Labor Economics (3).

Study of the development and structure of the labor movement, wage determination, and public policy toward labor. *Prerequisites: ECON301 and ECON302.*

ECON815 Economic Development (3).

Deals with economic development as a progressive division of labor. Includes progressive technological specialization and its effect upon economic development. *Prerequisites: ECON410 and ECON420.*

ECON841 Macroeconomics for Teachers (3).

Provides in-depth coverage of macroeconomic concepts such as measuring economic performance, public finance, inflation, unemployment, fiscal policy, and monetary policy. Emphasizes various theories on controlling the economy such as Keynesian, Monetarist, supply management, and rational expectations. *Prerequisite: Two years teaching experience while holding an ISBE teaching certification.*

ECON842 Microeconomics for Teachers (3).

Provides in-depth coverage of microeconomic concepts such as markets and prices, supply and demand, competition and market structure, market failures, and the role of government. Emphasizes methods of teaching these concepts to high school students. *Prerequisite: Two years teaching experience while holding an ISBE teaching certification.*

ECON843 Developing an Advanced Placement Economics Curriculum (3).

Designed to prepare teachers to teach an advanced placement economics course. Emphasizes strategies for teaching the college principles course at the high school level. Utilizes the Advanced Placement Instructional Package published by the Joint Council on Economics Education. Teachers of older high school economics courses would find this course useful.

ECON 870 Independent Study: . . . (3).

Independent study is intended to provide better students an opportunity to study a topic of their choice in economics under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within economics and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

ECON 890 Graduate Thesis/Project: . . . (6) P/NC.

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. *Prerequisite: Permission; last trimester of M.B.A. student's program of study.*

EDUCATION COURSES**Education - General (EDUC)****Education - Administration (EDAD)****Education - Bilingual-Bicultural (BBED)****Education - Computer Education (EDCP)****Education - Early Childhood (EDEC)****Education - Elementary (ELED)****Education - Professional Development (EDPD)****Education - Special Education (SPED)****Education — General****EDUC310 Foundations of Education (3).**

Offered in both lecture and televised formats. Presents an interdisciplinary and developmental overview of the historical, philosophical, and sociological factors that have influenced American education. Identifies and critically analyzes contemporary issues and trends such as teacher accountability, school desegregation, cultural pluralism, and bilingual/multicultural education. Includes ten clock-hours of field experiences related to the learning disabled and other exceptional learners and those with culturally distinctive backgrounds.

EDUC320 Introduction to Teaching (3).

Examines roles of schools and teachers from historical, social, and philosophical perspectives. Elaborates on teaching as decision making. Requires fifteen clock-hours of fieldwork. *Corequisite: EDUC321.*

EDUC321 Effective Teaching and Laboratory (4).

Examines relationships among instructional components: goals/objectives, instruction, and evaluation. Provides beginning instruction on stating goals/objectives and evaluation procedures. Provides alternatives for decisions on teaching strategies and evaluation procedures. Provides opportunities for students to work with media and prepare materials, teach small groups, and receive feedback about teaching. Requires thirty clock-hours of fieldwork. *Corequisite: EDUC320.*

EDUC330 Educational Psychology: Child Growth and Development (3).

Examines physical growth patterns and cognitive and social-emotional development of children from natural and guided viewpoints. Emphasizes application of this knowledge in planning, implementing, and assessing student activities. Requires fifteen clock-hours of fieldwork. *Prerequisites: Admission to Teacher Education, and EDUC321.*

EDUC433 Principles of Science Education (3).

Surveys the role of science education in the total school curriculum. Students will become familiar with contemporary science curricula and methods for teaching science. Includes thirty-five hours of clinical experience in secondary schools.

EDUC434 Teaching Secondary School Science (3).

Science and science teaching are directly related by their goals and methods. Students examine the nature of science from historical, philosophical, and sociological perspectives, then elect to either develop skills in teaching science by inquiry or go more deeply into the ethics and sociological impact of science. Requires thirty-five hours of clinical experience. *Prerequisites: EDUC310, EDUC433, PSYC320, and SPED510 or permission.*

EDUC440 Educational Psychology: Psychology Applied to Teaching (3).

Examines learning processes and their relationships to task complexity and developmental levels, including those of disabled students. Surveys major views of learning and motivation, including their foundations. Emphasizes applications of this knowledge in classroom settings. Must be taken prior to or concurrently with student teaching. *Prerequisites: Admission to Teacher Education, EDUC321, and EDUC330.*

EDUC465 Methods of Teaching English (3).

Focuses on the various components of the secondary school English curriculum in which students should develop competencies to meet the full range of responsibilities of the teacher of English. Includes study in the English language, literature, composition, listening, and reading emphases. This course is appropriate for those students who plan to teach English in the secondary school or teach language arts in the elementary school. *Prerequisites: twenty-five hours of English and/or literature courses.*

EDUC470 Independent Study: . . . (1-6).

Individual reading, research, and/or project in education under the supervision of a faculty member. Deals with content not available in organized courses. *Prerequisites: Permission of instructor and division chairperson.*

EDUC499 Student Teaching: . . . (9).

Provides the teacher candidate with directed experiences in planning, organizing, and instructing pupils within a regular classroom of an Illinois public school. A student is supervised by a Governors State University faculty member and a school-based cooperating teacher. Includes twelve weeks of full-time classroom experience. *Prerequisite: Admission to student teaching; contact coordinator of field experiences.*

EDUC520 Developmental Reading in Middle and Secondary Schools (3).

Focuses upon continuation of developmental strategies appropriate for readers in grades six to twelve. Emphasis is upon instruction highlighting skill development in utilization of prior experiences, word knowledge, reading comprehension, reference usage, analysis of literature, and motivation of the adolescent reader. *Prerequisites: Open to English majors, elementary education majors admitted to Teacher Education, or graduate students.*

EDUC535 Education of Minorities in the U.S. (3).

Offered in both lecture format and as a correspondence course. 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.

EDUC565 Behavior Problems in the Classroom (3).

Deals with behavior and attitudes in the classroom. Emphasizes diagnosis and change of typical behavior problems experienced by teachers.

EDUC620 Advanced Developmental Reading Instruction (3).

Examines the nature of the reading process and developmental influences on growth in reading. Examines instructional decision-making processes in reading curriculum development, student placement, and classroom practice. Explores the match between student reading needs and instruction and extends teachers' knowledge of best practice. Examines the place of reading instruction in overall literacy development. *Prerequisite: Three hours in undergraduate reading methods.*

EDUC625 Models and Strategies for Science Education (3).

Explores advanced methods for teaching science at the elementary, junior, and high school level. The learning cycle and other modes to promote critical thinking in science students will be examined. Students will develop teaching materials based on models reviewed during the course.

EDUC630 Issues and Trends in Education (3).

Explores current issues and trends in education. Emphasizes structural, empirical, and decision-making processes in schools.

EDUC632 Teaching Mathematics to Low Achieving Students (3).

Examines the characteristics and needs of low achieving students. Explores content and teaching strategies and emphasizes diagnostic/evaluative procedures. *Prerequisite: An undergraduate mathematics education course or EDUC640.*

EDUC640 Teaching and Learning Mathematics (3).

Examines methods of teaching mathematical concepts in elementary and junior high schools based on learning theory, historical trends in mathematics education, and current research. Includes the roles of concrete materials, textbooks, and diagnosis in the teaching of mathematics. *Prerequisite: An undergraduate mathematics education course.*

EDUC650 Topics in Education: . . . (1-3).

Experts in the field present selected topics covering new developments in the field of education. Includes discussion of the topics and the implications for theory and practice. Participants have an opportunity to discuss the new developments and, where appropriate, apply techniques and skills. *Prerequisites: Vary depending on topic.*

EDUC700 Instructional Design (3).

Provides an extensive exploration and analysis of instructional design strategies. Covers such topics as design theories, needs assessment, scope and sequence of course topics and selection of appropriate instructional materials and evaluation strategies. *Prerequisite: EDUC825.*

EDUC701 Science of Teaching: Teaching Learning Processes (3).

Examines critical decisions teachers make, provides theoretical perspective to inform this decision making, and provides opportunity to gain experience in identifying and critiquing elements of decision making. *Prerequisites: Practicing elementary and secondary teacher.*

EDUC703 Science of Teaching: Application of Processes and Principles (3).

Focuses on application of theoretical and practical learning acquired in previous courses in this sequence. Focuses on developing the understanding and skills necessary to analyze teaching behavior with emphasis on predicting and evaluating teaching outcomes. *Prerequisite: EDPD702 or EDUC816.*

EDUC704 Science of Teaching: Conferencing Skills (3).

Focuses on the application of analytical skills and knowledge acquired in previous courses in this series to conferencing with other teachers regarding their teaching performance. Includes the application of communicative theory to conferencing. *Prerequisite: EDUC703.*

EDUC705 Science of Teaching: Internship (3).

Provides students an opportunity to identify and develop solutions to problems with the management of curriculum and their personnel instructional skill development within the context of their own teaching situations. *Prerequisites: EDUC704 and a GPA of 3.0 or better in all graduate work attempted.*

EDUC712 Developmental Issues in Language Arts Instruction (3).

Presents the major theories and determinants of human development. Traces the course of cognitive and linguistic development. Focuses on instructional decision making in language arts instruction.

EDUC714 Evaluating Learning in the Language Arts (3).

Examines measurement of reading and writing performance and oral language development. Critiques instruments and applies approaches for measuring cognitive and linguistic growth in language arts contexts.

EDUC716 Developing Writing Models from Children's Literature (3).

Examines structural principles of literature; relates literary theory to the processes of comprehension and composition; develops alternate models for using literature as the center of classroom oral and written composition activities. *Prerequisites: ENGL531 or equivalent and EDUC719.*

EDUC718 Teacher As Writer (3).

Introduces students to the domain of writing from a personal and professional perspective. Emphasizes teacher as model writer for students in schools. Develops successful written self-expression. Develops the ability to write for publication.

EDUC719 Teaching Writing in the Classroom (3).

Assists classroom teachers in developing a yearlong written composition program for students. Leads students from pre-writing experiences to finished compositions, stories, and reports. Applies current theory and research in writing to classroom processes through which students acquire writing skills.

EDUC728 Aerospace Education (3).

Focuses on materials and equipment available to teachers at all grade levels for integrating space education into science and other school subjects. Materials on space education from NASA, FAA, and private industry will be used in developing classroom lessons. Area resources and materials will be utilized throughout the course.

EDUC732 Issues in Math Curriculum and Instruction (3).

Examines selected issues relating to curriculum, instruction, and learning processes in school mathematics. Issues may include the place of computation in mathematics curriculum, mathematics anxiety, and use of calculators and computers in mathematics instruction. *Prerequisite: EDUC640.*

EDUC733 Innovation Processes in Education (3).

Develops capabilities for successful application of the principles/strategies that facilitate and improve learning and that introduce, implement, and manage innovation in educational systems.

EDUC739 Teaching Higher Order Thinking Skills (3).

Investigates the relationship between thinking and writing skills; explores teacher behaviors that stimulate higher order thinking skills; and demonstrates classroom activities promoting generation and organization of ideas in oral and written composition assignments.

EDUC742 Health Concerns of Classroom Teachers (3).

Presents concepts of preventive health and intervention based on ecological principles. Focuses on drugs, reproduction, nutrition, disease, and safety. Requires five to ten hours of fieldwork.

EDUC810 Educational Research (3).

Develops literacy in use of the literature of educational research. Leads to development of research problems and methods to study the problems. Not available for credit to students who have received credit for EDAD729.

EDUC815 Socio-Cultural Factors and Students' Learning (3).

Explores the interaction of sociological and cultural factors as these relate to students' ability to learn. Examines the implications for school administrators and teachers.

EDUC816 Applied Educational Psychology (3).

Examines behavioral and cognitive views of learning and motivation. Assists in understanding the views of learning underlying educational practices. Emphasizes application of knowledge of learning and motivation in educational settings. *Prerequisite: three hours undergraduate educational psychology.*

EDUC818 Teaching Mathematical Problem-Solving and Critical Thinking (3).

Examines problem-solving processes related to teaching mathematics and science. Presents a variety of techniques for identifying problem situations, developing problem-solving techniques, and determining the reasonableness of results. Emphasizes questioning techniques for developing critical thinking. *Prerequisite: EDUC625 or EDUC640.*

EDUC824 Academic Evaluation and Assessment (3).

Introduces the student to the selection and construction of classroom assessment instruments. The student learns how to write test items, how to match test items with learning behaviors and objectives, how to ensure objectivity, reliability, and validity in constructing tests, and how to compute test statistics.

EDUC825 Curriculum Development (3).

Identifies factors and processes considered in curriculum planning, instructional design, and development. Includes the assessment of plans for organization of the curriculum and the theory and application of curriculum principles. Students participate in the curriculum development process both in groups and individually.

EDUC827 Issues in Social Studies Education (3).

Examines developments and trends in teaching social studies. Evaluates controversial issues in social studies. Analyzes global education, problems of democracy, and the place of teaching about the future in social studies.

EDUC830 Science, Technology, and Education (3).

Emphasizes the use of environmental education materials to teach basic ecological concepts. Existing environmental education materials such as Environmental Education: A Process Approach, OBIS, and Project Learning Tree will be used to develop science lessons. Students will learn how to use school grounds and park areas along with environmental education materials.

EDUC831 Strategies for Teaching Geometry (3).

Examines the scope and sequence of geometric content in the elementary and junior high school mathematics curriculum. Explores the strategies and activities for teaching geometry and measurement concepts and their application in the real world. *Prerequisite: EDUC640.*

EDUC833 Teaching Mathematics to Mathematically Able Students (3).

Examines the identification and teaching of mathematically able students. Explores appropriate teaching techniques, enrichment activities, and programs that meet the special needs of the mathematically able. *Prerequisite: EDUC640.*

EDUC834 Developing and Supervising Reading Programs (3).

Discusses elements of the total reading program and responsibilities of educational personnel involved in reading instructional delivery. Strengthens strategies for identifying weaknesses in the reading program and for initiating reading improvements. *Prerequisite: EDUC860 or permission of instructor.*

EDUC835 Integrating Language Arts across the Curriculum (3).

Examines the ways in which students can use writing as a tool for content area learning; reviews research findings underlying an integrated approach to learning; illustrates specific language-across-the-curriculum methods. *Prerequisites: EDUC712 and EDUC719 or permission of instructor.*

EDUC838 Supervising Language Arts Instruction (3).

Analyzes the characteristics of effective language arts instruction; presents curriculum development strategies for defining and evaluating language arts objectives; defines role expectations and builds competencies for the task of school language arts coordination; provides theory and practice in implementing professional growth experiences for classroom teachers. *Prerequisites: EDUC825 and EDUC835 or permission of instructor.*

EDUC842 Reading Diagnosis (3).

Identifies factors that inhibit success in reading and analyzes resultant reading difficulties. Strengthens skills in diagnostic procedures in classroom settings. *Prerequisite: EDUC620 or EDUC848.*

EDUC845 Quantitative and Qualitative Designs in Educational Research (3).

Provides students with a working knowledge of practical research design skills in qualitative methodologies. Emphasis is on developing a working proficiency in design techniques. *Prerequisites: EDUC810 and competency in introductory statistics.*

EDUC846 Reading Remediation in the Classroom (3).

Reviews and extends students' skills in the use and critical evaluation of teaching methods and materials for remediating reading difficulties in the classroom. Emphasizes development of teacher-made as well as the use of commercially produced materials. *Prerequisite: EDUC842 or SPED619.*

EDUC848 Teaching Reading in the Content Areas (3).

Examines text and reader qualities that make content area reading difficult for developing readers. Explores instructional strategies that can facilitate content area learning by reading. Develops procedures for diagnosing readiness for content area instruction and procedures for facilitating learning by reading. *Prerequisite: One course in reading.*

EDUC852 Advanced Methods of Teaching Social Studies (3).

Focuses on citizens as decision-makers in a democratic society. Evaluates controversial issues in teaching social studies. Analyzes problems of democracy, global education, and societal values in teaching social studies.

EDUC860 Practicum in Reading (3).

Provides a supervised clinical practicum experience in diagnostic and remedial tutorial work for disabled readers in elementary schools. Meets the ISBE requirements for partial fulfillment of the reading specialist qualification. *Prerequisite: EDUC846.*

EDUC865 Graduate Seminar in Education (3).

Reviews selected current topics in education. Requires the writing of a research paper related to the student's field of study. *Prerequisites: Completion of twenty-seven semester-hours of study and admission to candidacy in the M.A. in Education.*

EDUC869 Research Project in: (Specialization) (3) P/NC.

Provides students with opportunities to apply research skills in solving practical educational problems. With faculty supervision in their specializations, students develop researchable problems related to their interests, review related literature, and collect and analyze data to answer the problems. Examples of acceptable projects are action research projects, case studies with individual learners, evaluation studies using defined criteria, and surveys that produce data for the analyses of problems. *Prerequisites: Admission to candidacy, at least twenty-seven hours in master's program, and advisor approval.*

EDUC870 Independent Study: . . . (1-6).

Individual reading, research, and/or project in education under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

EDUC890 Thesis I in: (Specialization) (3) P/NC.

Provides students with opportunities to initiate in-depth, supervised research in their areas of interest. Complete proposals and Chapters 1 and 2 (including the review of literature) are required. *Prerequisites: EDUC845 or STAT860 or concurrent enrollment, admission to candidacy, at least twenty-seven hours in master's program, and advisor approval. See program options under M.A. in Education for other prerequisites.*

EDUC891 Thesis II in: (Specialization) (3) P/NC.

Allows students to complete their research initiated in Thesis I. Thesis II culminates with successful oral defense of the research. *Prerequisite: EDUC890.*

Education — Administration

EDAD601 Curriculum Development and Learning Theories (3).

An analysis of the basic determinants of curriculum; factors influencing design, current trends, and school reforms, including experimental programs and practices. Theories and methods of learning and models of teaching in the classroom will be emphasized as they relate to sociological and cultural factors of all children and minority children from different social and ethnic backgrounds. Special education programs are included. Methods are outlined for evaluating the effectiveness of curricula and programs. *Prerequisites: Graduate status, twelve hours of professional education; open to educational administration majors only.*

EDAD618 The Adult Learner (3).

An examination of demographic changes focusing attention on adults as well as stages and phases of adult life and adult characteristics as a framework for effective planning, programming, and marketing of adult education. *Prerequisite: Graduate status.*

EDAD621 Foundations of School Administration and Organization (3).

Introduction to the study of educational administration with emphasis upon the nature of the administrative process, administrative theory, and long-range planning and personnel management: overview of structure, governance, policy of public education, and school reforms at the local, state, and federal levels, including legal, business, financial, and the political, social, and cultural contexts of schools. Administration of schools and programs, including multicultural student populations and exceptional children.

Prerequisites: Graduate status and twelve hours of professional education.

EDAD713 Human Relations and Leadership (3).

Study of basic concepts and principles of interpersonal relationships, dynamics of groups, and organizational leadership. Emphasis on theory and application. Student will learn to observe and assess interpersonal, group, and organizational dynamics in multicultural settings and learn effective interactions and problem-solving skills. Designed for teachers, trainers, supervisors, administrators, school service personnel, and community leaders. *Prerequisite: EDAD621 or permission of instructor.*

EDAD724 School Supervision (3).

An analysis of the components of supervisory behavior in education and their influence upon the participants in the process of supervision; human and technical skills in personnel management; organizational factors affecting the performance of the supervisor; problematic areas within educational institutions and their influence on supervisory behavior. Practical aspects of program and personnel evaluation; improvement of school learning climate and academic achievement will be emphasized as they relate to school reform and to both multicultural and exceptional populations. *Prerequisite: EDAD621 or permission of instructor.*

EDAD729 Research in Educational Administration (3).

Develop skills in research design including problem statements, hypotheses formulation, population/sample selection, data collection, and statistical analysis and interpretation. Historical, descriptive, casual-comparative, correlational, and experimental studies will be developed as they relate to effective schools and administrative research. Not available for credit to students who have received credit for EDUC810. *Prerequisite: EDAD621; open to educational administration majors only.*

EDAD731 Community Relations (3).

An analysis of the role of educational policy in the modern community, community power structure and resources, the social and political context, and the principles of community relations in the context of social change, including group processes, multicultural and multiethnic understanding, the needs of exceptional students, interagency cooperation, funding, and evaluation. Students are provided opportunities to develop materials for use in their institutions. *Prerequisite: EDAD621.*

EDAD820 The Community College (3).

Studies the community college as a unique type of educational institution. Surveys the historical development, philosophical bases, control, curriculum, and students in the community college system. *Prerequisite: EDAD621 or permission of instructor.*

EDAD822 Elementary and Secondary School Administration and Supervision (3).

An examination of the elementary and secondary school with emphasis upon the role of the principal and his/her relationship with personnel: administrative behavior analyzed in terms of tasks and processes that aid in improving educational programs. School climate and quality learning environment and academic excellence, staff development, curriculum development, finance, action research; opportunity to solve problems with simulated material that includes an emphasis on program and personnel evaluation. Social and cultural factors and special education programs will be analyzed. *Prerequisite: EDAD621.*

EDAD823 Community College Administration (3).

Examines college administration in different areas of college operations. Focuses on policy-setting processes. *Prerequisites: EDAD621 and EDAD820.*

EDAD832 School Finance (3).

Primary focus on the financing of Illinois public schools. The theoretical background and legal bases of public school finance and the application of those theories to various school finance models. Budget analysis, state aid mechanisms, taxing and auditing processes, and legal foundations in relation to salary, transportation, contracts, liability, and managing facilities will be emphasized. Practicing consultants and school business managers, case studies, and simulated materials will be used to highlight practical applications. *Prerequisite: EDAD621.*

EDAD833 School Law (3).

Includes an analysis of selected general legal principles, case and statute law, and law-making agencies affecting Illinois public schools, including special education. Key content areas include the legal system; role of federal, state, and local governments; the legislative processes; school governance; policies, rules, and regulations; church and state; civil rights; student and parent rights and responsibilities; teacher rights and responsibilities; collective negotiations, torts, and contracts; and legal research. Content is designed for the practical application of school law. *Prerequisites: EDAD621 and EDAD729.*

EDAD834 Practicum in Instructional Leadership and School Management I (3) P/NC.

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business, and facilities management, and community relations. *Prerequisites: Completion of twenty-one hours of required courses.*

EDAD835 Practicum in Instructional Leadership and School Management II (3) P/NC.

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business, and facilities management, and community relations. *Prerequisites: Completion of twenty-four hours of required courses and EDAD834.*

EDAD836 Administration of School Personnel (3).

Provides a general understanding of personnel functions in education. Decision making and problem solving involving school personnel and supervision will be emphasized. Functions of recruitment, assignment, development, coordination, compensation, appraisal, negotiations, in-service education, motivation, and dismissal are included. *Prerequisite: EDAD621.*

EDAD838 Collective Negotiations (3).

The development and establishment of collective bargaining with school district groups. Presentation of historical, sociological, and legal perspectives, and current issues in educational collective bargaining, roles of individuals in the bargaining process, and effects in public sector. Participation in simulated collective bargaining exercises to prepare for negotiations, the use of table tactics and strategies, and dealing with impasse resolution and the impact on school budgets. *Prerequisite: EDAD621.*

EDAD84A The Politics of Education (3).

Examines school systems as politically-influenced entities. Topics include the politics of school governance, strategies of lobbying and negotiation, policy development and implementation, and the use of power, influence and authority. Focuses on the relationship of these topics to system problems such as diminishing resources and dropping achievement. Students will apply political skills through role-playing and simulation. *Prerequisite: Permission of dean of the College of Education.*

EDAD845 Practicum in School Business Management (3) P/NC.

The major purpose of the field practicum is to provide the student with a supervised experience in the functions and duties associated with school business management and operations. Students will participate in activities related to development and implementation of school business procedures, budget development, transportation, computer operations, and management of non-certificated personnel. *Prerequisites: Completion of twenty-four hours of required courses.*

EDAD850 Seminar: Educational Policies and Issues (3).

Provides an understanding of educational policies at the state, local, and federal levels. Includes legal and political issues involving state and federal educational programs for bilingual and handicapped students.

EDAD86A The Dynamics of Maintaining and Improving School Climate (3).

Examines the dynamics of the relationship among school administration, the community, and the teacher's union and provides strategies for affecting productive working relations among these and other involved groups. The superintendent's role as mediator, negotiator, problem solver, and strategist is treated as it relates to influencing the school atmosphere. *Prerequisites: Experience as school administrator and permission of dean of the College of Education.*

Education — Bilingual-Bicultural

BBED51A Introduction to Bilingual-Bicultural Communication (3).

Introduces students to issues of bilingualism, bidialectism, language development, language attitudes, non-verbal communication in bilingual settings, and language assessment. These issues are directly related to the student's own experience through assessment of the student's linguistic proficiency. *Prerequisites: Successful completion of the university writing proficiency exam and the College of Education's reading proficiency exam or permission. Students must have a minimum level of bilingual competency for participation in this course, as determined by the scores on the pretest.*

BBED520 Foundations of Bilingual Education (3).

Presents an interdisciplinary overview of the history, philosophy, sociology, culture, psychology, and legislation of the field. Deals with current issues of importance to bilingual-bicultural education. Requires ten clock-hours of field experience. *Prerequisites: BBED51A and EDUC310 or permission of instructor.*

BBED525 Assessment of Bilingual Students (3).

Studies current trends in testing and the specific role of tests in the bilingual classroom. Examines selection and interpretation of language, achievement, diagnostic, and intellectual assessments for limited English proficient students. Also discusses current trends and issues relevant to assessment of bilingual students. *Prerequisite: BBED520 or permission of instructor.*

BBED530 Methods and Materials for Teaching in Bilingual Programs (3).

Prepares students to function effectively in a bilingual classroom. Identifies and examines specialized instructional strategies, materials, and evaluation stemming from various theories of teaching and learning. Introduces students to curriculum development, including the development of culturally relevant units and lesson plans. Requires ten clock-hours of field experience. *Prerequisites: BBED520 and EDPD370 or permission of instructor.*

BBED535 Methods of Teaching Reading and Language Arts to Bilingual-Bicultural Students (3).

Prepares students to teach language arts and reading in Spanish, as well as English as a second language to Spanish speaking, limited English proficient students. Focuses on planning and implementing reading strategies for the following three methods: onomatopoeic, global, and eclectic, and applies the principles of linguistics to the teaching of English pronunciation, structure, and vocabulary to non-native speakers of English. Requires ten clock-hours of fieldwork. *Prerequisite: BBED525.*

BBED538 Ethnic Minorities in the United States (3).

An overview of the ethnic minority groups in the United States and their impact on the school curriculum. Reviews concepts, methods, techniques, materials, and resources as applied to school settings.

BBED61A Field Experience in Bilingual Education (3).

Provides a supervised field experience in bilingual education for limited English proficiency students. Includes experiences in language proficiency assessment and development of curriculum in reading, teaching English as a second language, and other selected subject areas. Requires ninety clock-hours fieldwork and fulfills the clinical experience requirements of the state for approval in transitional bilingual education. *Prerequisites: BBED525 and ENGL508, or permission.*

BBED740 Psychological Implications of Bilingual-Bicultural Education (3).

Identifies factors, problems, materials, and instructional strategies appropriate to the education of bilingual-bicultural children.

BBED793 Spanish Language Arts Instruction (2,3).

Develops Spanish language skills of listening, speaking, reading, and writing for Spanish-speaking children. Students diagnose and remediate language inference in the first and second language.

BBED797 Reading Strategies in the Bilingual Classroom (3).

Develops and enhances knowledge and skills associated with instruction of reading in the bilingual classroom. Students will plan and implement reading strategies. Requires five to ten clock-hours of fieldwork.

Education — Computer Education

EDCP500 Introduction to Microcomputers in Education (3).

Examines the impact and use of microcomputers in today's educational system, particularly as they apply to the introduction, use, and evaluation of the microcomputer as an instructional and managerial aid. Students discuss and apply strategies for assessing needs and the selection of hardware and software at an introductory level.

EDCP610 Evaluating Software for Instruction (3).

Enhances the student's ability to select and use microcomputer software and hardware. Activities center around the development of selection criteria for software. Students experience a hands-on approach to judging and selecting microcomputer software to meet educational objectives and needs. *Prerequisite: EDCP500 or permission of the instructor.*

EDCP620 Programming in BASIC (3).

Provides a fundamental level of working knowledge of computers and computer programming. Presents a general introduction to computing concepts, operations, and programming. Requires completion of a project on a topic acceptable to the instructor.

Prerequisite: MATH310 or MATH320 or MATH325.

EDCP640 Programming in PASCAL (3).

Introductory study of the PASCAL programming language. Focuses on top-down, structured programming techniques. Topics include control statements, data type control structures, arrays and subscripts, records and sets, nested structures, and recursion.

Requires completion of a project. *Prerequisites: MATH325; not open to undergraduates.*

EDCP645 Programming in C++ (3).

The purpose of this course is to introduce the C++ programming language including its syntax, control structures, functions, data structures, and the use of pointers. Students will use the Turbo C/C++ compiler to write, run and debug programs on IBM PC compatible computers. Emphasis will be placed on clarity and correctness of the resulting programs. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisites: CPSC340 and college algebra or equivalent.*

EDCP732 Educational Applications of the Microcomputer: Mathematics (3).

Presents a variety of software and examines how these might be incorporated into the teaching of mathematical concepts and skills and the development of problem-solving processes. Examines the use of commercial and instructional applications software, the creation of teacher-made software, and the assessment of software and hardware needs.

Prerequisite: EDCP610 or permission of instructor.

EDCP735 Educational Applications of the Microcomputer: Reading and Writing Development (3).

Provides the student with instructional applications of the microcomputer for use in reading, language arts, and writing skills development. Topics covered span the range from developmental through remedial applications. Particular emphasis is placed upon the use of the microcomputer for the enrichment of the reading-writing connection. *Prerequisite: EDUC610 or permission of instructor.*

EDCP736 Educational Applications of the Microcomputer: Science (3).

Enables students to evaluate, utilize, and develop computer software for use in science classrooms. Involves reviewing available science software, testing software in the classroom, and developing programs for use with science courses. *Prerequisite: EDCP610 or permission of instructor.*

EDCP737 Educational Applications of the Microcomputer: Special Education (3).

Investigates the use of microcomputers in special education and the multitude of uses this technology offers the handicapped. Includes emphasis on user-oriented applications of the microcomputer, classroom problem-solving techniques, and computer assisted instruction (CAI). *Prerequisite: EDCP610 or permission of instructor.*

EDCP770 Administrative Uses of Microcomputers (3).

An overview of the administrative uses of microcomputers in educational settings. Emphasis will be on data management functions. Focus on hardware and software for use with budgets, schedules, recordkeeping, data processing, and word processing. Also includes review of educational hardware and software packages. *Prerequisites: Graduate standing.*

EDCP850 Integrating Microcomputer-Based Education (3).

Provides students with a synthesis of computer education issues. Topics include uses and abuses of microcomputers, future roles of microcomputers, educational staffing and training issues, hardware and software cost analyses, promoting computer literacy, and other related issues. *Prerequisite: EDCP610.*

EDCP860 Practicum in Microcomputer Education (3).

Provides supervised practicum experience in microcomputer education and instruction. Students work with learners in either a classroom, laboratory, or computer camp setting assisting the learners in developing proficiency in either the use of microcomputers or skill development in a subject area through the use of a microcomputer. *Prerequisite: EDCP850.*

Education — Early Childhood

EDEC310 Growth and Development of Young Children (3).

Surveys major theories of child growth and development as frameworks for examining children from conception through eight years of age. Causes and characteristics of developmental anomalies are reviewed. Investigations of developmental patterns incorporate selection and use of early childhood assessment procedures. Requires fifteen clock-hours of fieldwork.

EDEC330 Early Childhood Education Lab I (1) P/NC.

Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching reading and language arts. Requires teaching small groups of preschool or primary grade students. Requires thirty clock-hours of fieldwork. *Prerequisites: Admission to Teacher Education, and EDUC321. Corequisites: EDEC520 and ELED302.*

EDEC410 Foundations of Early Childhood Education (2).

Investigates historical and philosophical bases for 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. Must be taken prior to or concurrently with ELED499.

EDEC415 Child and Family in the Community (3).

Overview of the cultural differences, child-rearing practices, communication patterns, experiences of families, and the life stresses that affect the young child and his views of self and others in his family, school, and community. Explores ways in which the schools can provide services to families and identifies support networks in the community. *Prerequisite: EDEC310.*

EDEC430 Early Childhood Education Lab II (1) P/NC.

Provides opportunities for students to make, implement, and evaluate decisions under supervision while engaging in teaching episodes involving science, mathematics, social studies, and language arts. Requires teaching small groups of preschool children. Requires thirty clock-hours of fieldwork.

Prerequisites: Admission to Teacher Education, and EDUC321. Corequisites: ELED460, ELED463, and ELED466.

EDEC510 Integrating Instruction in Early Childhood Education (3).

Prepares teachers to make educationally and developmentally appropriate instructional decisions in social studies, arts, and movement and to use these areas as the basis for broader academic instruction. Addresses the need for the adaption of social studies, arts, and movement experiences to the atypical learner. *Prerequisite: A course in growth and development of young children.*

EDEC520 Beginning Writing and Reading Instruction (3).

Introduces preservice teachers to content, methodology, and materials for teaching writing and reading at the preschool and kindergarten through third grade levels. Explores options for making instructional decisions. *Prerequisites: A course in growth and development of young children and completion or concurrent enrollment in a speech and language development course.*

EDEC605 The Child in Family and Community (3).

Focuses on the child's experience in families and communities, including cultural differences, child-rearing practices, communication patterns and life stress, as it affects the young child and his/her view of self and others. Explores the research literature to assess ways in which schools can be responsive to the needs of families and communities. Identifies support networks in the community. Requires ten clock-hours of fieldwork. *Prerequisites: EDUC810 and PSYC805.*

EDEC725 History and Philosophy of Early Childhood Education (3).

Investigates the status of young children in history, focusing on the development of early childhood education in western Europe. Traces various influences on the development of early childhood educational practices in America and explores emerging cross-cultural exchanges between Eastern and Western early childhood educators.

EDEC736 Curriculum and Instruction in Early Childhood Education (3).

Examines and evaluates early childhood education content, models, and related literature as sources for curricula and instruction. Reviews research on curriculum and instruction, including that relevant to special populations. Prepares the early childhood educator for decision making based on well established professional knowledge. *Prerequisite: PSYC805.*

EDEC738 Health and Nutrition for the Young Child (3).

Reviews the relevant literature and research on the effects of nutritional factors on physical and cognitive development. Examines educational implications.

EDEC818 Early Childhood Assessment (3).

Studies the history and issues of early childhood assessment. Provides experiences in selecting, administering, and interpreting various assessment techniques and materials. *Prerequisite: PSYC805.*

EDEC830 Practicum in Early Childhood Education: Infants and Toddlers (1).

Under supervision, students gain experience in observing and assessing the development of infants and toddlers, assist in developing and maintaining an appropriate educational environment, plan appropriate learning experiences for the very young child, and deliver teaching episodes. Requires thirty clock-hours of field experience. *Prerequisites: PSYC805; open only to M.A. in Education majors in the early childhood teaching specialization.*

EDEC834 Individualizing Prekindergarten Curriculum and Instruction (3).

Analyzes techniques for individualizing instruction in specified content areas. Examines, selects, and applies techniques for assessing levels of functioning, selecting activities and materials for each content area, and devising/selecting methods for evaluating student progress. Requires fifteen clock-hours of fieldwork. *Prerequisite: EDEC736.*

EDEC840 Practicum in Early Childhood Education: Preschool (1).

Under supervision, students gain experience in observing and assessing the development of preschool-aged children, assist in developing and maintaining an appropriate educational environment, and create and deliver teaching episodes. Requires thirty clock-hours of field experience. *Prerequisites: PSYC805; open only to M.A. in Education majors in the early childhood teaching specialization.*

EDEC850 Practicum in Early Childhood Education: Primary Level (1).

Under supervision, students gain experiences in observing and assessing the development of children in the primary grades, assist in developing and maintaining an appropriate educational environment, and create and deliver teaching episodes. Requires thirty clock-hours of field experience. *Prerequisites: PSYC805; open only to M.A. in Education majors in the early childhood teaching specialization.*

Education — Elementary Education

ELED301 Teaching Laboratory I (1) P/NC.

Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching reading and language arts. Requires teaching small groups of elementary students. Requires thirty clock-hours of fieldwork. *Prerequisites: Admission to Teacher Education, and EDUC321. Corequisites: ELED302 and ELED303.*

ELED302 Teaching Language Arts in Elementary Schools (3).

Introduces prospective teachers to content, methodology, and materials for elementary school language arts. Explores options for making instructional decisions. *Prerequisites: Admission to Teacher Education, EDUC320, EDUC321, and ENGL501. Corequisites: ELED301 and ELED303.*

ELED303 Developmental Reading in Elementary Schools (3).

Introduces prospective teachers to content, methodology, and materials for elementary school reading. Explores options for making instructional decisions. *Prerequisites: Admission to Teacher Education, EDUC320, and EDUC321. Corequisites: ELED301 and ELED302.*

ELED401 Teaching Laboratory II (1) P/NC.

Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching mathematics, science, and social studies. Requires teaching small groups of elementary students. Requires thirty clock-hours of fieldwork. *Prerequisites: Admission to Teacher Education, EDUC321, and ELED301. Corequisites: ELED460 and ELED466 and either ELED463 or ELED464.*

ELED450 Corrective Reading Instruction (2).

Introduces prospective teachers to content, methods, and materials for corrective reading instruction. Explores options for making instructional decisions for students who are experiencing minor reading problems. Must be taken prior to or concurrently with student teaching. *Prerequisites: Admission to Teacher Education and ELED303.*

ELED460 Teaching Science in Elementary Schools (3).

Introduces prospective teachers to content, methods, and materials for elementary school science. Explores options for making instructional decisions. *Prerequisites: Admission to Teacher Education, EDUC321, and courses in biological and physical sciences to total twelve hours. Corequisites: ELED463 and ELED466.*

ELED463 Teaching Mathematics in Elementary Schools (3).

Introduces prospective teachers to content, methods, and materials for elementary school mathematics. Explores options for making instructional decisions. *Prerequisites: Admission to Teacher Education, EDUC321, MATH320, and MATH322. Corequisites: ELED401, ELED460, and ELED466.*

ELED464 Teaching Mathematics in the Intermediate and Middle Grades (3).

Introduces prospective teachers to content, methods, and materials for upper-elementary and junior high school mathematics. Explores options for making instructional decisions. *Prerequisites: MATH320 and MATH322, and twelve hours of college level mathematics.*

ELED466 Teaching Social Studies in Elementary Schools (2).

Introduces prospective teachers to content, methods, and materials for elementary school social studies. Explores options for making instructional decisions. *Prerequisites: Admission to Teacher Education, EDUC321, U.S. government, and American history. Corequisites: ELED401, ELED460, and ELED463.*

ELED499 Student Teaching (9, 12).

Supervised teaching for twelve weeks in a public school under the supervision of a superior classroom teacher and a university supervisor. Participation in periodic seminars dealing with classroom related issues. *Prerequisite: Admission to Student Teaching.*

Education — Professional Development

Credits earned in the following EDPD courses cannot be applied toward degree requirements of the M.A. in Education.

EDPD370 Methods of Teaching (3).

Provides the student with linkage between theory, philosophy, and methodology. Introduces the prospective teacher to the foundations of methodology and to the myriad decisions that teachers have to make. Apprises students of a variety of approaches to lesson planning and unit planning, with special emphasis on the needs of culturally diverse students. Includes ten clock-hours of field experience.

EDPD380 Methods of Teaching Language Arts (3).

Introduces the prospective teacher to programs of language arts instruction at the elementary level, including methods, materials, goals, and management strategies for teaching oral and written communication, spelling, composition, and handwriting.

Prerequisites: Satisfactory completion of university requirements for writing, PSYC320, EDUC310, EDPD370, and either ENGL501 or ENGL531; or concurrent enrollment in a general methods course.

EDPD424 Methods of Teaching Elementary Math (3).

Introduces prospective teachers to the content, methodology, and instructional materials for elementary school mathematics program. Emphasizes application of knowledge from learning theory, diagnostic/prescriptive teaching, and individual differences in selecting, organizing, and presenting mathematical content for elementary school children.

Prerequisites: EDUC310, PSYC320, EDPD370, and MATH322.

EDPD426 Methods of Teaching Reading (3).

Surveys the various phases of reading in their relation to a modern program of education and the place of reading in the curriculum. Emphasizes modern practices in the classroom teaching of reading. *Prerequisites:* EDUC310, PSYC320, and EDPD370; or concurrent enrollment in a general methods class.

EDPD511 Sharing Nature with Children (1).

Develops awareness, understanding, and appreciation of nature while acquainting teachers and youth leaders with outdoor activities that can be used with groups. Through active participation in an extended outdoor education/recreation experience, teachers and youth leaders become familiar with a wide variety of activities.

EDPD610 Writing across the Curriculum (1).

Examines the many ways in which students can use writing as a tool for content area learning. Participants in the class will develop activities that allow students to write down observations, notes, and questions to write up field trips, class projects, and events, and to write out directions, explanations, and problems. Explores cross-disciplinary themes as a vehicle for integrating various content areas.

Prerequisite: At least one undergraduate or graduate class in language arts.

EDPD621 Seasonal Science Methods: Autumn (1) P/NC.

Examines the structures and patterns found in the natural world during autumn. Includes using dichotomous keys for plant and insect identification, astronomy of the fall skies, examination of a restored prairie, migratory bird identification, and mapping skills. Techniques for monitoring a natural site will be presented. Offers classroom activities in mathematics, literature, and related arts. A weekend field study course designed for elementary teachers.

EDPD622 Seasonal Science Methods: Spring (1) P/NC.

An outdoor education workshop providing the background information and activities for exploring the emergence aspects of the spring season.

Weather, astronomy, pond water, plant identification, animal studies, and literature related to spring will be covered. A weekend field study course designed for elementary teachers.

EDPD623 Seasonal Science Methods: Summer (1) P/NC.

An outdoor education workshop providing background information and activities for exploring the emergence aspects of the summer season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to summer will be covered. A weekend field study course designed for elementary teachers.

EDPD624 Seasonal Science Methods: Winter (1) P/NC.

An outdoor education workshop exploring the unique opportunities for wonder, delight, and mystery allowed only by winter. Activities in tracking, winter literature, energy implications, astronomy, snow, ice, and tree and twig identification will be presented. A weekend field study course designed for elementary teachers.

EDPD650 Topics in Professional Development: . . . (1-3).

Provides a series of skill- or competency-based training sessions directly related to improving the actual delivery, management, or reporting of classroom learning experiences for children and adolescents. *Prerequisites:* Vary according to topic.

EDPD702 Science of Teaching: Teaching Learning Principles (3).

Focuses on the instructional process. Presents the concepts of motivation, reinforcement, and learning theory and the application of these concepts in classroom teaching. *Prerequisite:* EDUC710 or concurrent enrollment.

Education — Special Education

SPED510 Survey of Exceptional Students (3).

Offered in both lecture and televised formats. Introduces study of various exceptionalities, including learning disabilities and their impact on classroom learning. Focuses on methods for mainstreaming exceptional children and considers legal requirements, policies, and directions in special education. Requires fifteen clock-hours of fieldwork.

SPED600 Identification and Characteristics of Gifted Students (3).

Identifies the most common characteristics of gifted and talented students. Analyzes the reliability and validity of various techniques used in gifted student identification. Presents an overview of fundamental gifted teaching philosophies. Proposes problems encountered in gifted programs as well as possible solutions. Stresses the need and importance of gifted programs to the current educational system. Requires ten clock-hours of fieldwork.

SPED610 Survey of Teaching-Learning Models for Gifted Education (3).

Presents teaching-learning models that are used in the development of a program for the gifted. Discusses the role of critical enrichment education programs. Evaluates the appropriate use and proper application of various program models. Requires ten clock-hours of fieldwork.

SPED619 Psychological Diagnosis of Exceptional Learners (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 twenty clock-hours of fieldwork. *Prerequisite: SPED510.*

SPED621 Developing Gifted Programs in Schools (3).

Proposes the concept of curriculum differentiation for the gifted. Outlines a program initiation framework. Provides a step-by-step procedure for planning and implementing gifted programming. Requires ten clock-hours of fieldwork. *Prerequisites: SPED600 and SPED610.*

SPED650 Topics in Special Education: . . . (1-3).

Involves experts in special education addressing selected topics of current concern in the field. Discusses implications both for theory and practice. Participants have an opportunity to discuss the topics and, where appropriate, apply techniques and skills.

SPED805 Administration and Supervision of Special Education (3).

Provides an overview of the functions, responsibilities, and problems in the organization, administration, and supervision of special education programs at the federal, state, and local levels. *Prerequisites: Open to Multicategorical Special Education, Educational Administration, or Psychology majors only.*

SPED820 Learning Characteristics of LD, EMH, and S/ED Students (3).

Investigates the cognitive and psychomotor abilities of students who are learning disabled, educable mentally handicapped, or social/emotional disordered. Emphasizes the characteristics of the mildly handicapped. Requires thirty clock-hours of fieldwork. *Prerequisite: SPED510; open to Multicategorical Special Education majors only.*

SPED831 Behavioral Characteristics of LD, EMH, and S/ED Students (3).

Examines the social-affective development across the continuum of behaviors of learning disabled, educable mentally handicapped, or social/emotional disordered. Emphasizes the mildly handicapped. Requires twenty clock-hours of fieldwork. *Prerequisites: SPED820 or concurrent enrollment; open to Multicategorical Special Education majors only.*

SPED835 Methods for Teaching LD, EMH, and S/ED Students (3).

Investigates advanced methods and teaching techniques for use with learning disabled, educable mentally handicapped, and social/emotional disordered students. Emphasizes the mildly handicapped in the least restrictive educational environment. Examines strategies for curriculum development and writing IEPs. Requires twenty clock-hours of fieldwork. *Prerequisites: SPED619 and SPED831; open to Multicategorical Special Education majors only.*

SPED840 Special Education Practicum I (1).

Participation in remediation and staffing activities in special education settings. Requires preparation of a case study and thirty clock-hours of fieldwork. *Prerequisite: SPED820, SPED831 and completion or concurrent enrollment in SPED619 and SPED835; open to Multicategorical Special Education majors only.*

SPED850 Special Education Practicum II (1).

Provides advanced professional experience in implementing management techniques and individualized study plans for exceptional children in multicategorical special education settings. Requires thirty clock-hours of fieldwork. *Prerequisite: SPED820, SPED831 and completion or concurrent enrollment in SPED619 and SPED835; open to Multicategorical Special Education majors only.*

SPED860 Consultative Techniques for Special Educators (3).

Provides teachers and other school personnel with an indirect-service model to enhance student and classroom performance. Presents a systematic, problem-solving approach for creating alternative strategies to improve specific problem situations. Focuses on interview and observation techniques, parent collaboration, intervention development, service evaluation and accountability, and applicability of this model to problems in school situations. Requires fifteen clock-hours of field experience. *Prerequisite: SPED510.*


SPED863 Special Education Practicum III (1).

Provides advanced professional experience in discipline and behavior management with an emphasis on educating adolescents with exceptionalities in secondary programs. Requires participation in the implementation of behavioral management activities and thirty clock-hours of fieldwork. *Prerequisites: SPED840 and SPED850; open to Multicategorical Special Education majors only.*

SPED865 Graduate Seminar in Multicategorical Special Education (4) P/NC.

Examines current trends and issues in multicategorical special education. Explores contemporary philosophies of educating mildly handicapped students, instructional alternatives, and service delivery programs. *Prerequisites: SPED835 and EDUC810; completion of at least thirty credit-hours in the Multicategorical Special Education major.*

English

ENGL310 Writing Principles (3). 

Offered as a correspondence course only. Emphasizes principles, techniques, form, and style in writing.

ENGL311 English Literature I (3).

Surveys a selection of literary masterpieces from Anglo-Saxon origins through the Middle Ages and the English Renaissance to the Restoration and eighteenth century.

ENGL312 English Literature II (3).

Surveys a selection of literary masterpieces in English literature from the Romantic period through the Victorian and Modern periods to the present.

ENGL321 American Literature I (3).

Focuses on the major writers, works, and related background in American literature before 1865.

ENGL322 American Literature II (3).

Focuses on the major writers, works, and related background in American literature, 1865-1945.

ENGL330 Studies in Literature (3).


Brings literature into the life of the educated citizen. Students will study consequential works of English, American, and world literature as a prologue to a lifetime of reading.

ENGL381 Advanced Writing I (3).

Covers form, style, and the mechanics of writing persuasive, informative essays and other documents. Designed as an upper-division writing course to enhance and improve student writing ability.

ENGL410 Studies in Rhetoric (3).

Emphasizes a singular aspect of rhetoric: classical rhetoric; the relationship of composition theory and literature; research in rhetoric, composition, and computing. Focuses also on the student's ability to write analytically about the readings.

ENGL420 Modern American Poetry: Voices and Visions (3). 

Offered in televised format only. An introductory literature course emphasizing relationships of the poets, their influence on each other and on those who followed them, and their place in American literature. Compares and contrasts the American vernacular voice with modern European idiom, the democratic image of society with the poet as a privileged visionary, and the poetry of social conscience with a poetry of metaphysical rumination.

ENGL470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in English under the supervision of the faculty. *Prerequisite: Permission.*

ENGL501 Introduction to Linguistics (3).

Provides a comprehensive introduction to the ways in which linguistics describe language, focusing especially on English. Explores all levels of linguistic structure from sound (phonetics and phonology) to meaning and use (semantics and pragmatics). Examines major issues and subdisciplines in the systematic study of language, including dialects, prescriptivism, and language abuse, style, historical change, usage and definitions of standards, and the differences between speech and writing.

ENGL508 Teaching English As a Second Language (3).


Application of linguistic principles and various methods of language instruction to the teaching of English language skills to individuals learning English as a second language. Emphasizes techniques for effective utilization of first language skills in second language learning. Curricula and materials will be examined.

ENGL510 Major English Authors: . . . (3).

Concentrated study of selected authors. Students may take course for credit more than once, because the authors selected change from year to year.

ENGL511 African Novel (3).

A critical analysis of the literature written by selected major African writers.

ENGL512 Black Literature I: 1760-1900 (3). 

Offered as a correspondence course only. Generally surveys black prose from colonial period to 1900. Covers a wide variety of works from several genres, with a major emphasis on prose embracing the slave narratives and early black fiction.

ENGL513 Black Literature II: 1900-1941 (3).

Provides a model for approaching black literature from a variety of literary and sociocultural perspectives, with a special emphasis on the Harlem renaissance and major authors, including Paul Laurence Dunbar, Charles Chesnut, and James Weldon Johnson.

ENGL514 Black Literature III: 1941-Present (3).

Continuation of Black Literature II. Embraces all genres and extends chronologically from World War II to the present. The main focus is on authors such as Wright, Baldwin, Ellison, Margaret Walker, Alice Walker, and Toni Morrison, as well as black writers of the civil rights movement.

ENGL515 Major Black Authors: . . . (3).

Individual black writers will be studied in-depth. Students may register in this course for credit more than once as the authors studied vary from year to year.

ENGL520 Major American Authors: . . . (3).

Individual American writers will be studied in-depth. Students may take course for credit more than once, as the authors studied vary from year to year.

ENGL521 Comparative Latin American Literature (3).

Studies the Latin American novel. Covers major writers of different Latin American countries and the poetry of protest and revolution in the 20th century.

ENGL524 Contemporary American Literature (3).

Focuses on the major writers, works, and related background in American Literature after 1945. *Prerequisites: ENGL and ENGL322 or equivalent.*

ENGL525 Advanced Writing II: Interdisciplinary Writing Workshop (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. *Prerequisite: ENGL381.*

ENGL531 Literature for Children and Adolescents (3).

Offered in both lecture and televised formats. Introduces the student to the variety of literature available for children and adolescents. Examines establishing criteria for selection of literature for children and adolescents, including criteria related to reading levels, student interests, quality of materials, and psychological, cultural, and social issues.

ENGL532 Literature of Immigrant Children (3).

Readings and analysis of fiction produced by the immigrant children, the white ethnics, who emigrated to the U.S. in the late 19th century. Set in context with mainstream American writers and American black literature.

ENGL535 Literature and History: . . . (3).

Explores the relationships among ideas that have political, social, and historical importance and the developments in history for which these ideas have consequences. Topics vary and include the 1920s and modern Europe (19th and 20th centuries).

ENGL540 Bible As Literature in Social Context (3).

Introduces the diverse literary genres of biblical literature in their social/cultural setting. Utilizes the recent knowledge of archeology, linguistics, and Near Eastern studies.

ENGL541 Chinese Literature and Culture (3).

Introduces Chinese culture through the progress and splendor of its literature. Emphasizes the different literary genres presented by the major writers of China, the structures of the language, and their varying influences on Chinese culture.

ENGL542 Literary Criticism (3).

Examines major approaches to criticism as a means of critiquing literature from a variety of perspectives on a variety of levels.

ENGL545 Persuasion Analysis (3).

Studies modern persuasion techniques used by advertising, political parties, and the government. Examines specific counter-propaganda techniques. Designed primarily for high school teachers who teach persuasion and propaganda analysis, consumer education, and the like.

ENGL550 Technical and Professional Communications (3).

Examines through case studies and professional documents the numerous and varied forms of written and spoken communication in business and the professions. Emphasizes the importance of all aspects of communication in contemporary industry, business, and, where applicable, health sciences, computer technology, and other professions. *Prerequisite: ENGL381.*

ENGL551 Shakespeare's Plays (3).

Offered in both lecture and televised formats. Reading and analysis of Shakespeare's plays, including history plays, comedies, tragedies, and romances. Graduate students will address textual problems.

ENGL560 Philosophical Themes in Contemporary Literature (3).

Examines philosophical ideas embodied in literary works of art and presents a methodology of thematic studies in literature.

ENGL562 Literary Genre: . . . (3).

Examines the form, content, and history of the development of the various genre of literature in English, including poetry, dramatic literature, narrative fiction, the essay, and modern variations. This is a variable offering and may be taken more than once under different subtitles.

ENGL570 Rhetorical Theory and Practice (3).

Examines the history of rhetoric and composition and contemporary issues in rhetorical theory and pedagogical practice. Develops the student's abilities as a writer. *Prerequisite: ENGL381.*

ENGL572 Computers and Composition (3).

Focuses on the use of word processing and computer-aided instruction as part of the writing process. Where possible, students will review available software (CAI) packages.

ENGL580 Special Topics: . . . (1-3).

Experts in the field present selected topics in writing, language, and literature. Includes discussion of the topics and implications for theory and practices. Because of varying topics, this course may be taken more than once.

ENGL590 Research Techniques (3).

Instruction and practicum in research techniques ranging from basic library skills to advanced methods of information storage and retrieval.

ENGL592 Historical Studies in the English Language (3).

Focuses on the historical development of English language studies. Emphasizes the major contemporary theories of grammar, including structural, transformational, tagmemic, and traditional. Also examines two major approaches to language—psycholinguistic and sociolinguistic.

ENGL620 Women in Latin American Literature (3).

Studies literary works produced by women in Latin America. Includes a critical analysis of other works that reflect the role women play in society.

ENGL690 Pro-Seminar for Teachers of Writing (3).

Emphasizes the method and practice of teaching writing. Focuses on methods of motivating students, pre-writing, free writing, style development, revision, and evaluation. *Prerequisite: Graduate student status.*

ENGL830 Seminar: Advanced Composition and Rhetorical Theory (3).

Focuses on extensive readings in a major area of composition, rhetorical, and critical theory. Where appropriate, seminar participants will investigate the relationship of theory to college-level practice.

ENGL840 Seminar: Philosophy in Literature (3).

Focuses on philosophical themes in literature. Offers a forum at an advanced level where thematic studies are the focus of investigation in literary works.

ENGL845 Seminar: English Literature (3).

Studies a selected period of English literature, including Medieval, English Renaissance, Restoration and Eighteenth Century, Romantic and Victorian, Modern and Post Modern. Literature of a period is related to historical, political, social, and religious currents of the times. Students concentrate on a period of their choice.

ENGL850 Seminar: American Literature (3).

Focuses on extensive readings on one period in American literature. Typically, students read both primary literary works and secondary critical and historical analyses.

ENGL870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in English under the supervision of the faculty. *Prerequisite: Permission.*

ENGL890 Graduate Thesis/Project: . . . (3).

Provides the English student the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in English. *Prerequisite: Permission of advisor.*

Finance

FIN301 Principles of Financial Management (3)

Offered in both lecture and televised formats. Deals with theory and practice of the financial management function in planning, raising, and directing the efficient allocation of funds within the firm. *Prerequisites: ACCT301, ACCT302, ECON301, and STAT361.*

FIN310 Estate and Personal Planning (2).

Focuses on the development of a financial plan for identifying long-term goals through budget and spending plans. Cannot be used to meet degree requirements of the B.A. in Business Administration.

FIN420 Advanced Corporation Finance (3).

Focuses on the application of financial management tools and techniques. The case study method is used to cover such topics as profit planning, leverage analysis, working capital management, capital budgeting, and valuation of the firm. *Prerequisite: FIN301.*

FIN425 International Financial Management (3).

Focuses on International aspects of financial management. Particular emphasis is placed on control of exchange rate and financing multinational corporations. *Prerequisite: FIN301.*

FIN436 Option Pricing Theory and Application (3).

The study of modern concepts and issues in financial options and futures markets. Emphasis on risk management in financial institutions and applications in corporate finance and funds management. *Prerequisite: FIN301.*

FIN440 Insurance and Risk Management (3).

Analyzes the nature and scope of the various risk exposures generally facing individuals and profit and non-profit organizations. Examines alternate methods of dealing with risk exposures, including the use of insurance as a risk-handling device. Features topics on personal risks, property risks, third-party liability risks, and the nature and types of insurance contracts. Students will learn to apply risk management techniques to their professional and personal affairs. *Prerequisite: FIN301.*

FIN455 Financial Institutions and Markets (3).

This course focuses on both the financial system and its important players. Topics include: operation of the securities markets, determination of interest rates, characteristics of important financial instruments, portfolio policies of financial institutions, and the effect of government's regulation on the financial system. *Prerequisites: FIN301 and ECON301.*

FIN460 Investments (3).

Involves study of the principles of investment securities with varying degrees of risk and return. Includes topics on investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. *Prerequisite: FIN301.*

FIN465 Advanced Investments (3).

A review of investment and portfolio management theory. The objective will be to develop superior long term investment strategies. Current literature will be reviewed. *Prerequisite: FIN460.*

FIN470 Independent Study: . . . (3).

Independent study is intended to provide better students with the opportunity to study a topic of their choice in finance under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within finance and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

FIN480 Internship: . . . (3).

Designed to provide finance students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

FIN801 Problems in Financial Management (3).

Covers the problems faced by the financial officer in management of funds in the business firm. Emphasizes developing skills and techniques to implement capital expenditure policies, solving short-term and long-term financing problems, and establishing dividend policies. *Prerequisites: FIN301, MATH355, and STAT361.*

FIN830 Financial Markets (3).

Covers analysis of financial markets with emphasis on understanding and predicting interest rates and stock prices. Includes topics on structure and behavior of interest rates, flow of funds analysis, operation of security markets, portfolio policies of financial institutions, effect of monetary and fiscal policies of financial markets, capital market theory, and measurement of market efficiency. *Prerequisite: FIN801.*

FIN850 Investments (3).

Studies the principles of investment in securities with varying degrees of risk and return. Includes topics on investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. *Prerequisites: FIN301 and STAT361.*

FIN855 Problems in Analysis of Financial Statements (3).

Emphasizes external accounting rather than internal or managerial. Covers analytical tools and techniques of financial analysis, bases that underlie the preparation of financial statements, distortions to which income determination and asset and liability measurement are subject, and processes and methodology of financial statement analysis. *Prerequisite: FIN301.*

FIN860 Financial Institutions (3).

Presents a detailed study of the total financial sector of the economy from the point of view of individual financial institutions. Provides analysis of policies, practices, and regulation of commercial banks; savings and loan associations; financial, insurance, and investment companies; relevant governmental agencies; and others. *Prerequisite: FIN801.*

FIN865 Advanced Financial Management (3).

An intensive study of theories and analytical tools with emphasis on their application to the solution of various financial problems of business firms. Includes topics on working capital management, capital expenditure decisions, estimation of the cost of capital, and dividend policy decision. *Prerequisites: FIN801 and STAT362.*

FIN870 Independent Study: . . . (3).

Independent study is intended to provide better students with the opportunity to study a topic of their choice in finance under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within finance and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

FIN880 Internship: . . . (3).

Designed to provide finance students with supervised practical experience in applied settings. *Prerequisite: Permission.*

FIN890 Graduate Thesis/Project: . . . (6) P/NC.

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate in business should select the thesis option. *Prerequisite: Permission of advisor or committee.*

Geography

GEOG310 Physical Geography (3).

Features investigations into the natural systems of the earth and their relationship to human activities. Includes examinations of the earth's energy, water, and nutrient balances and how these balances influence and are influenced by human activities. Examines soils, climates, hydrology, tectonic activity, landforms, vegetation from a global as well as urban perspective. Emphasizes understanding the various natural systems and how they relate to the built environment.

GEOG32A 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.

Geology

GEOG322 Geological Science



Foundations (2).

Offered in both lecture and televised formats. Describes the earth's physical environments in terms of geologic processes: weathering, erosion, deposition, glaciation, tectogenesis, and volcanism. Developmental history and geomorphology of midwest landforms are emphasized. *Corequisite: GEOL323.*

GEOG323 Geological Science Foundations

Laboratory (2).

Covers laboratory and fieldwork associated with GEOG322. Includes three Saturday field trips on dates indicated in course schedule. *Corequisite: GEOL322.*

GEOG533 Geological Field Studies: Upper

Mississippi Valley (3).

A field study of the physical and historical geology of the Upper Mississippi Valley and drift-free area. Emphasis is on site history and developmental processes. This is a five-day trip with on-campus work preceding and following. *Prerequisites: Eight hours of earth science and eight hours of biology or permission of instructor.*

GEOG544 Geological Field Studies: Grand Canyon Area (3).

A six-day field trip with preparatory classwork and laboratories. Focuses on dry-land processes of geochemical alteration of rocks and erosion and the historical development of the Grand Canyon area. *Prerequisites: Eight hours of earth science and eight hours of biology or permission of instructor.*

GEOG602 Environmental Science: Earth Science (2).

Field course offered at Camp Sagawau. Emphasizes relationships between land forms and geologic processes. Uses local examples and includes mapping skills. Designed as in-service course for teachers.

Health Administration

HLAD325 Health Care Organization (3).

Provides an understanding of how health care is organized in the United States and the way it is provided to consumers.

HLAD340 Medical Sociology (3).

Applies sociological knowledge, concepts, and methodologies to health care processes for the purpose of enhancing the understanding of health administrators on the dynamics of interaction between patients and providers.

HLAD450 Health Planning (3).

Introduces students to health planning concepts, methods, and data sources useful in developing community and institutional health plans. *Prerequisite: HLAD325.*

HLAD455 Management in the Health Care Setting (3).

Examines the management, environment, and personnel of short-term health care facilities. Emphasis is placed upon applying descriptive information to various operational situations and problems encountered by junior or mid-level managers. *Prerequisites: HLAD325 and MGMT301.*

HLAD460 Health Care Economics (3).

Applies economic analysis to health and health care services. Examines the concept of health as human capital. Investigates special features of the supply, demand, distribution, and economic impact of health care delivery. *Prerequisite: HLAD325 and ECON301.*

HLAD465 Legal Aspects of Health Care (3).

Discusses legal implications and ramifications of conduct in health services administration. Introduces principles of administrative law that form the foundation of decision-making processes in the health services arena. *Prerequisite: HLAD325.*

HLAD468 Institutional Management for Health Care Organizations (3).

Designed to be the capstone course for the Bachelor of Health Administration. Discusses reading and research in the areas of health care, as well as direct investigation of an administrative problem fundamental to hospital/nursing home administration. *Prerequisites: most courses before practicum. Capstone course.*

HLAD470 Independent Study: . . . (1-8).

Individual reading, research, and/or project in health administration under the supervision of the faculty. *Prerequisite: Permission.*

HLAD480 Internship: . . . (1-8).

Designed to provide health administration students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

HLAD490 Health Administration Practicum (3).

Provides the student with a terminal experience integrating classroom learning and the field of practice. reinforces and reviews competencies gained in Health Administration and gives students an opportunity to achieve professional growth and administrative skills. *Prerequisites: Permission of instructor at least three months in advance and completion of all required courses.*

HLAD503 Human Resource Management for Health Administration: . . . (3).

Focuses on human resource management, program and policies. Addresses recruitment of health professionals, manpower requirements, staffing, training and development and governmental staffing regulation for health care organizations. Examines methods of developing leadership in supervisory health managers, issues of compensation administration, and specific labor and HRM law governing health care institutions. This course is also structured to prepare students for the long-term care administrators' licensing exam. *Prerequisites: HLAD325 and MGMT301.*

HLAD520 Introduction to Long-Term Care (3).

Provides a basic orientation to the long-term care continuum, including both nursing homes and noninstitutional alternatives such as home health agencies and adult day care. Examines the long-term care needs of the chronically ill and disabled, and actual and proposed public policy responses to those needs.

HLAD525 Nursing Home Administration (3).

Examines principles in the management of skilled nursing facilities and related institutions for the chronically ill and disabled. Explores issues in the regulation and reimbursement of nursing homes in Illinois.

HLAD530 Ambulatory Care System Management (3).

Provides technical knowledge to organize, direct, coordinate, plan, and control ambulatory care programs. Focuses on medical group management. *Prerequisites: HLAD325 and MGMT301.*

HLAD630 Health Administration: Lecture Series (3).

Health practitioners discuss many of the issues and problems of the contemporary American health care delivery system. Major topics include the role of government, value and ethical considerations, the hospital and the consumer, and issues of manpower, financing, and quality of care. *Prerequisite: Health Administration students or permission.* Auditors are encouraged and welcome.

HLAD701 Medical Care in Society: Health, Ethics, and Leadership (3).

Overview of the field focusing on the social, behavioral and ethical aspects of the health system. Covers such topics as epidemiology, health, and illness, the sick role, the utilization of health services and the determinant of health. The course will focus on emerging trends in health administration such as the need to understand the ethical implications of resource issues and the requirement of acquiring leadership skills to help reform the health care system from within. This should be one of the first courses taken by students in the program.

HLAD705 Applied Research Methods for Health Administration (3).

Examines the application of research methods to the administrator's decision-making process. Topics covered include the relevance of research for policy decision making; common measures and statistics used by health administrators; the application of various research methods to health administration; an introduction to computer statistical software packages; and an introduction to information systems. *Prerequisite: Statistics or permission of instructor.*

HLAD710 Health Care Organization: Problems and Policies (3).

Deals with current issues in modern health care delivery systems. Addresses issues from both theoretical and pragmatic perspectives. *Prerequisite: HLAD701 or Instructor's permission.*

HLAD715 Economics of Health Administration (3).

Application of basic economic tools of analysis to the study and solution of health care delivery problems. *Prerequisite: Competency in basic economic concepts or permission of instructor.*

HLAD718 Health Care Policy (3).

Enables the student to describe, analyze, evaluate, and apply basic policy approaches to both American and international health care issues. Presents students with implementation skills for ethically managing power relations in a turbulent health care marketplace. *Prerequisites: HLAD715 and a course in social science or policy analysis.*

HLAD740 Health Care Financial Management I (3).

Provides an overview of the primary facets of health care financial management. Includes such topics as capital finance, working capital management, intermediate reimbursement theory, financing indigent care, and cost containment. *Prerequisite: Degree candidacy.*

HLAD745 Organizational Theories in Health Administration (3).

Studies organizational and managerial theories relevant and unique to effective administration of health care institutions. Organization is perceived as an open system that requires constant interaction with environment. *Prerequisites: A course in principles of management and degree candidacy.*

HLAD755 Health Care Management I (3).

Presents the principle concepts of health care management through case studies. Addresses the historical evolution of the community hospital and examines how the history and evolution of the community hospital is interwoven into the fundamentals of operation. *Prerequisite: MGMT301.*

HLAD806 Quantitative Decision-Making for Health Administration (3).

This course emphasizes the conceptual framework and the practical application of various decision-making techniques relevant to the health administration field. The focus of the course is on developing sophisticated decision-making models utilizing available computer software that enable the administrator to achieve organizational goals in an efficient manner. *Prerequisites: HLAD705 and MIS725.*

HLAD820 Health Care Program Planning and Evaluation (3).

Study of specific topics in evaluating health care programs. Special attention to the concept of program, program planning, analysis of evaluation system models, measurement, causality, advantages and disadvantages of internal and external evaluation, and analysis and critique of published evaluations. *Prerequisite: HLAD705 or permission of instructor.*

HLAD823 Total Quality Management/Continuous Quality Improvement (3).

Presents the principal concepts of health care quality management through readings, case studies, and analysis of actual institutional quality programs. The course addresses the topics of quality assurance, total quality management, continuous quality improvement, JACHO accreditation standards, and patient satisfaction among other. The course includes a project documenting the quality program of a specific health care institution. *Prerequisite: HLAD745.*

HLAD835 Health Care Human Resource Management (3).

Focuses on human resource management, programs, and policies. Addresses recruitment of health professionals, manpower requirements, staffing, training, development, examination of qualifications standards, performance appraisals, and employee morale. Examines methods of developing leadership in supervisory health managers, issues of compensation administration, and specific labor and HRM law governing health care institutions. Applies TQM and ethics theories to the HRM process. *Prerequisites: HLAD745 and HLAD755.*

HLAD837 Health Care Law (3).

Focuses on corporate administrative and regulatory law significant for health services administration. Examines such issues as informed consent, joint ventures, mergers and acquisitions, medical staff issues, and liability. *Prerequisite: Degree candidacy.*

HLAD846 Health Care: Financial Management II (3).

Focuses on theory and applications for such topics as capital financing, managed care contracting, internal audit and control issues, tax status, and performance reporting and analysis for specific health care entities. *Prerequisites: Degree candidacy, ACCT402 and HLAD740.*

HLAD850 Strategic Planning for Health Administration (3).

Covers the strategic planning process in the competitive health care field including alternative delivery systems. Focuses on definition of mission, external analysis, goal achievement, and generation of alternatives and their selection. Marketing of specific health care entities, theories and practices are discussed. *Prerequisites: HLAD805, HLAD820, and completion of 25 or more credit hours.*

HLAD855 Health Care Management II (3).

Capstone course in the Master of Health Administration degree. Focuses on the effective administration of short-term health care facilities. Covers the administrator's role in the application of such areas as finance, law, quantitative methods, and human resource management. Also covered are administrator/medical staff relations. Case studies are used. *Prerequisite: HLAD755.*

HLAD865 Health Administration Field Experience (5).

Students apply theories and principles of classroom learning in health care facility. The field experiences provide opportunities for development, integration, and reinforcement of competence. The student will be required to attend six or more seminars held throughout the trimester to integrate program objectives and the field experience topic. *Prerequisites: Permission of instructor at least three months in advance and having successfully passed the comprehensive examinations. Capstone course.*

HLAD870 Independent Study: . . . (1-8).

Individual reading, research, and/or project in health administration under the supervision of the faculty. *Prerequisite: Permission.*

HLAD880 Internship: . . . (1-8).

Period of structured, preceptor-directed experience in the practice of health administration in a setting appropriate to the student's career goals. The course is taken after completion of all other course work, but before conferring of the degree. *Prerequisites: Permission of instructor at least four months in advance.*

HLAD890 Graduate Thesis/Project: . . . (1-8).

Provides the health administration student an opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests in health administration. *Prerequisite: Permission of advisor.*

Health Professions Education

HLPE315 Health Professions Education

Instruction (3).

Designed to introduce health professions students to the skills and processes involved in health professions education in both clinical and didactic settings. Develops skills in planning, delivering, and evaluating health professions education programs. *Prerequisite: Nursing majors or permission.*

HLPE620 Current Trends and Issues in Health (3).

Explores current trends and issues in health education. Focuses upon present and projected educational policy issues affecting educational institutions.

HLPE630 Special Issues in Community Health (3).

Emphasizes organizational patterns and functions of voluntary and government health agencies. Details role of the school health team in the analysis of community health programs in the greater Chicago area.

HLPE802 School Health Programs (3).

Presents an overview of the principles, philosophy, and development of school health programs in the U.S. Emphasizes the concepts of "healthful school living" and community participation in school health programs. Focuses on developing a team framework among teachers, health service personnel, parents, and pupils. *Prerequisite: Students must be certified teachers or have permission of the instructor.*

HLPE815 Assessment of Health Instruction (3).

Examines assessment procedures employed in health education and allied health training programs. Emphasizes the development of valid and reliable instruments to assess health behaviors, attitudes, and skills. *Prerequisite: Permission of instructor.*

HLPE820 Continuing Education in Health (3).

Focuses on how the rapid pace of new discoveries in health, disease, treatment, and rehabilitation makes continuing education essential for everyone working in health fields. Develops skills in planning, delivering, and evaluating continuing education in health. Emphasis on developing change agent skills, motivation of others to update their knowledge and skills, involving colleagues in continuing education activities. *Prerequisite: Graduate student status.*

HLPE825 Values Clarification Techniques in Health (3).

Utilizes people's attitudes, values, and beliefs in the process of health education. Teaches techniques for involving learners' motivation and values in health education with opportunity to develop and try them out. Class meetings in which students develop and present values clarification applications for review and appraisal. Values clarification is now widely recognized as an essential tool in health education. *Prerequisite: Graduate student status.*

HLPE860 Practicum in Health Profession Education (3).

Designed to provide Health Professions Education majors with supervised, practical experiences in appropriate settings. Students planning to enroll should contact the instructor at least one month in advance of enrolling so that a suitable placement can be arranged. *Prerequisite: Permission of instructor.*

Health Sciences

HLSC305 Contemporary Health

Issues (3).

Offered in televised format only. Identifies and examines major health issues of our time. Designed to counteract apathy, dispel myths, and provide accurate information upon which to make decisions affecting individual and social health. National leaders representing a range of thought and documentary film footage are utilized.

HLSC470 Independent Study: . . . (1-8).

Individual reading, research, and/or project in the health sciences under the supervision of the faculty. *Prerequisite: Permission.*

HLSC480 Internship: . . . (1-8).

Designed to provide students in the health sciences with supervised practical experiences in applied settings. *Prerequisite: Permission.*

HLSC60A Health Risk Appraisal (1).

Workshop designed to offer an in-depth review of the psychosocial factors influencing personal wellness. Students will be introduced to strategies and techniques employed in health risk appraisals. A comprehensive, computerized wellness inventory will be employed in the assessment of personal lifestyle factors associated with health risks.

HLSC600 Health Promotion (3).

Explores the factors influencing our current concepts of health and wellness. Examines new developments in maintaining optimal levels of wellness in society. Focuses upon health promotion programs in business and industry designed to reduce health risk.

HLSC610 Nutrition (3).

Offered in both lecture and televised formats. Provides knowledge necessary for nutrition and diet therapy. Discusses cultural, economic, and social factors of food habits.

HLSC62B Managing Health Behavior (3).

Examines the relationship between personal lifestyle factors that contribute to health risks and the development of disease. Addresses behavioral change models and intervention strategies that facilitate disease risk reduction and promote healthful lifestyles. Computerized assessment tools will be used to evaluate personal lifestyle factors.

HLSC750 Pathophysiology (3).

Analysis of the mechanistic and regulatory deficits in altered physiological states is discussed. Emphasis is on cellular events as they relate to various pathologic conditions and their multisystem effects in varied diseased states. *Prerequisites: Undergraduate work in anatomy and physiology (i.e., BIOL444-447).*

HLSC830 Epidemiology (3).

Advanced health concept course covering human ecology of diseases in groups and communities, consumer health sources in dealing with epidemiology problems, indices of community health and their usefulness to health centers, schools, and community health programs, and promotion of healthful living on a group and community basis. *Prerequisite: Students must meet the qualification for graduate student status.*

HLSC870 Independent Study: . . . (1-8).

Individual reading, research, and/or project in the health sciences under the supervision of the faculty. *Prerequisite: Permission.*

HLSC880 Internship: . . . (1-8).

Designed to provide the health sciences student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

HLSC890 Graduate Thesis/Project: . . . (1-8).

Provides the health sciences student an opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in the health sciences. *Prerequisite: Permission of advisor.*

History

HIST310 American Economic History (3).

A historical examination of the development of the American economy with special emphasis on the process of modernization and its effect on agriculture, commerce-industry, worker-employer relationships, and the value system of the people. *Prerequisite: American History I and II.*

HIST311 U.S. History I (3).

Provides a historical examination of the United States from the founding of the colonies through the Civil War with special emphasis on religion, nation building, economic development and modernization, and the sectional conflict.

HIST312 U.S. History II (3).

Provides a historical examination of the United States from the Civil War through World War II with special emphasis on industrialization, immigration, urbanization, reform, and World War I and II.

HIST470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in history under the supervision of the faculty. *Prerequisite: Permission.*

HIST50C Beyond the Dream: Current Black Social Issues (1) P/NC.

Experts present in workshop format material relating to issues in education, politics, business, economics, social life, and the arts as they relate to recent developments in the black community.

HIST501 The History of Illinois and Its Constitution (3).

Offered in both lecture format and as a correspondence course. A survey of the political, constitutional, and social history of the state of Illinois from 1700 to the present.

HIST505 Modern African History (3).

This course will survey the significant themes in African history since 1800, examining pre-colonial African societies, European mercantilism, colonial political economies, resistance and the rise of African nationalism, and questions concerning liberation and revolution in Africa today. Historical texts, novels, films, and guest speakers will be used to promote a deeper understanding of the continent, its people, and their struggles.

HIST510 Ascent of Man (3).

Based on an award winning B.B.C. television series written and narrated by the late scientist Jacob Bronowski. Provides a panoramic view of nature and the focus that led to the emergence of human intelligence with its cultural and intellectual achievement.

HIST515 Modern U.S. History: 1900-1945 (3).

U.S. domestic history and the role of the United States in world affairs from 1900-1945, including progressivism, imperialism, the New Deal, and the second World War.

HIST516 Issues in Modern U.S. History: . . . (3).

The approach of this course is inclusive and focuses on the issues of the Post World War II era and beyond. It provides a context for in-depth study of more recent events, with an emphasis on content, methodology, and potential applications of U.S. history. *Prerequisite: HIST310 or HIST311.*

HIST520 American Urban History (3).


Presents a historical examination of the process of modernization and its effect on the American city and people. Emphasizes migration and mobility, family roles, machine politics, and various reform movements.

HIST525 Readings in American History: . . . (3).

Student selects a topic in American history from a prescribed list, reads a number of designated works on that topic, and answers several essay-type final examination questions.

HIST53B Modern Middle Eastern History (3).

Examines Islamic civilization since the age of European expansion, imperialism, westernization, nationalism, and modernization; covers Arab countries and Israel, Iran, and Turkey.

HIST534 Modern Chinese History (3). 

Offered in both lecture and televised formats. Study of general development of Chinese history with special emphasis on the period since 1840. Student will conduct two individual research projects; one of the imperial past up to the end of the Ming Dynasty, and the other on the modern period.

HIST540 Black Experience in the U.S. (3).


Surveys black experience from 1500-1941. Emphasizes the various aspects of slavery, the Civil War, reconstruction, and the black experience during World War I and World War II periods.

HIST541 Black Women in American History (3).

A socio-historical study of the black woman from slavery to 1970. An examination of the role she has played in the black struggle and her contributions to their survival.

HIST542 Caribbean History (3).

Studies comparative colonial patterns in the Caribbean. Emphasizes the development of slave populations, social systems, and the concept of hierarchy in the Caribbean.

HIST544 History of Civil Rights (3). 

Offered in both lecture and televised formats. Examines the black struggle to secure human and civil rights in the United States. Black protest, court decisions, and legislation after 1953 are emphasized.

HIST545 American Negro Slavery (3).

A general survey of the traditional interpretations of black slavery in America and an attempt to assess them in the light of recent studies.

HIST547 Latin American History (3).

Surveys the major periods in Latin American history. Describes and analyzes the major economic, political, social, and cultural structures of pre-Columbian, colonial, and modern Latin America.

HIST550 Women in American History (3).

Offered in both lecture format and as a correspondence course. Examines the history of American women from the colonial period to the present with special emphasis on how and in what ways the status of women has changed.

HIST565 Europe in the Twentieth Century (3).

Examines the political, economic, social, cultural, and diplomatic history of Europe in the twentieth century. Addresses the themes of industrialization, nationalism, colonialism, totalitarianism, the post-World War II division of Europe, and the geo-political trends toward unification.

HIST720 Philosophy of History (3).

Deals with patterns in the history of mankind. Explores nature of historical change, value, purpose, and meaning of various historical phases.

HIST780 Local History: Resources and Methods (3).

An examination of basic resources and methods for local and community history. Students will be involved with specific research projects.

HIST830 Graduate Seminar in Historical Studies (3).

Examines the nature of history by reading and evaluating two or more designated works on selected topics in American history.

HIST840 Research in African-American History (3).

Addresses serious research upon significant topics and issues related to the black experience in the United States and Western hemisphere.

HIST870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in history under the supervision of the faculty. *Prerequisite: Permission.*

Human Performance and Training

HP&T510 Introduction to Human Performance and Training (1).

This course enables students to analyze the field of educational technology, human resource development, instructional development, and training. Includes what professionals do, definitions, associations, periodicals, current issues, and self-assessment on competencies. Course requirements include joining a professional association related to the field and attending a local meeting of a professional association related to the field.

HP&T520 Training Product Design (3).

Students design, produce, and evaluate a half-hour instructional product. Includes goal analysis, learner entry characteristics, behavioral objectives, criterion-referenced tests, instructional strategy, media selection, prototype production, prototype tryout, and revision.

HP&T522 Training Topics: . . . (1-3).

Offers study in various topics as applied to the training field. Subject matter may include stand-up training techniques, identifying and analyzing performance problems, examining the role of the computer in the training field, and television and its use in training.

HP&T755 Computer Based Training I (3).

Enables student to analyze the components of a Computer Based Training (CBT) system; write CBT storyboards and flowcharts, and program a short CBT lesson. Includes broad exposure to theories and models of computer-based training. *Prerequisite: HP&T520.*

HP&T760 Computer Based Training II (3).

Enables students to design complex CBT courses using current ideas from psychology and instructional design. Also covers implementing CBT in organizations, choosing authoring systems and environments, and estimating CBT costs. *Prerequisite: HP&T755.*

HP&T761 Advanced Interactive Instruction (3).

Enables students to propose advanced interactive instructional solutions to human performance and training problems. Includes interactive hypertext, interactive multimedia, and expert instructional/performance systems. *Prerequisites: HP&T755 and HP&T 760.*

HP&T810 Training Course Development (3).

Enables students to develop specifications for a complete training course, including all components from HP&T520 plus needs analysis, environmental analysis, detailed job/task analysis, concept elaboration, learning hierarchies, enabling objectives, course, unit, and lesson maps, events of instruction, and implementation plan. *Prerequisite: HP&T520.*

HP&T815 Training Techniques (3).

Enables students to conduct instructor-led training sessions, including following pre-designed instructor roles and tasks, developing lesson plans, applying appropriate training techniques for individual and group situations, and selecting and using media in training presentations.

HP&T820 Principles of Message Design (3).

Applies principles of message design to instructional strategies, media selection, and materials specifications. Emphasizes perception, memory, attitude change, adult learning, and text design. *Prerequisites: HP&T510 and HP&T520.*

HP&T821 Scriptwriting for Instruction and Training (3).

Students design and develop a variety of scripts for instructional and training products, including audio, video, workbooks, and classroom presentations. Includes combining instructional development skills with principles of message design, script writing formats, and client specifications. *Prerequisites: HP&T520, HP&T820, and either HP&T810 or HP&T815.*

HP&T825 Research in Human Performance and Training (3).

This course will enable students to research and evaluate topics in instructional and training technology. *Prerequisite: eighteen credit-hours in HP&T.*

HP&T847 Evaluation/Cost Benefit Analysis in Human Performance and Training (3).

Focuses on evaluation of a training product, course, or other intervention. Includes formative and summative evaluation and cost benefit analysis. On basis of evaluation data, students prepare report, calculate cost benefit, and suggest revisions to a course, product, or intervention. *Prerequisite: HP&T810.*

HP&T852 Solving Performance Problems (3).

Enables students to identify and analyze problems in organizations that are performance rather than training-based. Focuses on information, resource, and incentive solutions to these problems. Students apply performance engineering theory to a real situation and write a report identifying the problems and proposing solutions. *Prerequisite: HP&T810.*

HP&T856 Consulting Teamwork in Human Performance and Training (3).

Students work as a member of an instructional development team to develop and evaluate a training package. Includes working closely with subject matter experts. *Prerequisite: HP&T810.*

HP&T858 Project Management in Human Performance and Training (3).

Examines role of project management in organizations. Emphasizes defining the project, developing time management network, estimating efforts and costs, scheduling resources, writing project plans, and tracking projects. *Prerequisite: HP&T810.*

HP&T860 Seminar: Human Performance and Training in Business (1).

Enables students to analyze how the business and industry environment is affected by the bottom line profit motive and how instructional and training techniques must be modified and adapted to that context. Analyzes the roles each professional plays in the development of training/HRD programs in a business and industry environment. *Prerequisites: At least three HP&T courses.*

HP&T861 Performance in Organizations (3)

This course provides a practical framework for understanding how components in an organization interrelate and how that relation affects performance analysis and improvement. *Prerequisite: Eighteen credit hours in HP&T.*

HP&T865 Advanced Field Project (1).

Provides Human Performance and Training students with opportunities to apply specific career skills/interests in a business, industrial, medical, or educational setting. *Prerequisites: Minimum nine graduate hours in HP&T and permission.*

HP&T870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in Human Performance and Training under the supervision of the faculty. *Prerequisite: Permission.*

HP&T880 Internship: . . . (1-4).

Designed to provide Human Performance and Training students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

HP&T891 Human Performance and Training Masters Project I (2).

Includes design of a project in a real setting, including proposal and appropriate design components. Covers synthesis and application of theory and advanced methods learned in the curriculum. *Prerequisites: At least twenty-five graduate hours in HP&T.*

HP&T892 Human Performance and Training**Masters Project II (2).**

Further development of synthesis and application of methods begun in HP&T891. *Prerequisite: HP&T891 or concurrent enrollment.*

Intercultural Studies**ICS320 Dynamics of the Spanish Language (3).**

Study of the Spanish language at both beginning and advanced levels of understanding. Focuses on different approaches and techniques to increase fluency in a second language.

ICS530 Third World Conference (1-3) P/NC.

Weekend conference using workshops and seminars to focus on socio-political, humanistic, and historical policy problems and issues of third world communities in national, interregional, and international contexts.

ICS532 African Politics (3).

Examines the problem of social and political change on the African continent. Evaluates selected paradigms and concepts in terms of the historical scope and range of national and interregional situations.

ICS540 Hispanic Experience in U.S. (3).

Offered as a correspondence course only. Examines the historical process that led to Latino migration to the United States. Focuses on the economic, political, social, and cultural conditions that shape the life of the Latino in American society.

ICS541 Ethnicity, Culture, and Politics (3) ☒

Offered as a correspondence course only. Explores the interrelations between ethnicity, culture, and politics in American political life. Examines these concepts in an effort to understand culture, society, race, ethnicity, and their relationship to politics and society.

ICS547 Cultural Geography (3).

Includes a discussion of the nature of culture and surveys the main distribution of the populations of the human race and their broad distinguishing characteristics and cultures. Traces the global movement of populations together with the movement of their cultural influences among other peoples and cultures.

ICS548 African Civilizations (3). ☐

Offered in both lecture and televised formats and as a correspondence course. 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.

ICS55A 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).

Liberal Arts and Sciences**LAS410 Investigations in the Social Sciences (3).**

Examines the major debates over the dominant paradigms that guide the various social research disciplines, e.g., history, sociology, political science, and economics. In particular, the status of social knowledge, theories of "human nature," the social basis of collective action, the role of the state, and the sources of social diversity and historical change will be considered. *Prerequisites: Nine hours of course work in social science.*

LAS420 Investigations in the Humanities (3).

Examines investigatory procedures and explanatory logic used in treating art, literature, and music. Emphasis will be placed on specific artists, composers, and literary figures with reference to the creative process. *Prerequisite: Nine hours of course work in art, music, and/or literature.*

LAS430 Investigations in Scientific Thought (3).

Examines the development of scientific concepts from the ancient Greeks to the present, focusing on how scientists think and work—their thought processes, their approaches to problem solving, the roles of conjecture and intuition, and the role of serendipity. Contributions of individual scientists and schools of scientific thought are critically evaluated, and the importance of science in contemporary society is assessed. *Prerequisites: Nine hours of course work in science and six hours of course work in mathematics.*

LAS440 Investigations in Mathematical Thought (3).

Examines the development of mathematical concepts from the ancient Greeks to the present. Contributions of individual mathematicians and schools of mathematical thought are critically evaluated, and the importance of mathematics in modern culture is appraised. *Prerequisites: Nine hours of course work in science and six hours of course work in mathematics.*

Management

MGMT301 Introduction to Management Strategies (3)



Offered in both lecture and televised formats. Introduces classical management, behavioral, and management science. Reviews the fundamental functions of management emphasizing the interrelationships among planning, organizing, directing, and controlling. Both the impact of organizations upon participants and the impact of participants upon organizations are studied. Examines systems approach to solving operational problems.

MGMT320 Human Resource Management (3)

Acquaints the student with concepts and techniques of the personnel process. Emphasizes ways to increase organizational group and personal effectiveness, as well as enhancing the quality of organizational life and to using the human resources available. *Prerequisite: MGMT301.*

MGMT340 Production Management (3)

Discusses applications of management science and analysis to the production function. Emphasizes operations management as it relates to product development, plant location and layout, production cost analysis, work measurement, work simplification, safety management, and quality control. *Prerequisite: STAT361.*

MGMT342 Job Design and Measurement (3)

Presents the underlying theory and basic methodology for the most commonly used work measurement techniques. A systems approach is developed through the study of methods, materials, tools, and equipment for the purpose of determining the most economical way of doing the job, for standardizing methods, and determining time requirements. *Prerequisites: MGMT340 and STAT362.*

MGMT360 Business Communications (3)

Presents a comprehensive treatment of basic principles of verbal and nonverbal business communications, including business letters, memoranda, reports, oral communication, and technical report writing. *Prerequisite: ENGL381.*

MGMT401 Organizational Behavior (3)



Offered both lecture format and as a correspondence course. Analyzes the behavior of people in organizations. Discusses organizational motivation, leadership, group behavior, communication, and decision making. This is an extension and intensification of the behavioral portion of MGMT301, Introduction to Management Strategies. *Prerequisite: MGMT301.*

MGMT410 International Business (3)

Presents an introduction and overview of the economic, social, and political aspects of international/multinational business theory and practice. Provides a foundation for students who wish to acquire greater knowledge and expertise in this rapidly expanding field. *Prerequisite: MGMT301 or permission of instructor.*

MGMT421 Labor Relations (3)

Introduces the study of management-union relations and the problems that arise for the enterprise in the managing of the union relationship as part of the personnel function. Considers the structure, aims, and objectives of the union institution; the manner in which management deals with unions, management structure, and objectives in collective bargaining; the resolution of management-union disputes; and government regulation of collective bargaining. *Prerequisite: MGMT301.*

MGMT422 Behavioral Research in Business (3)

Designed to assist students who have had only a limited background in research and statistics. Emphasizes the language of research and the practical application of research designs to business. *Prerequisite: STAT361.*

MGMT423 Compensation and Incentive Systems (3)

Deals with a wide range of pay theories together with certain precise methods of building compensation scales. Introduces the pay survey and requires development of an individual project. Considers problems of compensation and fringe benefits in times of high inflation. *Prerequisite: MGMT320.*

MGMT425 Labor Markets (3)

Analysis of labor force, labor supply, wages, and unemployment in terms of labor marketing experience and current theories. Appraisal of effects of unions and government policies on the economic position of labor. *Prerequisites: ECON301 and ECON302.*

MGMT426 Personnel Training and Management Development (3)

Reviews the various internal and external sources and techniques of training the work force and provides the opportunity for students to develop and implement at least one training product. *Prerequisite: MGMT301.*

MGMT430 Small Business Administration (3)

Focuses on understanding the principles and techniques of management in relation to a small business. Studies fundamental aspects of the managerial process, including planning, organizing, staffing, directing, and controlling. Studies marketing, finance, and computers as they relate to small business. *Prerequisite: MGMT301 or permission of instructor.*

MGMT432 Quality Management (3).

Provides an introduction to the economic and management aspects of quality control of products and processes. Statistical concepts and tools related to the design and implementation of acceptance sampling plans and control charts for statistical process control will be discussed. Topics covered include control charts for variables (x- and r-charts), control charts for attributes (p- and c-charts), operating characteristic (OC) curves, producer and consumer risks, lot tolerance percent defective, acceptance quality level, quality circles, quality assurance, etc. *Prerequisite: MGMT301; a course in statistics would be helpful.*

MGMT442 Materials and Logistics Management (3).

Focuses on purchasing, operations, and transportation/physical distribution management functions. *Prerequisite: MGMT340.*

MGMT443 Production and Inventory Control Systems (3).

Considers the concepts and methods for planning, scheduling, and controlling manufacturing operations. Includes machine loading, applications for short-run production, and continuous production. Studies tooling, equipment, and production of manufactured and processed products. Presents applications of the management science method, including forecasting demand, scheduling production, controlling inventories, linear programming, waiting line, simulation, and statistical techniques for controlling production. *Prerequisite: MGMT340.*

MGMT445 Seminar in Production and Operations Management (3).

Focuses attention on the application of quantitative analysis, systems analysis, and other dynamic techniques to current operations problems. Readings, problems, classroom discussions, and group participation are required of all students. Individualized projects are possible, that will be presented and evaluated in group sessions. Open to seniors only. *Prerequisite: MGMT340.*

MGMT469 Business Policy (3).

This capstone course of the B.A. in Business Administration is designed to integrate the various functional areas of business administration through case discussion that applies management, finance, production, marketing, economics, and accounting principles to solving business problems. *Prerequisite: Last course in undergraduate program; open to degree-seeking CBPA students only.*

MGMT470 Independent Study: . . . (3).

Independent study is intended to provide better students the opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within management and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

MGMT480 Internship: . . . (3).

Designed to provide management students with supervised practical experiences in applied settings. *Prerequisite: Permission of instructor and dean.*

MGMT510 Foundations of Managerial Statistics (3).

Provides the graduate student with sufficient statistical background for the M.B.A. Includes descriptive statistics, sampling procedures, interval estimations, significance testing, correlation, regression, and the analysis of variance. The course is fast-paced and intensive. Students desiring a more leisurely introduction to the subject should take Statistics for Management I and II. *Prerequisite: MATH325.*

MGMT511 Statistical Data Processing for Business (3).

Deals with the systematic collection, analysis, and interpretation of business data. Topics include principles of measurement, concept of statistical design of experiments, sampling methods, handling missing data, efficient coding, and analysis using package programs. Approximately fifty percent of course time will be devoted to computer applications. *Prerequisites: STAT362, MGMT510, or permission.*

MGMT515 Administration of Non-Profit Organizations (3).

Stresses the relationship between the principles of business administration management and institutional management. Emphasizes the differences in goal setting and attainment and dependence upon different sources for their funds. Discusses the importance of volunteerism for a broad base of support and validation of need. *Prerequisite: MGMT301 or permission of instructor.*

MGMT520 Managing Automated Office Systems (3).

Applies principles of management and organization to automated (electronic) offices. Addresses the effects of integrated office systems on the organizational structure, basic office functions, the employees, and physical environment of the office. *Prerequisites: MIS370 and MGMT301.*

MGMT540 Business Ethics and Social Responsibility (3).

Explores the role of the corporation in modern society and its responsibilities to the public government and the economic and social well-being of the nation. *Prerequisite: MGMT301 or permission.*

MGMT810 Problems in Organizational Behavior (3).

Study of the development of organizational theory and critical examination of its value for explaining organizational change and phenomena. *Prerequisite: MGMT301 or PADM301.*

MGMT816 Production Problems and Analysis (3).

Production planning, machine operations, and materials for the manufacture of a product. Problems include the analysis of the elements of production scheduling and control, balancing work stations on production lines, and simulating plant layout. *Prerequisite: MGMT340 or permission.*

MGMT820 Problems in Human Resource Management (3).

Includes exploration of the various theories of personality development and motivation. Examines factors both internal and external to the organization and their influence on personnel planning. Deals with current issues and research in the area of personnel management. *Prerequisite: MGMT320.*

MGMT823 Problems in Business Ethics (3).

Explores the role of the corporation in modern society and its responsibilities to the public government and the economic and social well-being of the nation. *Prerequisite: MGMT301.*

MGMT825 Problems in Industrial Relations (3).

Deals with problems arising from employer-labor relationship. Studies theories of work, problems in organization, manpower management, and industrial relations research. *Prerequisite: MGMT320 or MGMT810.*

MGMT830 International Management (3).

Study of complexity of the problems of international management. Deals with organizational structure, technology, behavioral systems, institutional differences, and future of international management. *Prerequisite: MGMT301 or permission.*

MGMT840 Problems in Production Management (3).

Includes the study of analytical methods in production and design of production systems. Emphasizes the major economic problems of production management, mathematical programming, statistical analysis, inventory analysis, and certainty models. *Prerequisites: MGMT301 and STAT362.*

MGMT845 Small Business Management (3).

Applies the principles and techniques of management to the operation of a small business. Develops an in-depth understanding of small businesses using Small Business Institute cases. *Prerequisites: MGMT430 or graduate standing and instructor's permission.*

MGMT849 Business Policy and Strategy (3).

Capstone course of the Master of Business Administration degree designed to integrate the various operating functions of a business. Shows the business as a system and demonstrates those special coordinating skills and knowledge that are necessary at the upper levels of an organization. Uses case analysis and assigned readings. *Prerequisite: Last trimester of student's program; open to degree-seeking CBPA students only.*

MGMT850 Business Instructional Internship (3).

Designed to provide vocational education teachers the opportunity to study modern business and industrial practices through a supervised experience in the private sector. *Prerequisite: Occupational and vocational education teachers.*

MGMT851 Innovative Methods in Occupational Programs (3).

Explores current research and teaching practices relating to the development and classroom use of individualized instruction, large-group and small-group methods, audio-visual techniques, games, and other modes of innovative instruction in business education. Assesses value and relevance of innovative methods in vocational education.

MGMT852 Organization and Administration of Cooperative Occupational Programs (3).

This is the first of two courses required for high school teacher-coordinators to be certified with the Illinois State Vocational Education Department. Deals with designing and implementing a total cooperative education program, including curricula. Discusses vocational education laws, identifying and securing training sites, preparing an effective training plan, and implementing effective public relations.

MGMT853 Coordinating Techniques of Cooperative Vocational Education Programs (3).

This is the second of two courses required for high school teacher-coordinators to be certified with the Illinois State Vocational Education Department. Focuses on the development of program policy, functioning with school and community personnel, and recruitment and selection of students. Also includes location and development of training stations, placement of students, and legal considerations and related instructions.

MGMT854 Vocational Planning for Special Needs Population (3).

Emphasizes employment opportunities, community agencies, legal aspects, and academic areas that are significant in the life of the mentally handicapped individual within the community.

MGMT860 Issues in Public and Private Management (3).

An advanced study of organizational issues such as leadership and organizational change. Students apply the ideas to public or private organizations. *Prerequisite: MGMT810.*

MGMT870 Independent Study: . . . (3).

Independent study is intended to provide better students an opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation in management and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

MGMT880 Internship: . . . (3).

Designed to provide management students with supervised experiences in applied settings. *Prerequisite: Permission of instructor and dean.*

MGMT890 Graduate Thesis/Project: . . . (6) P/NC.

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate in business should select the thesis option. *Prerequisites: Permission; last trimester of M.B.A. student's program of study.*

Management Information Systems

MIS301 Introduction to Management Information Systems (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 and graphics software. Includes introduction to and use of BASIC computer programming language in business related problems.

MIS310 Word Processing Applications: . . . (1).

Provides information on applications of word processing packages. See schedule for specific package covered. Credits earned in this course may not be applied toward degree requirements of the undergraduate majors in Business Administration, Business Technology, Computer Science, Criminal Justice, Office Administration, and Public Administration. *Prerequisite: Familiarity with DOS on IBM microcomputers and/or PC compatibles.*

MIS320 Spreadsheet Applications: . . . (1).

Provides information on applications of spreadsheet packages. See schedule for specific package covered. Credits earned in this course may not be applied toward degree requirements of the undergraduate majors in Business Administration, Business Technology, Computer Science, Criminal Justice, Office Administration, and Public Administration. *Prerequisite: Familiarity with DOS on IBM microcomputers and/or PC compatibles.*

MIS330 Database Applications: . . . (1).

Provides information on database management packages. See schedule for specific package covered. Credits earned in this course may not be applied toward degree requirements of the undergraduate majors in Business Administration, Business Technology, Computer Science, Criminal Justice, Office Administration, and Public Administration. *Prerequisite: Familiarity with DOS and IBM microcomputers and/or PC compatibles.*

MIS370 Business Microcomputer Applications (3).

Provides an overview of business data processing and management information systems. Covers introductory concepts of systems analysis techniques, nature of computer applications in business, problem solving, and discusses the future of computer technology. Includes an introduction to and use of database software in business related problems, and the integrations of applications software. *Prerequisite: MIS301 or computer literacy and graduate standing.*

MIS401 Prototyping and Business Systems Development (3).

Introduction to systems prototyping—a method for extracting, presenting, and refining a business user's needs by building a working model with the help of software tools. *Prerequisite: MIS301.*

MIS410 Software Evaluation (3).

Deals with methodologies and strategies for the review and evaluation of selected applications packages. Emphasizes the procedures to evaluate packages and the related costs and efficiencies in the business context. *Prerequisite: MIS370.*

MIS420 Business Information Retrieval and Database Management (3).

Introduction to the management of the database systems. Management problem solving will be related to the output of the 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 advantage. This course will cut across functional management lines and show a relationship between the external and internal environment and the business firm. *Prerequisite: STAT362 and MIS370.*

MIS430 Business Simulation and Modeling (3).

Introduction to the uses of computers and microcomputers in creating models of business systems and simulations of business system outcomes. Covers the place of management gaming and the development of heuristic models. Introduces use of simulation languages, such as GPSS. *Prerequisites: STAT362 and MIS301.*

MIS440 Telecommunications and Distributed Data Systems (3).

Discussion of the fundamental terminology and operations of a data communication network, including interactive systems, distributed data processing, word processing, and local area networks. *Prerequisites: MIS401 and MIS420.*

MIS460 Introduction to Management Sciences (3).

Surveys the fundamentals of quantitative approaches to management decisions, including linear programming, forecasting, queuing, and inventory systems. Applications focus on business problems at an elementary level. *Prerequisite: STAT362.*

MIS480 Internship: . . . (3).

Designed to provide the management information systems student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

MIS515 Forecasting Techniques (3).

Presents modern forecasting methods, including horizontal, trend, quadratic, adaptive smoothing, trigonometric and seasonal forecasting models, adaptive control, and Box-Jenkins models. Examines forecast errors and tracking models and uses and abuses of forecasting. *Prerequisite: STAT362 or MGMT510.*

MIS725 Management Information Systems for Health Administration (3).

Investigates the current status of MIS in health administration. Prepares students for the computer assisted management process of the future. Includes microcomputer applications for administrators, systems analysis and design, and computer selection strategies. Knowledge of basic computer science is desirable. *Prerequisites: Computer literacy, HLAD705 and HLAD710.*

MIS830 Problems in Management Information Systems (3).

Studies the application of the computer to managing the information system of organizations. Examines information requirements and systems and use of the information structure as a basis for the most effective use of the computer. *Prerequisite: MIS301.*

MIS880 Internship: . . . (3).

Designed to provide the management information systems student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

MKTG320 Consumer Behavior (3).

Draws on the behavioral sciences to provide insight into consumer needs, wants, and behavior in the marketplace. Emphasizes how the manager in business and non-business organizations can build an understanding of the individual consumer into the marketing decisions of goods and/or services. Provides an overview of the role of consumer research. *Prerequisite: MKTG301.*

MKTG430 Managing Market Strategies (3).

Considers the need to generate and evaluate product and price strategies. Topics typically include market analysis, market segmentation and positioning, market measurement and forecasting, product life cycles, new product, product line and portfolio decisions, brand and warranty decisions, pricing for seasonal demand shifts, pricing to deter entry of rivals, pricing for segmented markets and for multi-market and multi-product firms, internal pricing, and after-product pricing, and psychological considerations in retail pricing. Lectures are supplemented by problems, cases, and/or a simulation exercise. *Prerequisite: MKTG301.*

MKTG440 Marketing Logistics and Distribution (3).

Deals with the role of distribution in the marketing mix of product, price, and promotion, with emphasis on channel structure and logistical decisions. Topics include exchange and market intermediaries, types of channels and their use, structure of retailing and wholesaling, selectivity and the degree of directness in channel decisions, customer service decisions, inventory management, transportation modes, warehousing decisions, and sales forecasting. Lectures will be supplemented by problems and/or cases. *Prerequisites: STAT361 and MKTG301.*

MKTG450 Promotional Strategies (3).

Considers the development and implementation of the various elements of the marketing communications program. Advertising, personal selling, publicity, public relations, and sales promotion are examined as the base for developing effective policies and strategies for communicating with markets. Opportunities are provided to examine the marketing communications problems of non-business as well as business operations. *Prerequisite: MKTG301.*

MKTG460 Marketing Research (3).

Studies the research process as an aid to planning and decision making in marketing management. Topics include the role of research and information systems in defining and planning research needs, obtaining marketing information, and identifying target markets. Attention also given to product and advertising research and market and sales analysis. *Prerequisites: MKTG301 and STAT361.*

Marketing

MKTG301 Introduction to Marketing Management (3).

Introduces the managerial approach to marketing. Includes study of markets, institutions, and the environment in which business and non-business enterprises operate. Emphasizes marketing decision process regarding the marketing mix, marketing program, and selected applications. *Prerequisite: ECON301.*

MKTG470 Independent Study: . . . (3).

Independent study is intended to provide better students the opportunity to study a topic of their choice in marketing under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within marketing and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

MKTG480 Internship: . . . (3).

Designed to provide marketing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

MKTG570 Sales Organizations (3).

Concerned with the design, development, and analysis of sales organizations, sales department relations, personnel management in the selling field, sales budgets, and cost analysis and their impact on the sales organization, and sales territories and quotas. Includes the role of the sales executive in coordinating and controlling the marketing mix. Considers current issues related to sales organizations. *Prerequisite: MKTG301.*

MKTG572 Organizational Marketing (3).

Examines planning, organizing, and controlling organizational marketing activities. Studies new products and services and how they are marketed. Includes classification of products and customers, buying procedures, applications of new product development and planning procedures, sales engineering, marketing research, pricing practices, promotion applications, logistics, after sale service, and other topics. *Prerequisite: MKTG301.*

MKTG580 Marketing for Nonprofit Organizations (3).

An introduction to marketing concepts and tools and their applications to nonprofit organizations. Compares and contrasts different aspects of non-business and business marketing. Considers the impact of publics and the environment in developing non-business marketing programs. *Prerequisite: MKTG301.*

MKTG801 Problems in Marketing Management (3).

Reviews the marketing decision process with emphasis on recognition and analysis of marketing problems, generation and evaluation of alternative solutions, and development of plans and strategies for implementing chosen solutions. Provides an overview of current issues and developments in marketing. *Prerequisite: MKTG301.*

MKTG805 Buyer Behavior (3).

Review of the literature of buyer behavior with emphasis on central concepts and methods. An advanced treatment of motivations, perceptions, demographics, buyer search for information, models of buyer behavior, consumerism, and public policy is provided. *Prerequisite: MKTG430 or MKTG801.*

MKTG810 Marketing Information: Methods and Analysis (3).

An advanced treatment of the various methods in which a marketing research problem can be addressed. Develops recognition and appreciation of the environmental factors and their impact on marketing information. Focuses on the creative application and critical evaluation of the procedures of marketing information through the use of case method and research projects. *Prerequisite: MKTG460 or MKTG801.*

MKTG820 International Marketing (3).

Examines the role of marketing in economic development. Covers several contemporary issues in international marketing, including the impact of multi-national corporations on the world economy. Discusses different techniques of entering international markets, the basic elements underlying the development of an international marketing mix, and the forms of organization used in international marketing. *Prerequisite: MKTG801.*

MKTG870 Independent Study: . . . (3).

Independent study is intended to provide better students an opportunity to study a topic of their choice in marketing under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within marketing and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

MKTG880 Internship: . . . (3).

Designed to provide marketing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

MKTG890 Graduate Thesis/Project: . . . (3) P/NC.

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate in business should select the thesis option. *Prerequisites: Permission; last trimester of M.B.A. student's program of study.*

Mathematics

MATH320 Mathematical Structures and Concepts I (3).

An introductory content-oriented mathematics course, including problem solving, sets, numeration systems, integers, rational numbers, ratios and proportions. *Prerequisite: Satisfactory completion of the university basic mathematics proficiency examination.*

MATH322 Mathematical Structures and Concepts II (3).

Topics include informal logic, problem solving, informal geometry, transformation geometry, tessellations, measurement, probability, and statistics. *Prerequisite: MATH320.*

MATH325 College Algebra (3).

Review of algebra, including factoring and operations with polynomials; exponents and radicals; first and second degree equations and inequalities; absolute value; rational, exponential, logarithmic, inverse functions, and graphs. Designed to prepare students for statistics and/or applied calculus courses. *Prerequisite: Intermediate Algebra or satisfactory completion of the university basic mathematics proficiency examination.*

MATH330 Geometry (3).

Covers topics in geometry selected from modern elementary geometry, including transformations, Euclidean constructions, introduction to projective and non-Euclidean geometries and geometric aspects of plane trigonometry. *Prerequisites: High school geometry, MATH320, and MATH325.*

MATH340 Discrete Mathematics (3).

An introduction to mathematical induction, sets, relations, functions, Venn diagrams, truth tables, propositional calculus, combinatorics, graphs, directed graphs, Boolean algebra, lattices, difference equations, recursion, discrete probability, random numbers, queues, algorithms, and representations of algorithms. *Prerequisite: MATH320 or MATH325.*

MATH355 Applied Calculus (3).

A survey course for business students and others needing only one course in calculus. Covers basic concepts, methods, and applications of differential and integral calculus. The entering student should have a solid command of algebraic and graphical methods. Theory is presented and illustrated with examples drawn from business, economics, and natural systems. The course provides a foundation for more advanced courses in calculus, economics, science, and operations research. *Prerequisite: MATH325 or satisfactory completion of the university basic mathematics proficiency examination.*

MATH360 Theory of the Calculus of One Variable (3).

Second course in calculus, emphasizing the theoretical foundations of the differential and integral calculus of a single independent variable. Topics include graphs and functions; limits, continuity, and the derivative; techniques of differentiation; applications of derivatives and antiderivatives; the integral and its applications; natural logarithm and exponential functions; hyperbolic and circular trigonometric functions; conic sections and polar coordinates; techniques of integration; L'Hospital's rule; Taylor series; introduction to ordinary differential equations. *Prerequisite: MATH355.*

MATH365 Multivariable Calculus (3).

Third course in calculus, with emphasis on the differential and integral calculus of several independent variables. Topics include vectors; vector-valued functions, curves and surfaces, functions of several variables, partial differentiation, multiple integration, vector analysis, and introduction to differential forms, Taylor series for several variables, introduction to partial differential equations. *Prerequisite: MATH360.*

MATH440 Linear Algebra (3).

An introduction to linear algebra and matrices. Topics include systems of equations, determinants, vector spaces, subspaces, linear independence and bases, linear transformations and matrices, rank, nullity, diagonalization, and quadratic forms. Includes discussion of applications of matrices in economics, linear programming, graph theory, game theory, statistics, and/or numerical analysis. *Prerequisite: MATH355.*

MATH450 Principles of Operations Research (3).

Introduction to the principles and methods of operations research. Draws upon calculus, statistics, and probability as prerequisites. Topics include the systems approach, linear programming, queueing theory, inventory theory, decision analysis, PERT/CPM, integer programming, and simulation. *Prerequisites: MATH340, MATH355, and STAT521.*

MATH455 Differential Equations (3).

A basic course in differential equations covering existence, uniqueness, homogeneous equations, first order and simple higher order equations, linear constant coefficient equations, and simultaneous equations. Introduction to numerical analysis concepts and available computer packages for numerical solutions. *Prerequisite: MATH355; MATH440 is recommended.*

MATH470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in mathematics under the supervision of the faculty. *Prerequisite: Permission.*

MATH610 Treatment of Experimental Data (3).

Covers types of measurement, choice of suitable instruments, resolution, and accuracy of instruments, estimation of precision and accuracy of measurements, systematic and random errors, scientific notation, operations with significant figures, distribution of random errors, standard error, identification of doubtful measurements, correlation and propagation of random errors, error analysis, factor analysis, representation of data by tables, graphs, and equations, identifying the form of equation, method of least squares, graphical and numerical interpolation, differentiation, and integration. Designed for Chemistry majors. *Prerequisites: MATH355 and STAT520; MATH440 is recommended.*

MATH870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in mathematics under the supervision of the faculty.

Prerequisite: Permission. Consult schedule for terms offered.

Media Communications

MCOM420 Media and Society (3).

Surveys the development and influence of the mass media, including print, broadcasting, and film.

Examines psychological, social, cultural, political, and economic impact of media.

MCOM440 Television Production (4).

Presents fundamental production techniques in color studio. Students design, write, and produce basic formats increasing in complexity; crew all positions, including camera, lighting, audio, video switcher; and demonstrate creative ability.

MCOM450 Writing for Print Media (3).

Presents basic skills relevant to working for weekly or daily newspapers, magazines, house organs, and public relations channels. Emphasizes conventional journalistic style and structure and includes editing, copy editing, and writing of captions and headlines.

MCOM470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in media communications under the supervision of the faculty.

Prerequisite: Permission.

MCOM480 Internship: . . . (1-4).

Designed to provide the media communications student with supervised practical experiences in applied settings, both on and off campus. Students may work in specialized areas in Governors State University's Communication Services Center. May be repeated. *Prerequisites: Prior production courses in area of work and permission.*

MCOM490 Senior Project (3).

A capstone course that integrates a student's undergraduate experience. Involves a culminating project for MCOM sequence students. This course should be taken in the last semester or two of undergraduate study. *Prerequisites: COMS310, COMS420, and MCOM420.*

MCOM505 Media Symposium: . . . (1) P/NC.

A workshop exploring selected issues in depth. Faculty of the media program are joined by media professionals, social critics, community leaders, and public officials as well as other university faculty.

MCOM510 Theory and History of a Free Press (3).

Examines theories of a free press and evolution of the First Amendment. Considers contemporary notions of mass media freedoms, limits and responsibilities, and relevance of Milton, Mill, Jefferson, and other free press thinkers to current media problems. Also considers media ethics.

MCOM511 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.

MCOM512 Media Communications Law (3).

Identifies, details, and evaluates various contemporary issues in media law from the perspective of the communicator. Includes free speech principles, First Amendment issues, libel, broadcast regulation, right of privacy, copyright, fair trial/free press.

MCOM520 Audio Production (4).

Production in the audio medium. Students learn correct studio and remote production procedures, editing, and mixing on media laboratory equipment. Seven projects are produced for student portfolios.

MCOM522 Audio Seminar: . . . (3).

Presents selected topics in audio history, trends, production, aesthetics, and criticism. May be repeated for credit with different topics. *Prerequisites: Vary with topic.*

MCOM531 Writing for Radio and Television (3).

Exercises and script writing for radio and television.

MCOM532 Writing for Film/Video (3).

Advanced script writing class for students who understand terminology, production fundamentals, and creating visual sequences for film. *Prerequisite: Writing class in film and television, or experience in script writing for film or television.*

MCOM534 Video Production Editing (3).

Provides students with in-depth video editing in VHS and S-VHS formats.

MCOM535 Television: Remote Techniques (3).

Considers non-studio production using portable video equipment. Provides practical experience in both remote shooting and editing. *Prerequisites: MCOM440, MCOM534, or permission.*

MCOM539 Advanced Television Production (3).

Emphasizes sophisticated uses of production skills in color facility. Particular attention is devoted to lighting, audio, and beginning post production. *Prerequisite: MCOM440 or permission.*

MCOM540 Film Seminar: . . . (3).

Presents selected topics in film aesthetics, history, and genre analyses. May be repeated for credit with different topics.

MCOM542 Film and TV Documentary (3).

Examines style and influence of key documentary filmmakers. Identifies film techniques used to document events. Analyzes issues in documentary filmmaking. Describes effects documentary film has on perception of events and issues.

MCOM546 Advanced Video Editing (3).

Advanced video editing techniques for students who have completed basic video production and editing. Students will work in Media Lab with computer editor, video toaster, and A/B roll equipment. *Prerequisites: Basic video production (MCOM440) and basic video editing (MCOM534).*

MCOM548 On-Air Performance (3).

Provides students with direction and constructive critique of on-mike and on-camera performance and affords non-performers an awareness of the problems faced by on-air talent.

MCOM550 Newswriting and Reporting (3).

Emphasizes interviewing and research skills. Covers speeches and meetings, single and multi-source articles.

MCOM551 Introduction to Public Relations (3).

Introduces the beginning student to the public relations profession and to the tools used by practitioners. Presents the history and philosophy of public relations, and trains the student in the techniques of preparing public relations plans to satisfy the needs of both private businesses and public institutions/organizations. *Prerequisite: MCOM450 or permission.*

MCOM552 Public Relations Case Studies (3).

Provides an in-depth study of several actual public relations cases. Exposes students to a series of imaginary public relations situations that permit students to develop their own solutions and approaches to the problems that have been related in the various scenarios. *Prerequisite: MCOM551.*

MCOM555 Broadcast Journalism (3).

Principles and practices for the broadcast journalist. Translates theory into practical experience by covering stories for radio and television. Laboratory experiences, including Electronic News Gathering (ENG), are an essential part of the course. *Prerequisite: Prior media or journalism course.*

MCOM560 Women in the Media (3).

Examines historical and contemporary role of women communicators—reporters, publishers, editors, broadcasters, and filmmakers. Analyzes image of women as expressed in American media, both general and women's media, from 17th century to present.

MCOM565 Broadcasting in America (3).

Examines the development, structure, content, context, and influences of the broadcast media.

MCOM567 Children and Television (3).

Explores children's television programming and its impact. Evaluates such programming in terms of its production quality, social values, and educational entertainment values. Identifies resources of children's television viewing in relation to development of the child.

MCOM570 Media Workshop: . . . (1-4).

Specific media technologies, skills, and issues are considered in a series of workshops using outside resources. Workshops may be repeated for different subjects. *Prerequisites: Will vary depending upon specificity of particular workshop.*

MCOM601 Creative Dramatics Workshop (1-3).

Offered in televised format only. Introduces the creative dramatics process to classroom teachers for use in many subject areas. Includes explanation, demonstration, and discussion of theater games, exercises, and other techniques that will help provide sensory experiences for children and contribute to a more humanistic approach to education. *Prerequisite: Graduate standing or permission of instructor.*

MCOM651 Investigative and Specialized Reporting (3).

Analyzes and applies investigative reporting approaches and techniques, emphasizing interviewing and scientific research methods. Covers several beats, including education, science, business, crime, politics, and urban affairs. *Prerequisite: Prior journalism course work or experience.*

MCOM660 Non-Broadcast Television Operations (3).

Provides students with experience in non-broadcast TV in corporate operations, including services provided by departments in businesses, industries, educational institutions, medical facilities, and government departments (including the military). Emphasizes the uses of non-broadcast TV for instruction, information, promotion, public relations training, employee orientations, production controls, and corporate communication. Incorporates several field trips and guest speakers to address issues.

MCOM730 Television Directing (4).

Studio-oriented course on the techniques of television directing. Focuses on television aesthetics and unique aspects of medium. *Prerequisites: MCOM440, MCOM539, or permission.*

MCOM740 Trends in Communications Technologies (3).

Examines the emerging communications technologies, including communications satellites; video distribution systems, including cable, instructional television fixed service, low-power television; pay television; videotext and teletext; video cassettes and discs; editing systems and other increasingly miniaturized and computerized camera and tape equipment. Focuses on the utilization of the technology and, in the case of programming as we have known it, the content available or planned and the quality of production.

MCOM750 Feature and Review Writing (3).

Advanced writing for students interested in staff or freelance careers in professional journalism. Lab work may be published and emphasizes the interrelationship of style and content. Covers profiles, color stories, and reviews of various arts and media. *Prerequisite: Prior journalism course work or experience or permission.*

MCOM755 Media Management (3).

Examines management of broadcasting, cablecasting, and corporate media. Focuses on management functions in various-sized markets, including personnel, programming, community relations, and promotion. Also considers emerging challenges to managers, such as impact of new technologies and changing laws and regulations.

MCOM803 Contemporary Issues: . . . (3).

A graduate seminar exploring a selected issue in media, communication, or popular culture. May be repeated for credit.

MCOM830 Graduate Seminar in Media Communications (3).

Examines classic literature in mass communications as way of understanding origins and theoretical bases of the discipline, and as a way of assessing its current status. Considers the teaching of communications at various levels.

MCOM870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in media communications under supervision of faculty. *Prerequisite: Permission.*

MCOM880 Internship: . . . (1-4).

Designed to provide the media communications student with supervised practical experiences in applied settings, both on and off campus. Students may work in specialized areas in Governors State University's Communication Services Center. May be repeated. *Prerequisites: Permission and experience in medium of work.*

MCOM890 Graduate Thesis/Project: . . . (1-6).

Provides the media communications student an opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests in media communications. *Prerequisite: Permission of advisor.*

Medical Technology

MEDT310 Introduction to Clinical Laboratory Science (1).

An introduction to the profession of clinical laboratory science. Topics include history of medical technology, role definition, ethics, safety, accreditation, licensure, and certification. *Prerequisite: Medical Technology majors.*

MEDT320 Practicum I (3).

One of a series of practicums in clinical laboratory science. Includes quality assurance, instrument maintenance, performance of basic diagnostic tests, problem solving, and test interpretation. *Prerequisites: Medical Technology majors and evidence of health insurance coverage.*

MEDT321 Hematology I (1).

Emphasizes the function and morphological characteristics of the various cellular elements of the blood. Also covers components of the complete blood count, hematopoiesis, morphology, function, cytochemistry of the cellular components of blood tissue, and benign pathologic conditions. *Prerequisite: Medical Technology majors.*

MEDT322 Clinical Chemistry I (3).

Provides an overview of fundamental principles of clinical chemistry techniques, mathematics, and instrumentation. Selected disease states are presented along with pertinent clinical laboratory data. Quality control procedures are explained. *Prerequisite: Medical Technology majors.*

MEDT323 Clinical Microbiology I (2).

Emphasizes the characteristics of and diseases caused by the following organisms: gram positive cocci, gram negative cocci, gram positive bacilli, negative bacilli, acid fast bacilli, spirochetes, rickettsia, and chlamydia. Also covers the collection and handling of specimens and antibiotic susceptibility testing. *Prerequisite: Medical Technology majors.*

MEDT330 Practicum II (3).

One of a series of practica in clinical laboratory science procedure. Includes quality assurance, instrument maintenance, performance of basic diagnostic tests, problem solving, and test interpretation. *Prerequisites: Medical Technology majors and evidence of health insurance coverage.*

MEDT331 Renal Physiology and Body Fluid Analyses (1).

Urinary tract structure, function, and pathology are presented and correlated with urine laboratory findings. Introduces urine pregnancy testing, analyses of several body fluids, and the principles of their testing. *Prerequisite: MEDT321.*

MEDT350 Practicum III (3).

One of a series of practica in clinical laboratory science procedure. Includes quality assurance, instrument maintenance, performance of basic diagnostic tests, problem solving, and test interpretation. *Prerequisites: MEDT330 and evidence of health insurance coverage.*

MEDT351 Blood Bank I (1).

An introduction to immunohematology, the blood group systems, donor procurement, and compatibility testing. Study of the immunohematological concepts and their application to the appropriate selection of blood or blood components for patient administration. *Prerequisite: MEDT340.*

MEDT353 Phlebotomy Techniques I (1) P/NC.

Focuses on methods for obtaining blood specimens skillfully and properly in various health area environments and emphasizes appropriate professional behavior while performing this task. Also covers blood specimen quality and associated prelaboratory and laboratory variables. *Prerequisites: Medical Technology majors and evidence of health insurance coverage.*

MEDT410 Hematology II (2).

A continued study of the cellular elements of blood with an emphasis on the hematologic disorders of erythrocytes, leukocytes, thrombocytes, and their precursors. The anemias and leukemias are emphasized with case studies to correlate laboratory results with pathophysiology. *Prerequisite: MEDT321.*

MEDT420 Practicum IV (4).

One of a series of practica in clinical laboratory science procedure. Includes quality assurance, instrument maintenance, performance of diagnostic tests, problem solving, and test interpretation. Provides supervised clinical laboratory experience in a health care setting. *Prerequisites: MEDT350 and evidence of health insurance coverage.*

MEDT421 Hemostasis (1).

Presents the theoretical concepts of hemostasis and coagulation testing. Inherited and acquired disorders are discussed as well as the principles of anticoagulant therapy. *Prerequisite: MEDT321.*

MEDT423 Clinical Microbiology II (2).

Emphasis is on theoretical principles of the methods used for the isolation and identification of anaerobic bacteria and fungi. The disease patterns produced by the anaerobes and fungi groups are studied. Course also covers parasitology, serology, and virology with emphasis on the correlation of the human immune response with laboratory procedures. *Prerequisite: MEDT323.*

MEDT430 Practicum V (4).

One of a series of practica in clinical laboratory science procedure. Includes quality assurance, instrument maintenance, performance of diagnostic tests, problem solving, and interpretation. Provides supervised clinical laboratory experience in a health care setting. *Prerequisites: MEDT420 and evidence of health insurance coverage.*

MEDT432 Blood Bank II (2).

The immunohematological concepts covered in Blood Bank I will be applied to problems in compatibility testing, antibody identification, hemolytic disease of the newborn, and prenatal testing. *Prerequisite: MEDT351.*

MEDT433 Clinical Chemistry II (2).

Explores advanced topics in clinical chemistry. *Prerequisite: MEDT322.*

MEDT435 Topics in Clinical Laboratory Science Education (2).

Students will have the opportunity to develop skills in teaching didactic and clinical areas. Skills in cognitive, psychomotor, and affective evaluation will be explored. *Prerequisite: Medical Technology majors or permission.*

MEDT440 Practicum VI: Special Project (2).

This course is the last in a series of practica that cover the skills and theory of clinical laboratory science. Students will design, participate in, and evaluate a laboratory practicum project individually tailored to each student's career interests. *Prerequisites: MEDT430 and evidence of health insurance coverage.*

MEDT441 Phlebotomy Techniques II (1) P/NC.

Involves practice of the basic techniques learned in Phlebotomy I and expands upon them to assess difficult venipuncture situations. Emphasizes the use of standard and specialized phlebotomy equipment and the drawing of special procedures. *Prerequisites: MEDT353 and evidence of health insurance coverage.*

MEDT450 Professional Issues in Clinical Laboratory Science (1).

Students will discuss and develop strategies to deal with interpersonal conflicts and explore leadership styles. Certification, employment trends, and other professional issues will be reviewed. An overview of research methods will be given. *Prerequisite: Medical Technology majors.*

MEDT465 Laboratory Management (2).

Addresses important areas within the scope of today's clinical laboratory manager. *Prerequisite: MEDT430 or permission.*

MEDT466 Certification Review (1) P/NC.

A series of review classes designed to prepare the student for certification examinations in the field of clinical laboratory science. Also may be used as method for updating knowledge of current clinical laboratory practice. *Prerequisite: Medical Technology majors or permission.*

Music

MUS303 Survey of Music History (3).

Offered in both lecture and televised formats. Designed to give students a basic grasp of the historical periods of music and to provide understanding of the types, forms, and styles of music literature. The history of music is approached in a quasi-chronological framework beginning with the common practice period, working through baroque, classical, romantic and twentieth century periods. Medieval and Renaissance periods are studied selectively.

MUS305 Basic Musicianship (3).

Covers basic theory that provides for practical application to improve music performance and listening skills. Course activities include lecture/discussion, writing of scale, intervals, key signature, triads, chords, and the playing, singing, and harmonization of simple melodies at the keyboard.

MUS311 Piano Proficiency I (2).

Focuses on functional piano skills, sight reading, harmonization, and transportation. Acquaints music education students and others with the keyboard skills necessary for classroom use.

MUS312 Piano Proficiency II (2).

Continuation of MUS311. *Prerequisite: MUS311 or permission of instructor.*

MUS315 18th and 19th Century Music (3).

Presents a survey of style and form of classical and romantic composers of the eighteenth and nineteenth centuries.

MUS320 20th Century Music (3).

Studies music during the early history of the twentieth century. Includes post-romanticism, impressionism, and nationalism.

MUS330 Harmonic Techniques (3).

Studies advanced harmony, including polychords, nontertial sonorities, bimodality, parallelism, cluster (sound mass technique), and other common twentieth century harmonic techniques.

MUS335 Contrapuntal Techniques (3).

Exploration of the polyphonic conception of atonality and twelve-tone technique by way of counterpoint. *Prerequisite: Permission.*

MUS380 Brass Methods (2).

Designed to give students both theoretical and hands-on experiences with brass instruments. Includes methods and materials for instruction and pedagogical approaches for heterogeneous and homogeneous instrumental classes. *Prerequisites: Music majors selecting the teacher education sequence or permission of instructor.*

MUS382 Woodwind Methods (2).

Studies techniques to teach woodwind instruments, including embouchure posture, materials, and group organization. Students will be required to play each of the instruments studied. Covers ranges, transpositions, and specific problems of teaching/learning each instrument.

MUS384 String Methods (2).

Provides both theoretical and hands-on experiences with string instruments. Emphasizes methods and materials for instruction and pedagogical approaches for heterogeneous and homogeneous instrumental classes. *Prerequisites: Music majors selecting the teacher education sequence or permission of instructor.*

MUS386 Percussion Methods (2).

Provides theoretical and hands-on experiences with the four major types of percussion instruments (keyboard, tuned, untuned, and auxiliary). Reviews percussion performance literature, method books, mallets, and "grip" approaches.

MUS410 African-American Music (3).

Offered in both lecture and televised formats. A survey of various modes of musical expression characterizing the black man's contributions to American culture. Covers west African sounds (1619-1800), jazz, spiritual, gospel, and contemporary soul.

MUS415 Orchestration (3).

Examines ranges and specific problems in scoring for each family of instruments, woodwinds, brass, percussion, and strings.

MUS420 Jazz Improvisation (3).

Discussion, illustration, and demonstration of various techniques used in improvising jazz. Covers different jazz styles, recordings, and transcriptions of major jazz figures. *Prerequisite: MUS540.*

MUS425 Jazz Pop Arranging (3).

Methodology of big band arranging. Score analysis of big band arrangers such as Oliver Nelson, Thad Jones, and Duke Ellington. Attention will be given to arranging for rhythm section and various small group instrumental combinations. *Prerequisite: MUS415.*

MUS445 Choral Arranging (3).

Covers principles of writing for voices. All facets of vocal writing are covered, including the techniques of writing piano and instrumental accompaniments for the voices. Proper manuscript preparation for vocal arrangements is included.

MUS452 Instrumental Arranging (3).

Provides students with techniques and skills of arranging for various instrumental combinations. Focuses on the concert band, jazz ensemble, and manuscript preparation.

MUS467 Music Methods for Elementary Teachers (3).

Covers the role of the elementary classroom teacher in the development of the elementary general music program. Includes demonstration and practice of methods and study of materials used in this process. *Prerequisite: Open to Music majors only.*

MUS470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in music under the supervision of the faculty. *Prerequisite: Permission.*

MUS501 Topics in Music: . . . (1-3).

A series of presentations workshops utilizing outside resources. Considers developments, skills, new creative approaches, and issues in music. May be repeated for different subjects. *Prerequisites: Specific prerequisites will vary depending on particular workshop.*

MUS514 Instrumental Methods and Conducting (4).

Investigates baton technique and score reading from instrumental music. Phrasing, meter, and diagnosis are investigated.

MUS518 Choral Methods and Conducting (4).

Designed for students who may be directing either a church or high school choir. Covers vocal techniques, choral literature, rehearsal techniques, and error detection.

MUS525 History of Jazz (3).

Traces the developments of jazz from its earliest antecedents through Dixieland, the blues, swing, bebop, cool, to the present avant-garde development. Attention given to both the major forms and specific jazz innovations.

MUS526 Jazz Styles Analysis (3).

Style analysis of jazz from a historical perspective with focus on Dixieland, swing, bebop, cool, avant-garde, experimental jazz, rock fusion, and contemporary. *Prerequisite: MUS525.*

MUS540 Applied Music: . . . (1).

Private instruction is provided on one instrument or in voice for one hour per week. *Prerequisites: Permission, open to Music majors only.*

MUS541 Applied Music: Percussion (1).

Private music study is provided in this area for one hour per week. *Prerequisites: Permission, open to Music majors only.*

MUS543 Applied Music: Voice (1).

Private music study is provided in voice for one hour per week. *Prerequisites: Permission, open to Music majors only.*

MUS544 Applied Music: Strings: . . . (1).

Private music study is provided on these instruments for one hour per week. *Prerequisites: Permission, open to Music majors only.*

MUS544E Applied Music: Guitar (1).

Private music study is provided on the guitar for one hour per week. *Prerequisites: Permission, open to Music majors only.*

MUS545A Applied Music: Piano (1).

Private music study is provided on the piano for one hour per week. *Prerequisites: Permission, open to Music majors only.*

MUS545B Applied Music: Organ (1).

Private music study is provided on the organ for one hour per week. *Prerequisites: Permission, open to Music majors only.*

MUS546 Applied Music: Brass: . . . (1).

Private music study is provided on the trumpet for one hour per week. *Prerequisites: Permission, open to Music majors only.*

MUS548 Applied Music: Woodwinds: . . . (1).

Private music study is provided on these instruments for one hour per week. *Prerequisites: Permission, open to Music majors only.*

MUS552 Chamber Music Ensemble (1).

Provides performance experience for students interested in small ensemble literature. May lead to participation in public concerts and/or recitals. *P prerequisite: Permission.*

MUS556 Symphonic Band (1).

The GSU Symphonic Band consists of individuals from both the university and surrounding communities. The band provides an opportunity for students to become familiar with the problems and techniques involved in the performing of symphonic band literature. The band performs at least once each trimester of the school year. *Prerequisite: Participants must audition.*

MUS558 Jazz Ensemble (1).

A large instrumental organization engaging in the performance of traditional and contemporary jazz and/or rock music. Participation will be determined by audition. *Prerequisite: Permission.*

MUS560 University Singers (1).

An advanced vocal ensemble of twelve to eighteen vocal music majors and other talented music students that performs during the trimester. *Prerequisites: By audition and invitation only.*

MUS562 University-Community Chorale (1).

The GSU chorale meets from September to April and is a choral organization devoted to performing major choral works. *Prerequisite: Permission.*

MUS571 Electronic Music: . . . (3).

Study of the techniques of twentieth century orchestral composition and electronic media. Each student is required to create compositions in music using concrete, electroacoustic, classical studio, and synthesizer studio styles. May be repeated for up to six credit-hours. *Prerequisite: Permission.*

MUS572 Hybrid Systems: Music, Arts, and Technology (3).

Examines the concepts of multiple art forms of music, art, and photography and their combination in context of multimedia events and the development of new technical vehicles for media productions.

MUS574 Music Through MIDI (3).

Examines the origin of Musical Instrument Digital Interface and its relationship to music composition and electronic/computer music systems. Explains how electronic instruments work together in a system controlled and synchronized by MIDI technology and the control of MIDI components with a computer.

MUS575 Composition (3).

Students compose in twentieth century styles. A practicum for advanced students in music. *Prerequisite: Permission.*

MUS579 Studio Recording Techniques (3).

Provides students with the applied techniques of the recording studio from both the technical and performance aspects of studio recording.

MUS580 Piano Pedagogy (2).

Focuses on basic approaches to piano teaching from the beginning stages to the advanced student. Emphasizes the methods and materials used in individual and group instruction. Examines literature of the piano using duet, trio, and ensemble materials divided into each category suitable for the individual student. Covers basic technique of hand position, posture, fingering, rhythm, pedaling, sight-reading, and keyboard harmony.

MUS581 Vocal Pedagogy (3).

Study of vocal mechanics as they apply to breath control, intonation, and resonance.

MUS582 Vocal Literature (3).

Examines the development of the art song by nineteenth and twentieth century composers of the United States, England, Germany, France, Russia, and South America. *Prerequisite: One year of lower-division studies in applied voice.*

MUS583 Diction for Singers (3).

Provides a concise guide to the pronunciation of English, French, German, Italian, and Russian as applied to the performance of vocal literature in these languages.

MUS808 20th Century Harmony (3).

Studies in advanced harmony, including polychords, nontertial sonorities, bimodality, parallelism, cluster (sound mass technique), and other common twentieth century harmonic techniques.

MUS809 Form and Analysis (3).

Examines the origin and meaning of form, motif, phrase, and the period along with two- and three-part forms and the large binary and ternary forms: rondo and sonata, concerto, variations, and the suite.

MUS810 New Frontiers in Music (3).

Explores the history of music from 1917-1945. Includes neoclassicism, expressionism, surrealism, and the twelve-tone school. Emphasizes the cities of Paris, Berlin, and Vienna.

MUS811 Contemporary Composers (3).

Examines the history of music since 1945. Includes experimentalism, electronic music, musique concrete, the Cologne School, America during the 1950s, and current trends in music composition.

MUS824 Advanced Conducting (3).

Emphasizes baton technique and score reading of major instrumental and choral compositions. Phrasing, meter, and style are closely investigated. Designed for the advanced graduate music student.

MUS830 Research Techniques in Music (3).

Includes research methods in music, learning theories, statistical procedures, curriculum development, educational objectives, and media in education.

MUS870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in music under the supervision of the faculty. *Prerequisite: Permission.*

MUS890 Graduate Thesis/Project: . . . (3).

Provides the student in music an opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in music. *Prerequisite: Permission of advisor.*

Nursing

NURS304 Conceptual Basis for Professional Nursing (3).

Emphasizes professional approached to nursing practices and builds upon rather than duplicates education received in a basic nursing program. Focuses on a conceptual approach in exploring dimensions of practice and client care issues, reflecting nursing's strategic position and ability to influence decisions and policies relative to social, ethical, political, legal, and economic environments. *Prerequisite: Fulfillment of requirements for admission to the B.S. in Nursing or classification as a conditional degree-seeking or special nondegree-seeking student.*

NURS306 Gerontological Nursing: Health Promotion for Older Adults (3).

Focuses on theories, concepts, and practices of primary and tertiary prevention among aging adults living in community settings. Physiological and psychosocial changes of aging, as well as chronic illnesses that affect people in later maturity, are explored. The nursing process with the aging adult is emphasized, and resources that assist the elderly in health care are examined. *Prerequisite: Nursing majors and NURS304.*

NURS311 Nursing: The Collaborative Role (3).

Focuses on collaboration among health care professionals in the delivery of health care and its impact on professional nursing practice. Further examines the role of the professional nurse functioning in the health care delivery system in a changing society. Explores the emerging role of the nurse from a historical perspective. *Prerequisite: NURS304.*

NURS320 Nursing: Teaching of Client/Families (3).

Designed to develop the knowledge and skills of the teaching/learning process in nursing as applied to various client-centered health problems. Objectives are prepared for teaching and evaluating client learning. *Prerequisite: NURS304.*

NURS330 Nursing: Health Assessment (5).

Designed to develop skill in the physical, social, and psychological assessment of clients. Provides both theoretical and technical background in examination and diagnosis. Faculty supervised on-campus laboratory practice is done weekly using models and students in the course as subjects. Off-campus clinical component allows students, under faculty supervision, to validate learned skills on well clients in selected health care settings. *Prerequisites: BIOL444, BIOL445, BIOL446, BIOL447, NURS311, NURS320, and permission of instructor.*

NURS400 Nursing Research: Analysis and Utilization (3).

Provides an introduction to the methods, development, accomplishments, needs, and trends of nursing research. Emphasis is placed on developing the student's ability to analyze and apply the products of nursing research. *Prerequisites: PHIL386, STAT468, and NURS304.*

NURS410 Nursing: Principles of Management of Client/Patient Care (3).

A study of the nurse manager's roles, functions, and responsibilities in professional nursing practice. Selected theories and principles of management styles are analyzed in relation to their effects on clients, families, and co-workers. *Prerequisite: NURS330.*

NURS420 Nursing: Care in Distributive Settings (7).

This senior-level course focuses on the family, the community, public health, and nursing service directed to meet the needs of each of these entities. Faculty supervised clinical experiences are conducted through local community health nursing agencies and other community health settings. Concepts of adaptation, change, communication role, and others are emphasized within a systems framework. *Prerequisites: NURS330; NURS410 or concurrent enrollment; permission of instructor.*

NURS430 Nursing: Care in Episodic Settings (7).

Emphasis on the development of the nurse's role and function in episodic settings where patients of all ages are experiencing life-threatening illnesses. Theories of stress, psychosocial support systems, communication, and role development constitute the foundation for clinical practice. *Prerequisites: NURS330; NURS410, or concurrent enrollment; and permission of instructor.*

NURS440 Nursing: Senior Seminar and Practicum (4).

Students engage in terminal integrating experiences. Emphasis is on the use of a variety of learning experiences for initiating and implementing change in nursing practice and client care in an episodic or distributive setting. Students develop and present a project demonstrating integration and proficiency in all nursing program areas. Research findings are used. *Prerequisites: All major nursing courses, STAT468, and permission of instructor.*

NURS470 Independent Study: . . . (1-8).

Individual reading, research, and/or project in nursing under the supervision of the faculty. *Prerequisite: Permission.*

NURS480 Internship: . . . (1-8).

Designed to provide nursing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

NURS710 Nursing: Theories and Models (3).

Systematic examination of theories and concepts common to all nursing practice. Analysis of the general systems approach as a basis for developing a theoretical framework for nursing practice. Students will develop models for clinical nursing practice incorporating the concepts of health promotion, restoration, and maintenance. *Prerequisite: Graduate Nursing majors.*

NURS720 Theoretical Foundations of Role Preparation in Nursing (3).

Contrasts the expanded professional role as educator, administrator, clinician, or consultant in the delivery of nursing care. Studies the application of concepts and principles of role theory. *Prerequisite: Graduate Nursing majors.*

NURS730 Nursing Research (3).

Integration of research methodology, nursing theory, and statistics to formulate nursing research problems. Emphasizes measuring variables, studying designs, and tools for data collection and evaluating hypotheses. Students critique published research reports and prepare an original proposal for a research project. *Prerequisites: NURS710 and NURS720.*

NURS740 Concepts for Advanced Nursing Practice (3).

Integrates conceptual complexities of health maintenance, promotion, and restoration, incorporating knowledge from biological, behavioral, cultural and environmental sciences, nursing, and research dynamics. Formalizes knowledge, concepts, and clinical judgments needed for advanced nursing practice. *Prerequisites: NURS710 and NURS720.*

NURS760 Critical Care Nursing (3).

Students integrate the psychosocial, biological, and pathophysiological components of critical illness and disease processes. In addition students synthesize theory and knowledge of advanced nursing practice in the management of the critically ill/injured clients and their families. *Prerequisites: Placement test or NURS50A, NURS730, HLSC750. Corequisite: NURS740.*

NURS770 Restorative Nursing (3).

Biological, psychological, social, cultural, spiritual concepts and their interrelatedness are studied in terms of their relevance for restorative nursing theory and practice. Restorative nursing focuses on the care of clients who experience acute or chronic health problems requiring continuity of care, lifestyle remapping, maintenance care and/or rehabilitation. *Prerequisites HLSC750; NURS730 and NURS740 or concurrent enrollment.*

NURS800 Seminar and Practicum in Critical Care Nursing (4).

Emphasis is placed on critical appraisal of problems and issues, problem-solving, collaboration, leadership skills, independent, and interdependent decision making in the daily management of the critically ill/injured clients and their families. Students experience the advanced practice role in the critical care, emergency, or trauma care settings. *Prerequisite: NURS760.*

NURS810 Seminar and Practicum in Restorative Nursing (4).

Focuses on application of a conceptual base of restorative nursing theory, research findings, and clinical approaches to advanced clinical practice with clients/families in a variety of settings. *Prerequisite: NURS770.*

NURS820 Clinical Specialist in Nursing (3).

A study of critical care nursing practice concerning clients with multidimensional health needs requiring health promotion, restoration, and maintenance. Students will develop plans for intervention that incorporate their clinical practice models and the functions inherent in the clinical specialist role. *Prerequisite: Completion or concurrent enrollment in either NURS800 or NURS810.*

NURS830 Curriculum and Instruction in Nursing (3).

Provides preparation for teaching nursing in a variety of institutional settings. Includes topics on the nature of higher education, nursing education, and faculty roles. Explores curriculum designs, the instructional process, evaluation, and issues in nursing education. *Prerequisite: Completion or concurrent enrollment in either NURS800 or NURS810.*

NURS835 Nursing Administration (3).

Explores the history and trends in nursing administration. Emphasizes theoretical approaches to the process of nursing administration. Analyzes elements of administration within the organizational framework of nursing services utilizing the decision-making process and the concepts of human behavior. *Prerequisite: Completion or concurrent enrollment in either NURS800 or NURS810.*

NURS845 Seminar and Practicum for Clinical Specialists (4).

Implementation of clinical learning plans and testing of practice models as a clinical specialist with a specific client population having multidimensional health needs. Students will gain experience functioning in the five aspects of the clinical specialist role: expert practitioner, researcher, consultant, teacher, and manager. *Prerequisite: NURS820 and permission of instructor.*

NURS850 Seminar and Practicum for Nurse Educators (4).

Involves students experimenting with various teaching/learning theories and strategies in selected nursing education settings. Focuses on implementation of the role of teacher and its application to nursing education systems. Concurrent seminars focus on functions unique to the nurse educator. *Prerequisites: NURS830 and permission of instructor.*

NURS855 Seminar and Practicum for Nurse Administrators (4).

Focuses on the implementation of the role of nursing administrator in selected health care agencies. Concurrent seminars focus on functions unique to nursing administrative roles. *Prerequisites: NURS835 and permission of instructor.*

NURS870 Independent Study: . . . (1-8).

Individual reading, research, and/or project in nursing under the supervision of the faculty. *Prerequisite: Permission.*

NURS880 Internship: . . . (1-8).

Designed to provide nursing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

NURS890 Graduate Thesis/Project: . . . (1-8) P/NC.

Provides the nursing student the opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests in nursing. *Prerequisite: Degree candidacy and permission of thesis advisor.*

Philosophy

PHIL301 Studies in Philosophy (3).

Explores basic judgments on the nature of man, society, government, and the universe with a view toward clarifying the issues that lie at the core of controversy.

PHIL311 Studies in Religion (3).

Offered in televised format only. A review of various approaches to religion: philosophical, theological, sociological, psychological. Discussion of the differing forms of religion, theories on their origins, and comparative views of the major world religions.

PHIL330 Ethics in Health Care (3).

Presents some of the major ethical problems confronting society, the health care system, and the health care administrator. Each student will be encouraged to synthesize a personal professional philosophy to deal with the ethical dilemmas inherent in health services delivery.

PHIL371 Theory of Knowledge (3).

Designed specifically to assist students in achieving knowledge related to the philosophical and scientific view of knowledge. Organized into two distinct parts: Part I, the nature of knowledge, considers the various philosophical interpretations of knowledge and the process of knowing; Part II, evolution, is devoted to a study of the history of evolutionary thought as an example of the development of scientific knowledge.

PHIL386 Logic (3).

A study of the basic structure and principles of valid deduction and warranted induction and application of such knowledge in the analysis and assessment of public issues found in the mass media.

PHIL470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in philosophy under the supervision of the faculty. *Prerequisite: Permission.*

PHIL501 Age of Enlightenment I (3).

Offered in televised format only. Explores the culture of the eighteenth century Age of Reason at its height through the close study of a number of major texts and of certain leading figures. The "texts" consist not only of works of literature, philosophy, and history, but also of paintings and musical compositions.

PHIL502 Age of Enlightenment II (3).

Offered in televised format only. Continuation of PHIL501.

PHIL524 Chinese Thought (3).

A study of the major Chinese thinkers and their writings.

PHIL533 Aesthetics (3).

Analyzes the concepts of meaning, communication, and truth in art. Deals with the identification and definition of a work of art, the criteria or judgment of excellence, the nature of the aesthetic experience, and the place of art in human experience.

PHIL542 Ethics (3).

An in-depth examination of the controversial moral dilemmas perplexing modern Americans. Eight scholarly writers explore the dilemmas surrounding such issues as crime and punishment, political and business ethics, and individual behavior.

Photography

PHOT300 Photography (3).

Introductory level course in the art and science of photography. Covers black and white film processing and printing, camera operation, exposure, and print presentation. Presents an overview of historically significant photographs and photographers. Students must have access to a camera with manual controls for focus, lens opening, and shutter speed.

PHOT305 Advanced Photographic Techniques (3).

Improves skills in producing fine quality black and white photographs of aesthetic sophistication and technical excellence, archival keeping properties and presentation techniques. Involves the study of practical sensitometry, chemical analysis and customizing processing controls, and tone reproduction and previsualization as used in the zone system. *Prerequisite: PHOT300.*

PHOT410 Photographic Theory (3).

Presents the theoretical basis of modern photographic technology. Investigates the physical and chemical foundations of the photographic process, including the nature of light, human vision, optics and image formation, light sensitive materials, sensitometry, photographic chemistry and processing, and the reproduction of color. *Prerequisite: PHOT305 or permission.*

PHOT440 Studio Photography (3).

Study of the use of artificial light sources, view camera techniques, and object placement as they relate to a controlled studio environment for both commercial and noncommercial applications. Course is a prerequisite for specialized commercial workshops. *Prerequisites: PHOT305; and either PHOT530 or PHOT531.*

PHOT443 Photographic Portraiture (3).

Studies in the photographic replication of the human likeness in commercial portraiture, advertising, documentary, and fine art. Course is a prerequisite for specialized commercial workshops in advanced portraiture and fashion. *Prerequisites: PHOT300; and either PHOT530 or PHOT531.*

PHOT450 Photojournalism (3).

Applied studies in print media photography with emphasis on newspaper and public relations work. Covers camera systems, filters, electronic flash, push processing of film, and printing for information and emphasis. *Prerequisite: PHOT300.*

PHOT470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in photography under the supervision of the faculty. *Prerequisite: Permission.*

PHOT480 Internship: . . . (1-4).

Designed to provide photography students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

PHOT495 Photographic Portfolio (3).

Concentrates on thematic evolution. Involves students in historical research and the production of a limited edition aesthetic portfolio using any photographic process. *Prerequisite: At least fifteen hours of advanced photography.*

PHOT500 History of Photography (3).

Surveys significant events, movements, and practitioners in the history of photography from 1830 to the present. Discusses technical and aesthetic issues.

PHOT530 Color Photography: Positive Processes (3).

Covers colors theory and aesthetic practice using positive-to-positive print processes, including Kodak process E-6 Cibachrome. Emphasis on color balance, filtration, contrast control, and presentation techniques. *Prerequisite: PHOT300.*

PHOT531 Color Photography: Negative Processes (3).

Investigates negative-to-print methodologies with emphasis on Kodak Process, C-41, and EP II as used in trays and processing tubes. Emphasis on color filtration, color balance, and the aesthetic use of color. *Prerequisite: PHOT300.*

PHOT535 Non-Silver Photographic Processes (3).

Aesthetic exploration of several experimental photographic processes includes cyanotypes, Van Dyke, Kwik Print, ink image transfers, acrylic lifts, and xerographic drafting materials. *Prerequisite: PHOT300.*

PHOT541 Photography: Graphic Applications (3).

Introduces various applications of photographic registration systems, posterization, tone-line and bas relief printing, and color proofing using 3M color key or Kwik Print materials. *Prerequisite: PHOT300 or permission.*

PHOT555 Documentary Photography (3).

Exploration of one of photography's mainstream traditions, the photographic document. Students will work as groups or individually to produce a photographic document of a subject of their choice. *Prerequisite: PHOT300.*

PHOT560 Photographic Equivalence Studies (3).

Investigates the sophisticated concept in vision of Alfred Stieglitz and Minor White. Emphasizes the emotional equivalent of the photograph, rather than the subject matter portrayed. Explores emotional equivalents, including the photographic studies of time/space relationships advocated by Wynn Bullock. *Prerequisite: Permission.*

PHOT570 Photography Workshop: . . . (1-3).

Specific aesthetic, technical, and/or commercial applications are considered in a series of organized workshops utilizing outside or on-campus resources. Photography workshops may be repeated for different subjects. *Prerequisites: Vary depending upon specific workshop topic.*

PHOT760 Photographic Criticism (3).

Advanced studies in the critical analysis of photography and photographic exhibitions. Includes a survey of historical and contemporary critical thought. *Prerequisites: PHOT305 and PHOT500.*

PHOT780 Internship: Curatorial Studies (1).

Provides students with the experience in gallery management and maintenance and the organization and production of exhibitions. *Prerequisites: History of art or photography courses; permission.*

PHOT830 Graduate Photography (3).

Provides opportunity for advanced work to students involved in long-term or specialized projects. Students are expected to work with the instructor through class sessions and individual critiques in meeting the graduate photography competence. Individual student proposals will determine the nature of the work to be undertaken. Course may be repeated with instructor's permission. *Prerequisite: Permission.*

PHOT895 Photographic Portfolio (3).

Concentrates on thematic evolution. Involves students in historical research and the production of a limited edition aesthetic portfolio using any photographic process. Graduate level portfolio is expected to have a more sophisticated theme and complete control of print quality. *Prerequisite: At least fifteen hours of advanced photography.*

Physics

PHYS302 Physical Science Foundations (3).

Covers major principles and concepts in physical science that govern the universe and help the non-science major gain experience with scientific processes and problem solving. Topics include measurement, forces, motion, work and energy, heat, electricity, and nuclear physics.

PHYS303 Physical Science Foundations Laboratory (1).

Provides hands-on experience illustrating some of the basic principles of physical science, including techniques that help in making meaningful observations and measurements. *Prerequisite: PHYS302 or concurrent enrollment.*

PHYS352 Intermediate Physics I (3).

Topics include kinematics, forces, energy, rotational motion, fluid properties, thermodynamics, and wave properties. *Prerequisite: MATH325.*

PHYS353 Intermediate Physics I Laboratory (1).

Deals with planning and conducting measurements, forces, motion, pressure, heat, surface tension, and waves. *Corequisite: PHYS352.*

PHYS362 Intermediate Physics II (3).

The areas of physics covered in this course include electricity, magnetism, light, and optics. *Prerequisite: PHYS352.*

PHYS363 Intermediate Physics II Laboratory (1).

Laboratory investigation is necessary to give the student experience in obtaining answers by making first-hand observations and appropriate measurements. The investigation may involve finding the value of a physical quantity, or it may involve the search for a relationship between two or more variables' quantities. *Prerequisite: PHYS362 or concurrent enrollment.*

PHYS500 Charting the Night Sky (2).

A study of the celestial sphere and the relations between the apparent motions of the sun, moon, and planets with respect to the stars. Emphasis is placed on how to locate and identify bright stars, constellations, and planets in the night sky.

PHYS501 Astronomy in the Classroom (1).

Survey workshop on astronomy includes the major physical components of the universe, including planets, stars, constellations, and galaxies. Discusses and demonstrates methods for including astronomy in the science curriculum. Identifies sources for obtaining free and inexpensive astronomy materials.

PHYS502 Introduction to Archaeoastronomy (1).

Introduces concepts related to lunar and solar eclipses, appearance of the night sky at varying latitudes from the North Pole to the equator, apparent uses of Stonehenge, and ancient astronomies of North America and Central America.

PHYS503 Introduction to Cosmology: The Big Bang (1).

This course will focus on the big bang, the modern version of creation, a topic of fascination since the dawn of humanity. The class will begin with the observational evidence for the expanding universe that was obtained in the early 20th century by Edwin Hubble through, and including the latest results from, the Cosmic Background Explorer satellite.

PHYS506 Stars and Nebulas (1).

Covers the laws of nature that govern the behavior and properties of stars and the universe. Includes how stars are born, live, and die.

PHYS508 Galaxies and Quasars (1).

Focuses on the historical and current theories about the origin and structure of the universe. Examines properties of galaxies and quasars.

PHYS510 Black Holes, Quasars, and the Universe (1).

Covers the death of stars, from white dwarfs and neutron stars to black holes. Also included will be a study of the violent explosions that rock the central regions of many galaxies, as well as the relationship of exploding galaxies to quasars.

PHYS512 Intelligent Life in the Universe (1).

Explores questions such as the following: What is meant by life? Does life exist on other planets? Do we have planetary neighbors? Who will be the first to make contact? What will their interest in us be?

PHYS514 Telescopes and Observatories (1).

Introduces concepts related to optics and operation of reflecting and refracting telescopes. Students learn how to determine the resolving power and light gathering ability of a telescope.

PHYS516 Halley's Comet (1).

A study of the early ideas about comets, origin and behavior of comets, and Halley's comet.

PHYS518 Inner Solar System: The Terrestrial Planets (1).

A study of the planets Mercury, Venus, Earth, and Mars. Emphasis placed on understanding the basic properties of the planets, how they were formed, their atmospheres, and the natural satellites of Earth and Mars.

PHYS520 The Outer Solar System: The Jovian Planets (1).

A study of the planets Jupiter, Saturn, Uranus, and Pluto. Emphasis will be placed on understanding the basic properties of the planets, how they differ from the terrestrial planets, and the natural satellites of each planet.

PHYS525 Energy, Resources, and Society (3).

Covers various methods of energy production and the environmental effects of each. Discusses the extraction and utilization of the world's major mineral resources and effects of their use. Examines the effect of various energy sources upon our environment, U.S. standards of living and energy, and resource utilization. Designed for non-science majors.

Political Science

POLS301 Principles of Political Science (3).

Comprehensive analysis of the nature of politics, contemporary approaches to the study of political science, issues in political geography, and a review of the issues and problems faced by federal, state, and local governments under the impact of modern conditions.

POLS302 American National Government (3).

Examines U.S. governmental institutions, the informal pressures that influence them, and the policies produced by the governing process.

POLS305 Contemporary Political Thought (3).

Provides an overview of nineteenth and twentieth century political thought, including socialism, nationalism, fascism, libertarianism, and feminism.

POLS310 International Organizations (3).

Deals with the complexities of international affairs and those factors that affect them. Focuses on the role of governmental and nongovernmental organizational mechanisms in the relations of nations.

POLS311 Transformation of the Global System (3).

Integrated analysis of processes and issues in international politics, with emphasis on substantive topics in selected sections of our global system. *Prerequisite: International Relations recommended.*

POLS320 Local Governmental Systems (3).

Examines local government in the United States. Emphasizes the legal basis and functioning of local jurisdictions in Illinois.

POLS355 Health Care and Politics (3).

Study of federal, state, and local legislative, regulatory, and political processes, and their effect on the health care system and its professions. Deals with ways to interact with those processes.

POLS440 Constitutional Law: Civil Liberties (3).

Uses U.S. Supreme Court decisions to examine the fundamental civil liberties guaranteed to the American people. Emphasizes how the court accommodates constitutional doctrines to changing public values. *Prerequisite: CJUS340 or POLS302.*

POLS460 Political Theory (3).

Introduces the fundamental questions of politics and the state as developed by selected political philosophers from the Greeks through the present. Emphasizes concepts of democracy, power, individual freedom, the state, and obligations of citizens and rulers with relevance to current political developments. *Prerequisite: POLS302 or permission.*

POLS470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in political science under the supervision of the faculty. *Prerequisite: Permission.*

POLS480 Internship: . . . (1-4).

Designed to provide political science students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

POLS489 Board of Governors Minority Internship Program (1-12).

Designed to provide undergraduate Board of Governors minority interns with supervised experiences in federal, state, local and corporate settings in areas such as policy analysis and corporate relations. *Prerequisite: Permission of instructor.*

POLS505 Principles and Theories in Political Studies (3).

Designed to introduce students to the major traditional and contemporary principles and theoretical foundations of political science. Can serve as a substitute for POLS301 and POLS302 toward meeting preparatory requirements for the M.A. in Political Studies. *Prerequisite: Introduction to Political Studies.*

POLS510 Topics in Political Science: . . . (1-3).

Deals with topics of current interest, exploring several aspects of the topic using a variety of methodologies from the discipline of political science.

POLS520 U.S. and Illinois Elections (3).

Studies elections in Chicago, the suburbs, the state, and the nation. Examines current trends and includes participation of past or present elected officials. *Prerequisite: POLS302 or permission.*

POLS530 The Chicago Political Tradition (1).

Examines past and current politics in the city of Chicago. Analyzes thoroughly twentieth century Chicago mayors. *Prerequisite: POLS302 or permission.*

POLS531 Readings, Black Politics, and the American Political System (3).

A study of the patterns of black politics in the development of African-American participation in the American political and economic systems.

POLS536 Problems in International Politics (3).

Examines the behavior of and interaction between nation states at the global level to understand the problems that are confronted in the international political system.

POLS538 Urban Politics (3) ☒

Offered in both lecture format and as a correspondence course. Analyzes critical issues of urbanization confronting American political institutions. Provides an overview of the nature and scope of the urban polity and provides a conceptual framework for analyzing and evaluating the critical issues in American urban areas.

POLS540 Political Economy of Urban Development (3).

This course will identify underlying assumptions and their implications for how patterns of urban development are explained, it will examine specific recent trends in urban change. This will include post-World War II developments as seen in the fiscal crisis of the -70s, restructuring of the -80s, and the increasing internationalization of the economy and the rise of global cities. *Prerequisite: Instructor's permission.*

POLS563 Seminar: Comparative Urban Future (3).

Analyzes problems of urban processes and redevelopment as they relate to central city minorities. Discussed within a comparative and futuristic perspective.

POLS610 Race, Class, and Politics (3).

Examines the political participation of under-represented groups in American politics, including blacks, Latinos, Asians, women, and Jewish Americans. Various modes of political participation, including voter participation, lobbying, campaign contributions, rallies, and protest activities, and other forms of political participation will be analyzed and evaluated.

POLS620 Models for Community Conflict Resolution (3).

This course examines the emerging theories and perspectives on violence and community conflict. Students will also study the political, social and psychological aspects of violence and community conflict within a range of fear and trust extension contexts. Emphasis will be placed on the formulation of general frameworks to promote new research activities. *Prerequisite: CJUS525 or advisor permission.*

POLS632 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.

POLS705 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.

POLS715 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.

POLS718 Public Opinion and American Democracy (3).

The nature and measurement of public opinion, political communication, and its influence on elections, and political behavior in relation to the mass media are examined. *Prerequisite: SOSC450.*

POLS720 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.

POLS725 American Political Behavior (3).

Examines the role of interest groups and parties as they affect American voter behavior. Emphasis will be placed on the recent interpretations of party realignments and dealignments in state and national elections and on the role and participation patterns of the various ethnic minorities in American politics from WWII to the present.

POLS735 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.

POLS737 Political Geography (3).

A review and extension of theoretical constructs in political geography where problems arise when the boundaries of sovereign states fail to separate national groups and when corporate limits fail to encompass all segments of a metropolis. *Prerequisite: Social science background.*

POLS750 Survey Research I: Theory (3).

Explores the selection of problems appropriate for analysis through survey design, the method of cross-sectional analysis, data processing, survey data analysis, and writing the survey research report. The growing use of survey research by academics, mass media, business, interest groups, and political candidates will be highlighted. *Prerequisite: SOSC450.*

POLS751 Survey Research II: Application (3).

The theoretical constructs of survey research are applied, and advanced applications are studied through the implementation of a survey research design project. *Prerequisite: POLS750.*

POLS806 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.

POLS810 Seminar: Labor Force Participation (3).

Uses conventional labor market techniques to show jobs minorities hold and why they hold these jobs. Examines the adequacy of concepts to accurately portray the labor market circumstance of minority Americans.

POLS815 Theories and Approaches to Political Science (3).

Examines the basic theories and approaches to the study of political and justice studies, including pluralism and interest group theory, game theory, and the decision-making approach. Student is required to complete and present to the class a bibliographical research paper. *Prerequisite: Student must complete one of the following courses: CJUS310, POLS301, or POLS505.*

POLS820 The Presidency, Congress, and the Courts (3).

Examines the historical and legal evolution of the presidency, Congress, and the courts in the American political process. The development of bureaucracy also will be explored. *Prerequisite: POLS302 or POLS505.*

POLS821 American Government and Policy (3).

Focuses on how basic institutions of American government—executive, legislative, and judicial—interact in the process of public policy formulation, implementation, and evaluation. Issues are examined from an intergovernmental perspective in a constantly changing federalist structure. The ethical dimensions of public policy decisions and actions of policy makers are explored. *Prerequisite: POLS820.*

POLS824 Intergovernmental Relations (3).

Analysis of the relationships between and among the various governmental units at the federal, state, and local levels in the context of American federalism. Special topics in intergovernmental relations will be discussed from year to year. *Prerequisite: POLS820.*

POLS830 Comparative Political Systems I (3).

Examines general comparative approaches to political systems of post-industrial, industrial, and emerging states. Topics studied include the nature of power structure, political development and culture, economic strategies, and leadership.

POLS831 Comparative Political Systems II (3).

Examines political institutions and selected policy areas and processes of governments in Western and Eastern Europe. Relationships between various state systems and policy outputs will be analyzed. *Prerequisite: POLS830.*

POLS835 Topics in Policy Analysis: . . . (3).

An in-depth analysis of selected policy issues using advanced policy analysis techniques. *Prerequisites: POLS810 and POLS820.*

POLS841 Research Methods (3).

The uses and objectives of empirical research in social sciences, the principal assumptions underlying the approach, and the major controversies surrounding it are examined. The role of theory in empirical research and research design and the principal methods of data collection and data analysis in the social sciences are discussed. *Prerequisite: SOSC450 or permission of instructor.*

POLS845 International Law and Organization (3).

Examination of the fundamental rules of international law and its relation to the state and the individual. Discussion of cases, statutes, and treaties is included. *Prerequisite: POLS830.*

POLS863 Seminar in American Institutions and Values (3).

Examines normative issues as they relate to American public administration. *Prerequisite: POLS302 or POLS320.*

POLS869 Directed Readings: . . . (3).

Supervised readings on the theory, methods, and approaches of the political science areas of American politics, public policy, comparative politics, and international relations. *Prerequisite: Permission of division chair.*

POLS870 Graduate Research: . . . (1-4).

Individual reading, research, and/or project in political science under the supervision of the faculty. *Prerequisite: Permission.*

POLS880 Internship: . . . (1-4).

Designed to provide political science students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

POLS885 Internship Project (6).

Designed to provide political/justice studies students with supervised practical experiences in applied settings. This includes the application of the students knowledge and skills in a culmination experience approved by a faculty committee and resulting in a final project. *Prerequisites: Candidacy and advisor permission.*

POLS889 Board of Governors Minority Internship Program (1-9).

Designed to provide graduate Board of Governors minority interns with supervised experiences in federal, state, local, and corporate settings in areas such as intergovernmental relation, policy analysis, and decision making. *Prerequisite: Permission of instructor.*

POLS890 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 presented and discussed. *Prerequisites: POLS815, POLS820, POLS821, POLS830, and POLS841.*

Psychology**PSYC310 Principles of Psychology (3).**

Offered in both lecture and televised formats. Provides a comprehensive overview of psychology. Presents concepts, theories, and data from various subfields in psychology, including sensation-perception, learning, memory, personality, abnormal, social, developmental, and physiological.

PSYC320 Educational Psychology (3).

Helps teachers and educators develop a better understanding of how children develop and learn and how teachers/educators facilitate these processes. Systematic testing of learning theories is explored with particular reference to effects of culture on learning. Improves the students' ability to identify, select, organize, and evaluate instructional methods and materials. Students are expected to spend ten hours in classroom situations exclusive of class time.

PSYC340 Industrial Psychology (3).

Introductory course in industrial psychology that examines psychological research and theory that relates to the following topics: personnel evaluation, personnel selection, personality and interest factors, equal employment opportunity, personnel training and work motivation, human factors in job design, and leadership.

PSYC410 Personality Theories (3).

Offered in both lecture and televised formats. Involves the comparative study of nineteenth and twentieth century psychodynamic, behaviorist, and humanist theorists on the nature of the person. Considers personality from a variety of theoretical viewpoints. *Prerequisite: PSYC310.*

PSYC412 Laboratory in Transactional Analysis (2) P/NC.

Students learn the major theory and concepts of transactional analysis and apply these to their own behavior.

PSYC422 Learning Cognition (3).

Examines limitations of short-term memory, transfer of information to long-term memory, organization of knowledge, and the nature of cognitive processes. *Prerequisite: PSYC310.*

PSYC430 Abnormal Psychology (3).

Covers the recognition, classification, development, and prognosis of the range of human problems usually defined as psychiatric disorders. Focuses on difficulties in currently used systems of defining and classifying human problems in adaptation and adjustment. Examines the medical model assumptions underlying the most widely used diagnostic system. *Prerequisite: PSYC310.*

PSYC435 Personality and Patterns of Adjustment (3).

Examines how various schools of psychology differ in their explanation and treatment of the many forms of psychological distress that confront us in our personal lives in the workplace and in society. Guides the potential user in asking the right questions and making intelligent decisions in seeking professional mental health assistance.

PSYC440 History and Systems of Psychology (3).

Surveys the major theories of psychology and their relationship to current professional practices. The focus of the course is to enable students to understand and compare the origin and development of different psychological perspectives in terms of metatheoretical issues. *Prerequisite: PSYC410.*

PSYC445 Social Psychology (3).

Offered in both lecture and televised formats. Evaluation of methods of inquiry and identification of levels of analysis as applied to problems of thought and behavior in American society. Study of interpersonal relations and communications, social power, persuasion, decision making, attitude change, and group membership. *Prerequisite: PSYC310.*

PSYC446 Psychological Issues and Values (3).

Discussion and exploration of social values, psychological issues, and personal responses to a variety of social issues. Includes cross-cultural differences in values, living with a life-threatening illness, death, unemployment, child abuse and neglect, battered women, divorce, substance abuse, mental illness, and others. Visits to agencies providing services will occur outside of class.

PSYC447 Characteristics of Human Sexuality (3) P/NC.

Focuses on general aspects of human sexuality with an emphasis on interpersonal relationships and psychosocial functions.

PSYC460 Professional Standards in Human Service and Research (3).

Focuses on ethical principles and standards in human service and research professions. Deals with application to hypothetical situations involving professionals, research subjects, and clients. Studies various values, philosophical positions, and legal cases.

PSYC470 Independent Study: . . . (1-6).

Individual reading, research, and/or project in psychology under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

PSYC470P Independent Study: . . . (1-6) P/NC.

Individual reading, research, and/or project in psychology under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

PSYC480 Field Experience: . . . (3).

Provides the opportunity to apply and assess theoretical psychological concepts in agency and business settings under the supervision of faculty. *Prerequisites: Permission of advisor, course work in personality, abnormal psychology, and theories and treatment of life problems, and twelve additional hours in B.A. in Psychology and/or mental health concentration requirements.*

PSYC505 Introduction to Stress Management (3).

Focuses on identifying and assessing the various causes of physical, mental, and emotional stress at home and on the job, recognizing the body's early warning signals of stress overload, understanding the impact of stress on physical and mental disorders, and learning effective methods of reducing stress.

PSYC506 Laboratory in Personal Stress Management (2).

Focuses on the individual's internal and external stresses and theories and methods of reducing stress such as lifestyle, exercise, and nutrition.

PSYC510 Adolescence (3).

Investigates the major issues of adolescence and questions the stereotypical view. Critically reviews research with special attention to identity, intimacy, sex roles, and family dynamics. Focuses on normal adolescent development, but also surveys pathological outcomes.

PSYC512 Child Development (3).

Offered in both lecture and televised formats. Covers theories related to cognitive, emotional, and physical growth of children. Focuses on prenatal issues and the availability of children's resources in the community.

PSYC514 Understanding Men (3).

Draws upon knowledge from social sciences, history, and other fields to understand male sex roles and stereotypes and their effects upon men's health, emotional development, male-female relationships, sexuality, fatherhood, friendships, and work.

PSYC515 Adulthood (3).

Offered in both lecture and televised formats. Presents theories of adult development as they relate to major problems of adulthood. Investigates the availability of resources for adult development in local communities.

PSYC516 Seasons of Life (3).

An introductory life-span course that helps students place cognitive, affective, and physical development in the broader perspective of the whole life-span and in the context of a complex global culture rapidly undergoing change. A variety of materials are used from the fields of psychology, sociology, anthropology, and education touching on some of the most provocative and important issues that we face in this historical period.

PSYC519 Psychosocial Aspects of Aging (3).

Studies basic concepts and theories of aging. Evaluates the impact of social, biological, and psychological variables on aging adults. Analyzes lifestyle of older adults and examines community resources for the aged.

PSYC523 Cognitive Development (4).

Examines modes of representation, relation of language and thought, comprehension, and meaning as they develop from childhood to adulthood.

PSYC524 Principles of Behavior Change (3).

Study of theory and procedures of behavior modification. Includes case materials from psychology, education, and special education. *Prerequisite: PSYC310.*

PSYC525 Brain and Behavior (3).

Offered in televised format only. Provides a comprehensive understanding of the human brain and its functions. It is particularly suited for Psychology majors and others who are interested in brain behavior relationships. *Prerequisite: PSYC310.*

PSYC527 Laboratory in Personal Growth (2) P/NC.

Identification of personal growth issues in terms of life goals and priorities. Intrapersonal communication processes identify and examine meaning assigned to various objects or events in student's life.

PSYC529 Psychology of Women (3).

Study of the effects of physiological and psychological variables on the behavior of women. Includes dependence, aggression, self-esteem, and motive to achieve. Discusses social and mental health issues currently affecting women's welfare.

PSYC531 Laboratory in Interpersonal Growth (2) P/NC.

Students identify their interpersonal communication strengths and areas of difficulties and examine the interpersonal communication processes through which they initiate, maintain, and terminate relationships.

PSYC532 Laboratory in Assertiveness Training (3) P/NC.

Examines concepts of assertion training and development of cognitive and behavioristic skills to replace maladaptive responses. Provides reinforcement and social networks to ensure the continuity of newly acquired behaviors. *Prerequisite: Permission.*

PSYC533 Advanced Experimental Psychology (3).

Presents an in-depth coverage of research designs used in experimental psychology. Includes selected readings of published research from various content areas in psychology, memory, learning, social psychology, and perception.

PSYC536 Motivation and Emotional Development (4).

Examines and applies theories of motivation, moral development, and emotional development.

PSYC537 Psychology of Human Consciousness (3).

Study of the nature and functioning of the human mind. Considers major modes of human consciousness, means of extending human consciousness, and therapeutic applications.

PSYC538 Laboratory in Feelings and Meanings (3).

Study of understanding and responding to confusing communication. Activities clarify hidden meanings and feelings and teach more honest communication in school, medical, business, and social settings.

PSYC539 Institution and Experience of Motherhood (3).

Covers both historical and contemporary writing on mothers and motherhood. Considers the variety of ways in which the role of motherhood has been viewed. Studies the impact of motherhood on the psychology of the individual. Includes case material, field interviews, and (for graduate students) the development of a research design. *Prerequisite: An introductory course in psychology or other social science.*

PSYC543 Eastern Perspectives on Psychotherapy (3).

Offers Eastern perspectives on such perennial questions as the nature of consciousness, personal identity, mental, emotional, and spiritual well-being. Explores therapeutic implications in the Western context. *Prerequisite: A course in therapeutic communications, human consciousness or theories of counseling, or permission of instructor.*

PSYC544 Theories and Treatment of Life Problems (3).

Integrates human relations experiences with theoretical work in abnormal development and basic approaches to treatment. Includes readings on therapist bias and life crises. Deals with client-centered, rational emotive, gestalt, and psychoanalytic theories.

PSYC545 Introduction to Short-Term Dynamics Psychotherapy (3).

Presents concepts, models, and techniques of short-term dynamics psychotherapy; its advantages over the traditional long-term model and its usefulness within a social context. Students will read, discuss, and apply various models to select diagnostic categories. *Prerequisite: PSYC410.*

PSYC555 Introduction to Therapy with Children (4).

Introduction to emotional difficulties and life stresses in children in various settings. Emphasis on clinical interview and play therapy. Naturalistic observation of children in various settings. Relevant to psychology, special education, education, and psychiatric nursing. *Prerequisite: PSYC544.*

PSYC556 Theories and Treatment of Emotional Disturbance in Children II (4).

Reviews the relevant literature on etiology and treatment. Students work with children with emotional difficulties under close supervision. Includes case consultations and case conferences. *Prerequisites: PSYC544, PSYC555, and permission.*

PSYC558 Introduction to Therapy with Adults (4).

Discusses psychopathology and life crises in adults. Participation in weekly peer counseling. Emphasis on therapeutic interaction with adults and relevant theories of psychopathology and treatment. *Prerequisite: PSYC544.*

PSYC559 Psychodrama (3).

Presents psychodramatic techniques utilized for resolving emotional and interpersonal difficulties. *Prerequisites: PSYC527, PSYC531, or permission.*

PSYC560 Research Methodology (3).

Introduces the basic principles of research. Focuses on basic knowledge about research methods and the development of analytic skills. Covers finding a researchable problem, developing a testable hypothesis, search of the literature, developing an appropriate research design, and selecting appropriate measuring devices.

PSYC573 Laboratory in Alternative Lifestyles and the Helping Professions (3).

Examines alternative lifestyles occurring in our culture. Provides opportunities to meet people living alternative styles and to explore personal feelings and reactions and their implications for professional work. *Prerequisite: Permission.*

PSYC585 Human Values (3).

Examines the concept of value and explores the student's own value structure. Examines resultant behavior patterns and differences among value systems subscribed to by different people.

PSYC610 Measurements and Evaluation (3).

Covers concepts of validity, reliability, norms, item analysis, and standardization; selection, administration, and interpretation of published psychological and educational tests; development of measurable goals by decision makers for various evaluation purposes, and the development and/or selection of necessary tests and collection of data; legal and ethical issues. *Prerequisite: STAT468 and completion or concurrent enrollment in PSYC560.*

PSYC630 Topics in Psychology: . . . (1-3).

Involves experts in psychology presenting selected topics covering new developments in the field. Includes discussion of topics and implications for theory and practice. Participants have an opportunity to discuss new developments and, where appropriate, apply techniques and skills.

PSYC640 Psycholinguistics (3).

Presents literature and theories in the field of psycholinguistics, with special emphasis upon language development, cognitive development, and comprehension. *Prerequisite: A course in either child growth and development or learning cognition.*

PSYC720 Cultural Foundations and Life Span Development (3).

Study of the nature and needs of individuals at all developmental levels in the context of societal changes and trends. Socioeconomic, multicultural, and subgroup changes and conflicts are considered. Social issues and their effects on individual development are examined. *Prerequisites: Graduate student status and one developmental psychology course.*

PSYC805 Advanced Early Childhood Development (3).

Emphasizes important theoretical influences on research in infancy and early childhood development. Covers both the classical papers that have strongly influenced the field and recently published works that reflect the current state of knowledge of cognitive, social, and emotional development. Focuses on development of the normal child, but linkage to special educational areas is provided. *Prerequisite: undergraduate course in child development.*

PSYC806 Cognitive Development: Implications for Instruction (3).

Examines the nature and development of human condition from early childhood to adulthood. Studies the implications of cognitive development for instruction and instructional materials assessment and development. *Prerequisite: A course in human growth and development.*

PSYC815 Learning Processes: Adults (3).

Investigates the factors influencing attitudinal and behavioral change in adulthood. Includes an overview of current learning theories of three major schools of psychology. Examines how these learning theories affect the adult learning process. *Prerequisite: three hours of psychology or learning theory.*

PSYC820 Graduate Seminar in Psychoanalytic Theory (3).

Offers advanced students the opportunity to explore current thinking in psychoanalytic theory and treatment. Emphasizes the application of ego psychology and self psychology to therapeutic technique. Provides a brief review of classical Freudian theory, but students are expected to have had some introduction to this material. *Prerequisites: COUN630, PSYC410, PSYC430, or PSYC544.*

PSYC821 Graduate Seminar in Abnormal Psychology (3).

Diagnostic categories selected for in-depth study of the literature conceptualizing a problem, its development, and various treatment recommendations. Focuses on evaluation of research approaches and findings. *Prerequisite: Either one of the following: COUN630, PSYC430, PSYC544; or overview of diagnostic categories.*

PSYC822 Seminar in Human Memory (3).

Provides students with an in-depth exposure to a single substantive area in the domain of experimental psychology. Studies research and theory in the area of human memory.

PSYC824 Graduate Seminar in the History of Psychology (3).

Covers a wide range of systems of psychological thought responsible for modern conceptions of human learning and development, clinical psychology, and social psychology.

PSYC825 Imaging Process in Psychotherapy (3).

Examines imagery as a basic capacity possessing enormous potential for therapeutic communication. Includes topics on relationship between imagery, fantasy, and other basic psychological processes. Students study the nature and structure of imaging process, explore the implications of guided as well as spontaneous imagery for therapeutic communication, apply imaging process to selected therapeutic contexts, and assess effectiveness of such applications. *Prerequisite: COUN844, COUN846, or permission.*

PSYC826 Graduate Seminar in Social Psychology (3).

Integrates theories and principles of social psychology with emphasis on the effect of ecological factors on the behavior of individuals, groups, and corporations. *Prerequisite: PSYC445.*

PSYC827 Human Sexuality (3).

Examines sexual dysfunctions in terms of interpersonal and intrapersonal communication disturbances: personal, social, and cultural norms and values in the area of interpersonal sexuality. *Prerequisite: COUN810 or permission.*

PSYC828 Graduate Seminar in Cognitive Psychology (3).

Examines recent theoretical developments in cognitive psychology. Emphasizes the areas of visual perception, concept formation, and language comprehension. *Prerequisite: PSYC422.*

PSYC829 Graduate Seminar in Human Development (3).

Presents students with up-to-date research in the developmental area. Integrates developmental issues at all stages of life. Provides students with links between theoretical and applied issues of development. *Prerequisite: One developmental course or permission of instructor.*

PSYC831 Therapeutic Communication (3).

Defines psychopathology in terms of interpersonal and intrapersonal communication disturbances. Identifies therapeutic interventions that improve the quality of interpersonal communication. *Prerequisite: COUN810 or permission.*

PSYC835 Roles and Issues in School Psychology (3).

Introduction to the discipline of school psychology. Covers various roles and functions in the school-based practice of school psychology. Includes coverage of professional standards and ethical and legal issues.

PSYC846 Individual Assessment I: School Age (3).

Focuses on the individual assessment of school-age children. Covers norm-referenced assessment, including intelligence and achievement, and curriculum-based assessment. Includes coverage of observational assessment and introduction to psychological report writing. *Prerequisites: PSYC610 and concurrent enrollment in PSYC847.*

PSYC847 Individual Assessment I: School Age Laboratory (2).

To be taken concurrently with PSYC846. Provides individual observation and feedback to students as they learn the administration of different tests. *Prerequisites: PSYC610 and concurrent enrollment in PSYC846.*

PSYC848 Individual Assessment II: Preschool (3).

Focuses on the screening and assessment of infants and preschool age children. Skill development for in-depth assessment, intervention, and development of family service plans. *Prerequisite: PSYC846 and PSYC847.*

PSYC853 Human Neuropsychology I: Brain Function (3).

Explores the theories and analysis of brain function, structure, and brain behavior relationships. *Prerequisite: PSYC610.*

PSYC854 Human Neuropsychology II: Clinical Assessment (3).

Covers the administration, scoring, and interpretation of standardized procedures in diagnosis of brain damage. Integrates findings with other assessment techniques. Trains students in the Halstead-Reitan and/or Luria methods. *Prerequisite: PSYC853.*

PSYC857 Individual Assessment III: Personality (3).

Covers the assessment of social emotional functioning and personality, including necessary skills and knowledge problems referred to the school psychologist. Behavior rating scales, observation and projective techniques are covered. Includes recommendations for intervention. *Prerequisites: PSYC410 and PSYC610.*

PSYC858 Advanced Seminar in Assessment and Intervention (2).

Covers advanced assessment strategies for assessing educational needs and identifying student disabilities. Report writing, norm-referenced and curriculum-based assessment are emphasized. *Prerequisites: PSYC846, PSYC847, PSYC857, and SPED619.*

PSYC865 Practicum in School Psychology (4) P/NC.

Practice in a school setting: diagnosis of psychological, social, and learning problems. Participation in counseling sessions, guidance activities, individual and group diagnostics, and referral of students with learning problems. *Prerequisites: COUN844 or COUN853, COUN851, PSYC846, PSYC847, PSYC848, PSYC857, PSYC858, and SPED619.*

PSYC870 Independent Study: . . . (1-6).

Individual reading, research, and/or project in psychology under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

PSYC870P Independent Study: . . . (1-6) P/NC.

Individual reading, research, and/or project in psychology under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

PSYC880 Internship: . . . (1-6) P/NC.

Designed to provide students in psychology with supervised practical experiences in applied settings. *Prerequisite: Permission.*

PSYC890 Graduate Thesis/Project: . . . (4) P/NC.

Student works closely with advisor and/or three faculty members (principal advisor, secondary advisor in specialty area, scope advisor outside specialty area) developing and completing original thesis/project proposal. *Prerequisite: Permission of advisor or committee.*

PSYC920 Internship in School Psychology I (3) P/NC.

Full-time placement in a school setting under the direct supervision of a school psychologist. Taken after completion of the M.A. in Psychology. Enrollment only after acceptance by an approved internship site. *Prerequisite: Completion of the M.A. in Psychology with the school psychology certificate option.*

PSYC921 Internship in School Psychology II (3).

Full-time placement in a school setting under the direct supervision of a school psychologist. Taken after completion of the M.A. in Psychology. Enrollment only after acceptance by an approved internship site. *Prerequisite: Completion of PSYC920.*

Public Administration

PADM301 Introduction to Public Administration (3)

Offered in both lecture format and as a correspondence course. Examines theories, history, and current issues of administration in government.

PADM420 Public Personnel Administration (3).

Studies and evaluates principles, practices, and problems of personnel administration in government. *Prerequisite: PADM301 or permission.*

PADM430 Planning Theory (3).

Seminar discussion of the various practical, theoretical, and ethical problems and issues now facing the design professions. Includes demands for greater concern for "user behavior" and "user needs," collaboration between design professionals and behavioral scientists, and control of behavior through design. *Prerequisite: PADM301 or permission.*

PADM435 Public Policy Analysis (3).

Introduces students to conceptual models for understanding government policy making and implementation. Provides information about various governmental policies. *Prerequisite: PADM301 or permission.*

PADM560 Administrative Law (3).

Introduces the legal principles underlying administration in government. Concentrates on basic administrative procedures affecting government under the constitution. *Prerequisite: PADM301 or permission.*

PADM450 Introduction to Urban Planning (3).

Provides an introduction to urban planning, a history of its efforts, and a review of the elements in professional practice today. *Prerequisite: PADM301 or permission.*

PADM455 Local Government Planning (3).

Study and analysis of current methods, techniques, and practices of land use oriented urban planning. Emphasizes current land use control in urban planning, including zoning, subdivision control, site planning, transportation planning, and the general plan. Covers population, economic, and land use studies, quantitative methods, and social services planning. *Prerequisite: PADM301 or permission.*

PADM460 Public Finance and Budgeting (3).

Surveys the structure, processes, politics, economics and operational public administrative aspects of government revenue and expenditure policy. Provides students with an introduction and overview of public budgeting processes and problems emphasizing the role of the public administrators and other government official in deciding and resolving issues of revenue and expenditure policy.

PADM470 Independent Study: . . . (3).

Independent study is intended to provide better students an opportunity to study a topic of their choice in public administration under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within public administration and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

PADM480 Internship: . . . (3).

Designed to combine individual career counseling and work outside of the classroom with institutional learning settings. *Prerequisite: Permission.*

PADM500 Workshops on Zoning and Planning: . . . (1) P/NC.

Designed for citizen planners and professional zoning administrators to provide introduction to key concepts and to develop basic skills. Includes special topics on zoning and planning. *Prerequisite: Permission.*

PADM505 Economics of Urban Planning (3).

Analyzes various economic factors impinging on the planning process. Includes economics of urbanization, forces of supply and demand in urban lands, the building industry, the real estate market, cyclical fluctuations, rents and prices, problems of housing, urban redevelopment, real estate investment, economic notions of welfare, and counteraction of market failure in the supply of public goods. *Prerequisite: PADM301 or permission.*

PADM508 Using Microcomputers in Planning (2).

Introduces the use of microcomputers in planning. Emphasizes the use of existing application programs and the microcomputer as a tool to assist planners and other local government officials with the performance of their duties. Covers word processing, database management, and spreadsheet analysis as related to planning. *Prerequisite: PADM301 or permission.*

PADM510 Government and the Public (3).

Studies the communication and human relations problems between government and the people it serves. Emphasizes efforts to alleviate the problems. *Prerequisite: PADM301 or permission.*

PADM520 Urban Growth Management (3).

Investigates how communities control the rate, timing, location, and size of development. Includes review of a series of community growth management plans and regulations. *Prerequisite: PADM301 or permission.*

PADM521 Suburban Policy Issues (3).

Studies the substance of federal, state, and regional public policies as they affect suburban communities. Includes techniques used by municipal officials to deal with these issues and other strictly local issues. Ordinarily, public and private sector experts participate. *Prerequisite: PADM301 or permission.*

PADM536 Environmental Land Use Planning (3).

Examines ecological design methods and land use control techniques for resolving the conflict between land development and environmental protection. Considers use control and preservation techniques for sensitive lands. *Prerequisite: PADM450.*

PADM540 Planning Methodology (3).

Reviews and explores the role of selected planning and evaluation methods in the overall planning process. Includes topics on goals and attitude surveys; assessing probability and utility; frameworks for land use; environmental, economic, and social impact of development plans; cost-benefit analysis; and the planning balance sheet. *Prerequisite: PADM450.*

PADM545 Regional Planning (3).

Broad coverage of regional planning, its basic concepts, techniques of analysis, and planning methods. *Prerequisite: PADM301 or permission.*

PADM560 Administrative Law (3).

Describes the processes, procedures, and legal limitations under which government agencies make, officials carry out, and courts review administrative orders, rules, and regulations. A significant part of the course is devoted to the issue of government officials' liability. *Prerequisite: PADM301 or permission.*

PADM580 Public Safety Administration (3).

Studies the administration of public safety departments, especially police departments. Includes topics on organization structure, personnel, communication, community relations, and relations among police and fire services. *Prerequisite: PADM301 or permission.*

PADM584 Law Enforcement and the Constitution (3).

Examines the requirements and limitations imposed upon the law enforcement process by the constitution. Emphasizes the U.S. Supreme Court's interpretations of the 4th, 5th, 6th, and 14th Amendments. *Prerequisite: POLS302 or permission.*

PADM585 Practicum in Urban Planning (3).

An experiment in concentrated planning education for advanced students in planning. A workshop based, problem-solving experience designed to consist of supervised field research and development projects on behalf of community groups who have requested specific technical assistance. Provides enhanced professional education through the clinical application of professional planning skills. *Prerequisites: PADM301, PADM450, and permission.*

PADM801 Concepts and Issues in Public Administration (3).

Provides an overview for the study of public policy and administration. Designed to develop an appreciation for the vocabulary of the field, to increase the student's understanding of public agencies and their role within the American democratic structure, and to develop an increased awareness and understanding of the individual role within public agencies. *Prerequisite: PADM301 or permission.*

PADM812 Seminar in Public Budgeting (3).

Examines advanced questions about budgeting in government, including various budgeting systems and how to prepare a realistic budget in the public sector. Considers revenues, expenditures, and intergovernmental aid. *Prerequisite: ECON301.*

PADM820 Seminar in Urban Government (3).

Examines advanced questions about the functioning of urban governments in America. *Prerequisite: PADM301 or permission.*

PADM840 Seminar in Public Policy (3).

Examines advanced questions about the development of public policy. *Prerequisite: PADM301 or permission.*

PADM851 Seminar in Public Planning (3).

Deals with a series of case study problems reflecting contemporary planning issues. Uses a multidisciplinary approach to case study analysis. Emphasizes energy, environmental, social, and economic planning. *Prerequisite: PADM301 or permission.*

PADM852 Seminar in Research Methods (3).

Introduces students to a variety of standard research methods. Deals with developing research instruments and analyzing research techniques. *Prerequisites: STAT361 and completion of twenty-one graduate hours in M.P.A. degree.*

PADM855 Master's Research Paper (3) P/NC.

For public administration students who are working on their research projects. Advanced standing as an M.P.A. student required for registration. *Prerequisite: Permission of instructor.*

PADM865 Problems in Applied Public Management (3).

A capstone course designed to draw upon all the knowledge and skills acquired in the curriculum. Students will complete a small number of major case studies in the format of management consultant's reports diagnosing, analyzing, and proposing solutions for actual or hypothetical organizations' problems. *Prerequisites: Completion of M.P.A. required courses and PADM852.*

PADM867 Practicum (3).

A demonstration of the ability to apply advanced management knowledge and skills through the accomplishment of a substantial project, task, or set of tasks in an administrative agency. Requires both performance of the task(s) and completion of a major written report thereon, approved by three faculty members. A final course option of the M.P.A. program. *Prerequisite: Permission.*

PADM870 Independent Study: . . . (3).

Independent study is intended to provide better students an opportunity to study a topic of their choice in public administration under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within public administration and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

PADM880 Internship: . . . (3).

Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. *Prerequisite: Permission.*

PADM890 Graduate Thesis/Project: . . . (3) P/NC.

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. *Prerequisite: Permission of advisor and/or committee.*

SOSC450 Social Science Research: Design and Methodology (3).

Overview of methods that political scientists and sociologists employ to collect and analyze current data. Ethics in social research, formulating research questions, survey and experimental design, interviewing, sampling, direct observation, content analysis, evaluation research, and critiques of science methods. *Prerequisites: POLS301 and SOC301.*

SOSC470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in social sciences under the supervision of the faculty. *Prerequisite: Permission.*

SOSC480 Internship: . . . (1-4).

Designed to provide the social sciences student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

SOSC490 Seminar: Values, Technology, and Social Change(3).

This senior seminar will allow students to apply their knowledge of the foundations of the social sciences to the analysis of an ever changing social, economic, and political world; thereby integrating the four major sub-fields of the GSU social sciences program, i.e., society and culture, economics, politics, and history. *Prerequisite: Permission of instructor.*

SOSC530 Urban Studies: Introduction to the City (3).

Appraisal and analysis of urban growth and dynamics in relation to government and politics, social and economic life, environmental issues, and the structure of the urban environment. An interdisciplinary approach to the study of American urban environments.

SOSC550 Language in Cross-Cultural Analysis (3).

Provides a developing sensitivity and understanding of how cultures use language and symbol systems to structure their varying patterns of communication in their respective worlds. *Prerequisite: Any 300-level social science course.*

SOSC560 Computer Applications in Social Science Research (3).

Use of the computer for political and social analysis and research. Introduction to computing equipment and operating procedures, utilization of select programs, and general data processing applications for political and social research. *Prerequisite: SOSC450.*

SOSC601 Vietnam, A Television History (3).

Offered in televised format only. Provides a background on Vietnam and its people from 1945 to 1975. Analyzes societal and external influences on U.S. foreign policy in relation to the historical and political context of the period. Examines the impact of the war on American society.

Social Sciences**SOSC311 Survey of Social Science (3).**

Offered as a correspondence course only. Examination of the organizing principles and methods of the basic social sciences.

SOSC801 Human Systems Change (3).

Covers philosophy and history of human systems change. Students present a diagnosis of a system strategy for change.

Social Work

SOCW320 Social Welfare Services and Professional Roles (3).

Explores the historical development and foundations of the field of social welfare, including major legislation. Professional concerns related to values, skills, knowledge, policies, programs, methods, practice, and licensing are analyzed. *Prerequisite: Complete the American History requirement or permission of instructor.*

SOCW350 Social Work Perspectives on Human Behavior (3).

Designed to help students to integrate and apply an ecological perspective and human behavior to professional social work practice situations. Explores systems thinking, human diversity, social science theory, and relevant physical science concepts. *Prerequisite: SOCW320 or concurrent enrollment in SOCW320. Completion of the human biology, psychology, sociology, and anthropology requirements, or permission of instructor.*

SOCW380 Social Work Practice: Ethics, Values, and Interviewing (3).

Designed to provide students with an in-depth examination of the generalist approach. Core social work values are explicated and explored in relation to practice situations. Students learn basic interviewing skills and core interactional skills. They also examine social work ethics. *Prerequisites: SOCW320 and SOCW350. Corequisite: SOCW390.*

SOCW390 Field Practicum and Proseminar I (3).

Provides students with an agency practice experience early in their program enabling them to become familiar with actual practice settings and assess career goals. An integrating seminar meets on campus weekly. *Prerequisites: SOCW320 and SOCW350. Corequisite: SOCW380.*

SOCW415 Field Practicum Assessment and Planning (1).

Students explore potential field placement sites, interview social work professionals, review generalist social work competencies, prepare biographical profiles, assess personal strengths and weaknesses, and plan for the practicum experience. This course is to be taken before enrolling in SOCW490. *Prerequisites: Completion of all practice courses and permission of field practicum coordinator.*

SOCW444 Social Work Practice: Intervention Strategies I (3).

Focuses on formulation and implementation of intervention at the small system level of individuals and families. Problem assessment, goal development, selection, and application of methods of intervention within the context of a generalist model. *Prerequisites: SOCW380, and SOCW390.*

SOCW445 Social Work Practice: Intervention Strategies II (3).

Examines the group, organization, and community from the perspective of the practitioner's use of self as a facilitator of group and social system processes and as a method of intervention and change. Emphasis will be placed on program design for mutual aid utilizing the general method of social work practice. *Prerequisite: SOCW444 or permission of instructor.*

SOCW455 Social Work Practice with Diverse Populations (3).

Emphasizes understanding of the experience of diversity, racism, sexism, and ageism as they affect life chances, lifestyles, and psychosocial development. Examines assumptions, myths, beliefs, and biases which block effective relationships between professionals and consumers. Identifies social work principles, values, and practice skills that promote successful working relationships. Encourages self-assessment and provides opportunities for application of learning. *Prerequisites: Completion of eighteen hours in major field or permission of instructor.*

SOCW459 Law for Human Service Professionals (3).

Includes the study of legal issues, procedures, and selected legislation relevant to professional practice in the human services. Examines the use of legal authority in the provision of services in the areas of income maintenance, justice, child protection, family services, divorce counseling, and other areas requiring knowledge of legal issues and processes. *Prerequisites: Completion of twelve hours in major field or permission of instructor.*

SOCW465 Research in the Health and Human Services (3).

Provides research orientation necessary for effective direct service and professional practice in the health and human services. Emphasizes being an intelligent consumer of research. Students are provided knowledge and strategies for measuring and evaluating their professional practice. Appropriate for students in Social Work, Nursing, Alcoholism Sciences, and other health and human service programs. *Prerequisite: STAT468 or equivalent.*

SOCW470 Independent Study: . . . (1-8).

Individual reading, research, and/or project in social work under supervision of faculty. *Prerequisite: Permission.*

SOCW480 Internship: . . . (1-8).

Designed to provide students in social work with supervised practical experiences in applied settings.
Prerequisite: Permission.

SOCW490 Field Practicum and Proseminar II (6).

Advanced 400 clock-hour practice experience designed for application and integration by students of principles, methods, and skills of the generalist model. Students are placed in an approved agency following successful completion of a practicum application process. Includes a seminar with other students in placement for sharing and synthesis of the field experience. *Prerequisites: Open to Social Work majors only; completion of twenty-seven hours of required social work courses, including SOCW415. Students must submit a completed practicum application to the field practicum coordinator at least twelve weeks before the trimester in which they plan to enroll in SOCW490.*

SOCW500 Topics in Social Work: . . . (1-4).

Specific topics, issues, intervention, and service approaches, and new developments in social work and related areas are considered in a series of workshops. Opportunities for participants to have personal contact with noted social work scholars and practitioners are provided. Consult schedule for terms offered.

SOCW510 Social Welfare Policy: Issues and Processes (3).

Examination of social welfare policy perspectives particularly as they reflect values, interests, and political processes. Contemporary social service programs and policies are reviewed. Analysis models and strategies are reviewed and applied. *Prerequisites: Complete the macroeconomics and political science requirements, or permission of instructor.*

SOCW530 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 and assessing community profiles for prioritizing community based services. Offered in a televised format and as a correspondence course.

SOCW565 Interprofessional Teamwork in the Health and Human Services (3).

Designed for the health or human services student interested in understanding the team model of service delivery. Examines teams and teamwork and provides opportunities to develop team practice and team analysis skills that are applied both in class and agency situations. Field visits required. Students in other fields will also acquire useful knowledge and skills. *Prerequisite: Completion of eighteen hours in major field.*

SOCW570 Social Work in Health Care (3).

Focuses on how social workers in hospitals and clinics assist people in making better use of health care facilities, in preventing illness, in dealing with the impact of illness and disability on themselves and their families, and in preserving their health. Emphasizes the necessity for effective collaboration with other health professionals on interdisciplinary health teams for optimum services.

SOCW575 Social Services for Children (3).

Examines the organization of child welfare programs and the existing set of social services designed to help the child and his/her family. Considers the effects of economic, social, and political developments on past and present services. Explores future planning of services for children.


SOCW595 Management and Supervision in the Human Services (3).

Examines administrative theories and processes that are basic to all human service agencies.

Sociology

SOC301 Sociology of Institutions and Cultures (3).

Comprehensive analysis of concepts and methods of sociology applied to social issues and processes, characteristics of social organizations, issues in demography and geography, influence of culture, and principles of stability and change. *Prerequisite: Introduction to sociology.*

SOC310 Principles of Urban Studies (3). 


Offered as a correspondence course only. Presents an interdisciplinary study of basic principles and dynamics in the development of our increasingly urban world. Features focus on the worldwide process of urbanization, urban lifestyles, and some of the common elements in the cities in America and other areas of the world.

SOC470 Independent Study: . . . (1-4).

Individual reading, research, and/or project in sociology under the supervision of the faculty.
Prerequisite: Permission.

SOC51A Topics in Sociology: . . . (3).

Indepth analysis of special issues in contemporary society from a sociological perspective will be the focus of this course. Guest lectures, field trips, and document analysis will supplement research and reading assignments. Projected topics include the family and state policy; late capitalism and the welfare state; contemporary sociological theory; and legal and social implications of reproductive technologies.

SOC522 Family History: Legacies (3). 

Offered as a correspondence course only. An audio course on family history in the United States from 1607 to 1870. Each of eighteen half-hour audio programs covers a different topic in the history of women and families, with commentaries by leading scholars. Emphasizes the diverse experiences of ordinary people as it examines change in both the ideals and the reality of family life.

SOC525 Community Organization/Community Development (3).

Analyzes notions of power, community structure, community development, and their implications for community organization and renewal.

SOC540 Sociology of the Family (3).

Examines the historical roots of changes in contemporary family life. Focuses on class variation in American family life, implications of beliefs about sex roles for marital and parental roles, manifestations of pathology in family life, and connections between political issues and changes in family life.

SOC551 Sociology of Ethnic Relations (3).

Analyzes ethnicity as a dimension of social stratification and its implications for inter- and intra-group conflict.

SOC585 Work and Family Life (3).

Examines historical and contemporary ideologies about the relation between work and family life. Explores effects of constraints of work roles on family life and of family life on work roles. Emphasizes issues associated with labor market segmentation, class variation, distinctions between dual and one-career families, and alternatives to traditional family/work patterns.

SOC805 Seminar: Sociological Theory (3).

Analyzes the contributions of major theorists and schools in sociology starting with Marx, Durkheim, and Weber and moving on to later developments in structural/functionalist, symbolic interactionist, neo-Marxian, phenomenological, ethnomethodological, exchange, and other theories. *Prerequisites: Undergraduate course work in social theory, research, and methods.*

SOC815 Seminar: Social Organizations and Institutions (3).

Examination of recent research on selected aspects of social organization (e.g., stratification) and institutions (e.g., religion, family, government). *Prerequisite: SOC805 or permission.*

SOC825 Seminar: Social Change and Modernization (3).

A historical examination of the processes of social change and modernization in American life. Particular emphases on migration and mobility, family roles, and the growth of urbanization. *Prerequisite: SOC805 or permission.*

SOC835 Seminar: Sociological Research (3).

Course will cover theory construction literature from sociology, varieties of research involving human subjects, and substantive varieties of social research. SPSS and related programs will be utilized as tools for participating in directed research activities.

Prerequisites: STAT468 AND SOC805; and either SOC815 or SOC825 or permission.

SOC870 Graduate Research: . . . (1-4).

Individual reading or research in sociology under the supervision of the faculty. *Prerequisite: SOC835 or permission.*

SOC880 Internship: . . . (1-4).

Designed to provide students in sociology with supervised, practical experiences in applied settings. *Prerequisite: Permission.*


SOC890 Graduate Thesis/Project (3).

Provides the student in sociology the opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests. *Prerequisites: Permission of advisor and thesis/project director and SOC870.*

Special Education—

See Education—Special Education


Statistics

STAT361 Statistics for Management I (3). 

Covers the basic topics of applied statistics, including the sample mean and variance, random variables, elementary finite probability, the binomial and normal distributions, sampling, point and interval estimation, control charts, and hypothesis testing as they apply in business situations. *Prerequisite: Intermediate algebra or passing computational examinations.*

STAT362 Statistics for Management II (3).

A continuation of STAT361. Topics covered include analysis of variance, regression, correlation, time series, indexing, nonparametric statistics, bivariate distributions, and chi-square tests. Students make extensive use of a statistical computer package in the analysis of data and application of statistical tests as they apply in business situations. *Prerequisite: STAT361.*

STAT468 Statistics (3). 

Offered in both lecture and televised formats. Provides an introduction to statistics and covers such topics as the standard normal distribution, descriptive statistics, chi-square, t-test, correlational techniques, and one-way analysis of variance. Focuses on analysis of data most often collected by individuals in psychology, education, special education, and other social sciences.

STAT520 Statistical Methods (3).

A survey for graduate and undergraduate students with sufficient statistical background for professional programs in which basic familiarity with statistics is needed. The topics covered include descriptive statistics, probability, sampling, estimation, hypothesis testing, regression and correlation, analysis of variance, and chi-square. The course is fast-paced and intensive. *Prerequisite: MATH325 or satisfactory completion of the university basic mathematics proficiency examination.*

STAT521 Statistical Methods Laboratory (1).

Introduces the use of statistical analysis packages on the computer. Provides laboratory experiences associated with STAT520. *Corequisite: STAT520.*

STAT611 Data Analysis in the Social Sciences Using SPSS (3).

An introduction to accessing and analyzing quantitative data for students in the social and behavioral sciences.

STAT810 Statistical Process Quality Control (3).

Concentrates on process control relying heavily upon control charts as tools to improve quality and productivity. *Prerequisite: Algebra or written permission of instructor.*

STAT820 Experimental Design for the Natural Sciences (4).

For graduate students of 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. *Prerequisite: STAT520 and graduate standing.*

STAT860 Advanced Statistics in Behavioral Science (3).

Reviews briefly regression analysis and one-way analysis of variance. Focuses on multiple regression and other analyses of variance. *Prerequisite: STAT468.*

APPENDIX

Student Records Policy

Governors State University maintains individual records and information about students for the purpose of providing educational, vocational, and personal services to the student. As required by the Family Educational Rights and Privacy Act of 1974, the following policy outlines procedures for access to student records. The policy is intended to ensure the confidentiality of student education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data. The policy will be published annually in the university *Catalog*. Copies will also be available in the Office of the Registrar.

Definitions

A student is defined as a person who is or has been enrolled at Governors State University on campus and/or off campus, and for whom the university maintains education records. The term "enrolled" is defined as having registered and paid fees. The definition includes enrollment in mediated instruction courses, independent study, and correspondence study. For the purpose of this policy only, any student attending Governors State University will be considered to be an adult and to have sole control over the release of his/her information except as provided in this policy.

Education records are those records, files, documents, and other materials which contain information, recorded in any way, including but not limited to handwriting, print, tape, film, diskette, microfilm, and microfiche, that are directly related to a student and are maintained by Governors State University or any subunit or by any party acting for the university. The term does not include the following:

1. Personal records of instructional, supervisory, and administrative personnel, and educational personnel ancillary to those persons, which are kept in the sole possession of the maker thereof and are not accessible or revealed to any other person except a temporary substitute.
2. Records of the Department of Public Safety which are maintained apart from education records, maintained solely for law enforcement purposes, and disclosed only to law enforcement officials of the same jurisdiction. For the purpose of this policy, the Governors State University Public Safety Office will be treated as an outside agency and the education records of students will not be disclosed to this office except with the written consent of the student or pursuant to other permitted exceptions specified by this policy.
3. Employment records, made and maintained in the normal course of business, that relate exclusively to an individual in his/her capacity as an employee and are not available for use for any other purpose, so long as they are maintained separately from any education record. Records relating to an individual in attendance at Governors State University who is employed as a result of his/her status as a student are considered education records and are not excepted under this definition.
4. Records of a physician, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity which are used only in connection with treatment and are not disclosed to individuals other than those providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the university's program of instruction.
5. Records which contain only information relating to a person after that person is no longer a student at Governors State University, such as alumni files.

Student information means any information contained in an education record as defined above.

Personally identifiable information includes but is not limited to the following:

1. The name of a student, the student's parent, student's spouse, or other family member.
2. The address of the student or the student's family.
3. A personal identifier such as the student's social security number or student number.
4. A list of personal characteristics which would make the student's identity easily traceable.
5. Other information that would make the student's identity easily traceable.

Directory information means information contained in the education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Governors State University defines the following as directory information:

1. Student name
2. Student address(es) and telephone number(s)
3. Classification (graduate or undergraduate)
4. College and major field of study/concentration/minor
5. Previous institutions attended
6. Date of birth
7. Participation in officially recognized activities
8. Dates of attendance

9. Degrees conferred, with dates
10. Current term hours enrolled and full-time/part-time status
11. Awards, honors, and achievements (including distinguished academic performance), with dates
12. Pictures

Disclosure means to permit access to or the release, transfer, or other communication of education records, or the personally identifiable information contained in those records, to any party by any means, including oral, written, or electronic.

Identification, Description, and Location of Records

Academic Records. The Office of the Registrar maintains records relating to the student's application for admission or readmission to the university, transfer credit evaluation and other data pertinent to the student's admissibility. This office also maintains the official academic record of a student. It is a cumulative history of the student's admission, registration, and academic performance. Certain demographic and biographic information is also kept for identification, for enrollment and research-related purposes, or as required for reporting purposes. For information, contact the registrar, Office of the Registrar, Ext.4500.

Academic records may also be maintained in collegial units and divisions. For information concerning these records, contact the appropriate unit as follows:

- Dean, College of Arts and Sciences, Ext.4101.
- Dean, College of Business and Public Administration, Ext.4930.
- Dean, College of Education, Ext.4050.
- Dean, College of Health Professions, Ext. 4030.
- Director, Board of Governors B.A. Degree Program, Ext.4092.
- Executive Director, Center for Extended Learning and Communications Services, Ext. 5410.

Financial Records. Units within the Business Office maintain financial records that relate to the payment and accounting of tuition, fees, and other charges. They also maintain records related to student loans, grants, or other forms of financial assistance received. For information concerning these records, contact the following:

- Director of Business Operations, Ext.5050.
- Accounting, Ext.5060.
- Cashier, Ext.4055.
- Collections, Ext.4054.

The Office of Financial Aid maintains records of students receiving loans, grants, VA benefits, or other forms of

aid along with scholarship information and some academic data. It also maintains records pertinent to student employment. For information concerning these records, contact the following:

Director of Financial Aid, Ext.4480.

Counseling/Testing/Tutoring Records. The Office of Student Development maintains records of services rendered by that office. For information concerning these records, contact the following:

- Associate Dean for Student Development, Ext.5026.
- Office of Student Development, Ext.5030.
- Center for Learning Assistance, Ext.5030.

Disciplinary Records. The Office of the Dean of Student Affairs and Services maintains records of disciplinary action which has been taken against a student. For information concerning these records, contact the following:

Dean of Student Affairs and Services, Ext.5080.

Career-Related Records and Job Placement Records

The Office of Career Services maintains records for those students who use its services. This information consists of self-completed resumes, various personal references, and academic transcripts furnished by the student. It is distributed to potential employers. For information concerning these records, contact the following:

- Director of Career Services, Ext.5080.
- University Job Locator, Ext.5700.

Health Records. The Office of the Registrar maintains records related to the immunization status of students enrolling at Governors State University for the fall 1989 trimester and thereafter. For information concerning these records, contact the Certification Officer, Office of the Registrar, Ext.4500.

Access to Records

Right to Inspect or Review Education Records. Governors State University students have the right to physically review their education records in the presence of a designated university representative. Where necessary, explanation and interpretation of the record will be provided by qualified university personnel.

The student may be required to submit the request in writing to the appropriate office and will be required to present appropriate identification.

The appropriate office shall comply with the request within a reasonable amount of time, not to exceed forty-five days after receipt of the request.

Original records may not be removed from any office where they are maintained.

Students may have copies made of their education record, upon payment of an appropriate charge established by the university, except in the following cases:

1. Copies of transcripts from other educational institutions will be provided only if the original source of those transcripts is no longer available or if going to the original source would cause undue hardship as determined by the university.
2. In cases where an administrative hold has been placed on a student's record, the student may view such records but will not be able to obtain a copy of said record until the hold has been properly removed.

Limitations on Right to Inspect or Review. Students may not inspect or review the following:

1. Financial records submitted by their parents.
2. Confidential letters or materials placed in records before January 1, 1975, as long as they are used only for the purposes for which they were written.
3. Confidential letters or materials placed in records after January 1, 1975, if the student has voluntarily submitted a written waiver. Such letters and statements must relate to the student's admission to the university, application for employment, or receipt of an honor or honorary recognition. If the student has waived the right of inspection, the university will provide the student, upon request, the names of the individuals who provided the letters and statements of recommendation. A waiver may be revoked with respect to any actions occurring after the revocation. A revocation must be made in writing.
4. If an education record contains information about more than one student, that record may be censored to protect the identity of the other person(s) named in the record.

Basic Policy Regarding Disclosure of Information from Education Records

Disclosure Not Requiring Prior Consent. The appropriate record-keeping office shall obtain the written consent of the student before disclosing personally identifiable information or disclosures to the following individuals:

1. The student himself/herself.
2. University personnel who the institution has determined to have legitimate educational interests. The sufficiency of the need for student information will be determined by the head of the unit from which the records are sought.

University personnel are those members of the institution who act in the student's educational interest within the limitations of their need to know and which may include faculty, administrators, clerical and professional employees, and other persons who manage student record information. Legitimate educational interest means the demonstrated need to know to permit the performance of their assigned duties and responsibilities, including, but not limited to, teaching, research, academic advising, record-keeping, and various student support services.

Student information supplied, in any format or medium, to any Governors State University personnel or units is provided on the basis that it is needed to permit their necessary functioning. All members of the faculty, administration, and clerical staff must respect the confidentiality of student information they require in the course of their work. They are bound by the conditions outlined in this policy statement relative to the release of student information. All GSU personnel should be alert to refer promptly to the appropriate unit's requests for transcripts, certifications, or other information. They should restrict their responses to acknowledging, when appropriate, the receipt of requests for student information germane to their area of responsibility.

3. Officials of other schools in which the student seeks or intends to enroll, or in which the student is currently enrolled or receiving services from, if there is a legitimate need. The sufficiency of the need will be determined by the head of the unit from which the records are requested. The university will make a reasonable attempt to notify the student before disclosure. A copy of any information sent will be provided to the student upon request.
4. Faculty or staff conducting student characteristics research, providing the research project has the written approval of the academic dean or vice president sponsoring the research and providing that guarantees are made that no personally identifiable information will be published or released.
5. Certain state or federal representatives specified by law for the sole purpose of evaluation and auditing of governmentally funded programs in which the university participates, with the guarantee that the identity of the students will be protected and that the information will be destroyed when no longer needed for the purposes for which it was provided.
6. State and local officials or authorities, if a state statute adopted before November 19, 1974, specifically requires disclosure.
7. Organizations conducting studies for, or on behalf of, state or federal educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, with the guarantee that the identity of the student will be protected and that the information will be destroyed when no longer needed for the purposes for which the study was conducted.
8. In connection with financial aid for which the student has applied or received, if the information is needed to determine eligibility for the aid, to determine the amount of the aid, to determine the conditions for the aid, or to enforce the terms and conditions of the aid.
9. Accrediting organizations to carry out their accrediting function, with the guarantee that the identity of the student will be protected.

10. Appropriate persons in connection with an emergency, if knowledge of such information is necessary to protect the health or safety of a student or other persons.

11. In compliance with a judicial order or lawfully issued subpoena. The university will make a reasonable effort to notify the student in advance of compliance.

Disclosure Requiring Prior Consent. Except as listed in the above section, all requests for student information other than directory information must be accompanied by the written consent of the student.

The written consent required by this section must be signed and dated by the student and must specify the records to be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made.

When disclosure is made pursuant to this section, the appropriate record-keeping office will, upon request, provide the student a copy of the records which were disclosed.

The university will disclose personally identifiable information from the education records of a student only on the condition that the party to whom the disclosure is made will not further disclose the information without the student's written consent, except in the disclosure of directory information. The university will, except for the disclosure of directory information, inform the party to whom disclosure is made of the obligation to obtain the student's consent before further disclosure to other parties.

Disclosure of Directory Information. Directory information pertaining to individual students may be released at the discretion of the university. The definition of directory information will be published in the university *Catalog* or other designated publication each academic year. During registration, students are given an opportunity to notify the university in writing that they do not want directory information disclosed without prior written consent. The request for not disclosing information will be honored until otherwise notified by the student in writing.

The procedural requirements of this section do not apply to the disclosure of directory information from the education records of an individual who is no longer enrolled at the university.

All recipients of student information within the university are required to comply with this policy. Directory information or lists of student information will never be knowingly provided to any requesting party for commercial or political purposes. If a student directory is published, it will be equally available to all.

Records of Disclosure Made. The university shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. The record of disclosure shall be maintained with the education record as long as the records are maintained. The record of

disclosure shall include the following:

1. The parties who have requested or received personally identifiable information.
2. The legitimate interests the parties had in requesting or obtaining the information.

Records of disclosure are not required to be kept in the record of a student when the request was from, or the disclosure was to, the student himself/herself, a university or school official as defined in "Disclosure Not Requiring Prior Consent" above, a party with written consent from the student, or a party seeking directory information.

Challenging the Contents of an Education Record Purpose. A student has the right to challenge the content of an education record on the ground that he/she believes that it is inaccurate, misleading, or otherwise in violation of his/her privacy or other rights and to have inserted on the record his/her written explanation of its contents.

NOTE: Academic grievances are covered in the university's "Grievance Procedures for Academic Matters" and not by this policy.

Procedure. To initiate a challenge to the education record, the student shall, within sixty (60) days after he/she has inspected and reviewed the record in question for the first time, file with the university office responsible for maintaining such records, a written request for correction, on a form specified by the university. Within thirty (30) days following receipt of such request, the unit head or his/her designee, shall review the record in question with the student and either order the correction or deletion of such alleged inaccurate, misleading, or otherwise inappropriate data as specified in the request or notify the student of the right to a hearing at which the student and other persons directly involved in the establishment of the record shall have an opportunity to present evidence to support or refute the contention that the data specified in the request are inaccurate, misleading, or otherwise inappropriate.

Hearing. The student will be given written notice sent to his/her last known address of the time and place of such hearing not less than ten (10) days in advance. The hearing will be conducted by a university representative who does not have a direct interest in the outcome. The student may challenge the hearing officer. Any disagreement regarding the hearing officer will be resolved by the appropriate vice president.

The student shall have the right to attend the hearing, to be advised by an individual of his/her choice at his/her own expense, including an attorney, and to call witnesses in his/her behalf. The student shall be notified in writing of the decision within ten (10) days following the hearing or within five (5) days of a decision without a hearing. Such decision is final. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision.

If the decisions are unsatisfactory to the student, the student may place in the education record statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education record, maintained as part of the student's record, and released whenever the record in question is disclosed.

A hearing may not be requested by a student to contest the assignment of a grade; however, a hearing may be requested to contest whether or not the assigned grade was recorded accurately in the education records of the student.

Right to File Complaints

If a student thinks that his/her rights have been violated, he/she should first file a complaint with the head of the unit which maintains the records in question.

If, after exhausting all internal remedies available within the university, the student still thinks that his/her rights have been violated, written complaints can be filed with the following office:

Family Policy and Regulations Office
U.S. Department of Education
Washington, D.C. 20202

A written complaint to the Family Policy and Regulations Office must contain specific allegations of fact which have led the student to believe that a violation of the Family Educational Rights and Privacy Act has occurred.

The Family Policy and Regulations Office will notify the complainant and the university of the receipt of the complaint and an investigation will follow.

Destruction/Disposal of Records

The university may dispose of records when they are no longer necessary in accordance with the university record retention schedule. However, if under the terms of this policy, a student has requested access to the record or has formally challenged the record, the record shall not be destroyed until access has been granted or until a decision has been rendered.

Explanations placed in the record and the record of disclosure of information must be maintained as long as the record to which it pertains is maintained.

Persons in charge of student records should ensure that only pertinent items are retained in a student's record.

Residency Status for Tuition Purposes

Definitions

For purposes of this regulation, the following definitions pertain.

An "adult student" is a student who is 18 or more years of age.

A "minor student" is a student who is less than 18 years of age.

An "emancipated minor student" is a completely self-supporting student who is less than 18 years of age. Marriage or active military service shall be regarded as affecting the emancipation of minors, whether male or female, for the purposes of this regulation.

"Residence" means legal domicile. Voter registration, filing of tax returns, proper license and registration for driving or ownership of a vehicle, and other such transactions may verify intent of residence in a state. Neither length of university attendance nor continued presence in the university community during vacation periods shall be construed to be proof of Illinois residence. Except as otherwise provided in this regulation, no parent or legal or natural guardian will be considered a resident unless the parent or guardian maintains a bona fide and permanent residence in Illinois, except when temporarily absent from Illinois, with no intention of changing his or her legal residence to some other state or country.

Residency Determination

Each university shall determine the residency status of each student enrolled in the university for the purpose of determining whether the student is assessed in-state or out-of-state tuition. Each applicant for admission to the university shall submit at the time of application evidence for determination of residency. The office responsible for admissions shall make a determination of residency status.

If a nonresident is classified 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.

If a resident is classified by error as a nonresident, a change in tuition charges shall be applicable during the term in which the reclassification occurs, provided that the student has filed a written request for review in accordance with this regulation.

Residency Requirements

Adult Students. To be considered a resident, an adult student must have been a bona fide resident of Illinois for a period of at least six consecutive months immediately preceding the beginning of any term for which the individual registers at the university and must continue to maintain a bona fide residence in Illinois. In the case of adult students who reside with their parents (or one of

them if only one parent is living or the parents are separated or divorced), the student will be considered a resident if the parents have established and are maintaining a bona fide residence in Illinois.

Minor Students. The residence of a minor student shall be considered to be the same as and change with any of the following:

1. That of the minor's parents if they are living together, or the living parent if one is deceased;
2. If the parents are separated or divorced, that of the parent to whom custody of the minor has been awarded by court decree or order, or in the absence of a court decree or order, that of the father unless the minor has continuously resided with the mother for a period of at least six consecutive months immediately preceding the minor's registration at the university, in which latter case the minor's residence shall be considered to be that of the mother;
3. If the minor has been legally adopted, that of the adoptive parents, and, in the event the adoptive parents become divorced or separated, that of the adoptive parent whose residence would govern under the foregoing rules if the parent had been a natural parent;
4. That of the legally appointed guardian of the person; or
5. That of a "natural" guardian such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult with whom the minor has resided and by whom the minor has been supported for a period of at least six consecutive months immediately preceding the minor's registration at the university for any term if the minor's parents are deceased or have abandoned the minor and if no legal guardian of the minor has been appointed and qualified.

Emancipated Minors. If emancipated minors actually reside in Illinois, such minors shall be considered residents even though their parents or guardians may not reside in Illinois. Emancipated minors who are completely self-supporting shall be considered residents if they have maintained a dwelling place within Illinois for a period of at least six consecutive months immediately preceding the beginning of any term for which they register at the university. Emancipated minors who reside with their parents and whose parents (or one of them if one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide Illinois residence shall be regarded as residents.

Minor Children of Parents Transferred Outside the United States. The minor children of persons who have resided in Illinois for at least twelve consecutive months immediately prior to a transfer by their employers to some location outside of the United States shall be considered residents. This rule shall apply, however, only when the minor children of such parents enroll in the university within five years of the time their parents are transferred by their employer to a location outside the United States.

Married Student. A nonresident student, whether minor or adult, who is married to a person who meets and complies with all of the applicable requirements of these regulations to establish residence status, shall be classified as a resident.

Armed Forces Personnel. Nonresidents of Illinois who are on active duty with one of the services of the Armed Forces of the United States, who are stationed in Illinois, and who submit evidence of such service and station, as well as the spouses and dependent children of such persons, shall be considered residents as long as such persons remain stationed in Illinois and the spouses and/or dependent children of such persons also reside in Illinois. If such persons are transferred to a post outside the continental United States, but such persons remain registered at the university, residency status shall continue until such time as these persons are stationed within a state other than Illinois but within the continental United States.

Staff Members of the University, Allied Agencies, and Faculty of State-Supported Institutions in Illinois. Staff members of the university and allied agencies and faculties of state-supported institutions of higher education in Illinois, holding appointment of at least one-quarter time, and their spouses and dependent children, shall be treated as residents.

Teachers in Public and Private Illinois Schools. Teachers in public and private elementary and secondary schools of Illinois shall, if subject to payment of tuition, be assessed at the resident rate during any term in which they hold an appointment of at least one-quarter time, including the summer session immediately following the term in which the appointment was effective.

Residency Status Appeal Procedure

Students who take exception to their residency status classification shall pay the tuition assessed but may file a claim in writing to the university office responsible for reconsideration of residency status. The written claim must be filed within thirty (30) calendar days from the date of the tuition bill or the student loses all rights to a change of residency status for the term in question. If the student is dissatisfied with the ruling in response to the written claim made within said period, the student may file a written appeal within ten (10) calendar days of receipt of the decision to the responsible university office. Such written appeals shall be forwarded to the appropriate university vice president who shall consider all evidence submitted in connection with the case and render a decision which shall be final.

Special Situations

Upon recommendation of the president(s) and the chancellor, the Board of Governors Universities may, in special situations, grant resident status to categories of persons otherwise classified as nonresidents under this regulation.

FACULTY AND ADMINISTRATION

Glen Abbott

Assistant to the President/Affirmative Action Officer
B.A., State University of New York, Binghamton, 1972
M.A.T., State University of New York, Binghamton,
1973

Joseph B. Addison

University Professor of Physical Science, CAS
B.S., University of New Brunswick, 1972
Ph.D., University of New Brunswick, 1976

David Ainsworth

Coordinator of Instructional Development, CELCS
University Professor of Instructional
Communications
M.A., University of St. Andrews, 1961
Ph.D., University of Southern California, 1970

James A. Alexander

Vice President, Administration and Planning
B.A., Yale University, 1975
J.D., Yale University, 1978

Esthel Allen

Dean, College of Business and Public
Administration
B.A., Olivet Nazarene College, 1965
M.A., Governors State University, 1973
J.D., University of California, Berkeley, 1984

Joanne Anania

University Professor of Reading/Language Arts, CE
B.S., University of Nebraska, Omaha, 1961
M.S.T., The University of Chicago, 1975
Ph.D., The University of Chicago, 1981

Jane Andringa

University Professor of Special Education, CE
B.A., The University of Chicago, 1962
M.A., Chicago State University, 1975
C.A.S., National College of Education, 1983

Timothy P. Arr

Director, Business Operations
B.A., University of Dallas, 1972

Catherine H. Balthazar

University Professor of
Communication Disorders, CHP
B.A., University of Iowa, 1987
M.A., Indiana University, 1990

Teresa Barrios-Aulet

University Professor of Policy Analysis/Latin
American Studies, CAS
B.A., University of Illinois, Chicago, 1970
M.A., University of Illinois, Chicago, 1974

Pamela Bax

University Professor of Counseling, SD
B.A., National Lewis University, 1985
M.S., Chicago State University, 1991

Ralph Bell

University Professor of Health Administration, CHP
B.A., University of South Florida, 1975
M.A., University of Illinois, Chicago, 1977
Ph.D., University of Illinois, Chicago, 1981

Carolyn Benjamin

Learning Assistance Center Counselor, CLA
B.A., Indiana State Teachers College, 1959
M.A., Indiana State Teachers College, 1962

Mary Bernd

Director, Off-Campus Programming, CELCS
B.A., Mount Holyoke College, 1963

Michael Blackburn

Assistant Director, Student Life
B.A., Governors State University, 1984
M.A., Governors State University, 1985

Gregory Blevins

University Professor of Alcoholism Science, CHP
B.S., Western Michigan University, 1970
M.A., Western Michigan University, 1974
Ph.D., Western Michigan University, 1979

David Blood

University Professor of Education, CE
B.S., Illinois State University, 1971
M.A., Governors State University, 1974
Ed.D., Illinois State University, 1984

Jay W. Boersma

University Professor of Photography, CAS
B.A., Columbia College, 1973
M.F.A., Rhode Island School of Design, 1976

William Boline

University Professor of Social Work, CHP
B.S., Kentucky State University, 1964
M.S.W., University of Illinois, 1967

Mary Bookwalter

University Professor of Printmaking and Design, CAS
B.S.E., Emporia State University, 1966
M.A., Eastern Illinois University, 1982
M.F.A., Northern Illinois University, 1984

Arthur Bourgeois

University Professor of Art History, CAS
B.S., Wayne State University, 1971
M.A., Wayne State University, 1972
Ph.D., Indiana University, 1979

Richard Bradberry

Director, University Library
B.S., Alabama State University, 1973
M.S.L.C., Atlanta University, 1974
Ph.D., University of Michigan, 1988

Ronald L. Brubaker

University Professor of Computer Science, CAS
B.A., Cornell College, 1960
M.A., Princeton University, 1962
Ph.D., Princeton University, 1966

Richard Burd

Professional Photographer, CELCS
University Professor of Photography
B.S., University of Michigan, 1965
M.S., Illinois Institute of Technology, 1970

David R. Burgest

University Professor of Social Work, CHP
B.A., Paine College, 1965
M.S.W., Wayne State University, 1968
Ph.D., Syracuse University, 1974

Ginni Burghardt

Director, Alumni Relations
B.A., Governors State University, 1981
M.A., Governors State University, 1989

Dominic Candeloro

Director, Conferences, Workshops, and
Weekend College, CELCS
B.A., Northwestern University, 1962
M.A., University of Illinois, 1964
Ph.D., University of Illinois, 1970

D. Jon Carlson

University Professor of Counseling, CE
B.S., Southern Illinois University, 1967
M.S., Southern Illinois University, 1968
Ed.D., Wayne State University, 1971
Psy.D., Alfred Adler Institute, 1990

Patricia A. Carter

Dean, Student Affairs and Services
B.S., Tennessee State University, 1967
M.A., Michigan State University, 1971
Ph.D., Michigan State University, 1981

Diane Casey

Librarian, UL
University Professor of Library Science
B.A., State University of New York, 1970
M.A., Ohio State University, 1972
M.Div., Trinity Lutheran Seminary, 1985
M.L.S., Kent State University, 1991

Edwin D. Cehelnik

Associate Provost/Vice President, Academic Affairs
(Acting)
University Professor of Physical Science, CAS
B.S., Villanova University, 1968
Ph.D., The Pennsylvania State University, 1971

Lisa Chang

University Professor of Education, CE
B.S., Taiwan Normal University, 1967
Ed.M., State University of New York, 1971
Ph.D., Cornell University at Ithaca, 1979

Christine Cochrane

Director, Small Business Development Center
B.A., University of Wisconsin, 1970
M.A., Governors State University, 1974

Clementine M. Coleman

University Professor of Medical Technology, CHP
B.S., Roosevelt University, 1964
M.A., Governors State University, 1974

Burton Collins

University Professor of Counseling, CE
B.A., Langston University, 1963
M.A., Governors State University, 1974

Barbara Conant

Librarian, UL
University Professor of Library Science
B.A., University of Tennessee, Knoxville, 1959
M.L.S., University of Illinois, 1965
M.A., Governors State University, 1989

Maria Connolly

University Professor of Nursing, CHP
B.S.H.E., College of St. Francis, 1974
B.S.N., Governors State University, 1984
M.S.N., Governors State University, 1985
C.C.R.N., Certification American Association of
Critical Care Nurses, 1984
D.N.Sc., Rush University, 1992

Judith Ann Cooney

University Professor of Psychology and Counseling,
CE
B.S., Indiana University, 1964
M.S., Indiana University, 1967
Ed.D., Indiana University, 1978

William Craig

Admissions Counselor, ASR
B.A., Bowling Green State University, 1966
M.A., Northern Illinois University, 1969

Lowell W. Culver

University Professor of Public Administration, CBPA
B.A., California State University, San Diego, 1954
M.A., University of California, Los Angeles, 1957
Ph.D., University of Southern California, 1967

David V. Curtis

University Professor of Management, CBPA
B.A., University of California, 1963
M.A., University of Denver, 1965
Ph.D., Stanford University, 1972

Karen D'Arcy

University Professor of Analytical Chemistry, CAS
B.A., University of Northern Colorado, 1979
Ph.D., Portland State University, 1984

Tommy Dascenzo

Director, Student Life
A.A., Olive Harvey College, 1971
B.A., Governors State University, 1973
M.A., Governors State University, 1976

Jagdish Davé

University Professor of Psychology and Counseling,
CE
B.A., Bombay University, India, 1946
B.Ed., Gujarat University, India, 1954
M.Ed., Gujarat University, India, 1956
M.A., The University of Chicago, 1960
Ph.D., The University of Chicago, 1964

Michael Dimitroff

University Professor of Psychology, CE
A.B., Indiana University, 1966
M.S., Indiana University, 1971
Ph.D., Purdue University, 1975

William H. Dodd

Vice President for Development and
Public Affairs
B.A., Loyola University of Chicago, 1958
M.A., Loyola University of Chicago, 1959
Ph.L., Loyola University of Chicago, 1960
S.T.L., Bellarmine School of Theology, 1967
Ph.D., Union Institute, 1989

Robert Donaldson

University Professor of Public Administration, CBPA
B.S., Florida A&M University, 1963
M.P.A., Roosevelt University, 1973
M.Ph., Roosevelt University, 1973
Ed.D., Western Michigan University, 1977

Margaret Donohue

Special Assistant to the Provost
Coordinator of Community College Relations
B.A., Governors State University, 1980
M.A., Governors State University, 1988

Constance L. Edwards

University Professor of Nursing, CHP
B.S.N., Tuskegee Institute, 1966
M.S., University of Colorado, 1970

Virginia Eysenbach

Coordinator, University Publications, PA
 B.A., University of Illinois, Chicago, 1968
 M.A., Governors State University, 1991

Gary Fernandez

University Professor of Accounting, CBPA
 B.S.B.A., University of Missouri, 1976
 M.B.A., Southern Illinois University, 1977
 J.D., St. Louis University, 1980

Richard H. Finkley

University Professor of Business Law, CBPA
 B.S., Southern Illinois University, 1972
 J.D., University of Texas, 1975
 M.B.A., Southern Illinois University, 1977

Bruce Fischer

University Professor of Management Information
 Systems/Production Management, CBPA
 B.S., Western Michigan University, 1967
 M.B.A., The University of Chicago, 1972
 Ph.D., Northwestern University, 1987

Gary E. Fisk

Director, Communications Services
 University Professor of Television and
 Media Production Management, CELCS
 B.S., Colorado State University, 1966
 M.A., Michigan State University, 1969

Carolyn M. Fraser

University Professor of Nursing, CHP
 B.S.N., DePaul University, 1959
 M.S.N., DePaul University, 1963
 Ed.D., Northern Illinois University, 1985

Donald Fricker

University Professor of Management
 Information Systems, CBPA
 B.A., Southern Illinois University, 1978
 M.B.A., Illinois Institute of Technology, 1984

George Garrett

Acting Chairperson, Division of Education
 University Professor of Educational
 Administration, CE
 B.S., Southwestern College, 1966
 B.S.E., Henderson State University, 1970
 M.S.E., East Texas State University, 1973
 Ed.D., East Texas State University, 1978

Mary J. Geis

University Professor of Nursing, CHP
 B.S., St. Xavier College, 1959
 M.S.N., University of California, 1961
 M.A., University of Kansas, 1979
 M. Phil., University of Kansas, 1981
 Ph.D., University of Kansas, 1985

Donna Gellatly

University Professor of Health Administration, CHP
 B.S., DePaul University, 1969
 M.B.A., DePaul University, 1972
 C.P.A., State of Illinois, 1973

Efraim Gil

University Professor of Public Administration, CBPA
 B.A., San Jose State University, 1964
 M.C.P., University of Cincinnati, 1966
 Ph.D., University of Illinois, Chicago, 1981

Ann Glascoff

Documents Librarian, UL
 University Professor of Library Science
 B.A., University of Wisconsin, 1965
 M.A.L.S., University of Wisconsin, 1966
 Certificate of Advanced Study in Library
 Science, The University of Chicago, 1980

O.W. Goldenstein

University Professor of Criminal Justice, CAS
 B.A., Carthage College, 1959
 M. Div., Chicago Lutheran Theological Seminary,
 1962
 Ph.D., Union Graduate School, West, 1979

Mercedes Graf

University Professor of School Psychology, CE
 B.S., Loyola University, 1961
 M.S.Ed., Chicago State University, 1964
 Ed.D., University of Illinois, Urbana, 1979

Paul Green

Director, Institute for Public Policy
 and Administration, CBPA
 B.A., University of Illinois, 1964
 M.A., The University of Chicago, 1966
 Ph.D., The University of Chicago, 1975

Harriet Gross

University Professor of Sociology and Women's
 Studies, CAS
 B.A., Northwestern University, 1958
 M.A., Northwestern University, 1960
 Ph.D., The University of Chicago, 1974

Peter Gunther

University Professor of Environmental Science, CAS
 B.S., St. John's University, 1965
 M.S., Niagara University, 1967
 Ph.D., The Pennsylvania State University, 1972

Judith Gustawson

Coordinator of Academic Advising
 B.A., Governors State University, 1966
 M.A.B.A., Governors State University, 1979

Reino W. Hakala

University Professor of Mathematical, Physical, and
 Environmental Sciences, CAS
 A.B., Columbia College, 1946
 M.A., Columbia College, 1947
 Ph.D., Syracuse University, 1965

Wayne Hamilton

Provost/Vice President, Academic Affairs
 B.S., Wake Forest University, 1961
 M.A., Duke University, 1966
 Ph.D., McGill University, 1972

Elizabeth Hansen-Shaw

Librarian, UL
 University Professor of Library Science
 B.A., Western Illinois University, 1971
 M.A., University of South Florida, 1979

Michael Hassett

Director, Physical Plant Operations
 B.S., Northern Illinois University, 1972
 M.B.A., Governors State University, 1987

Linda Heiser

Director, Budget and Planning
 B.S., Southern Illinois University, 1974
 M.S., Southern Illinois University, 1979
 Ph.D., University of Illinois, Urbana, 1988

Lee Hertzman

University Professor of Health Science, CHP
 B.A., Oberlin College, 1961
 Dip. Ed., University of East Africa, 1963
 M.P.H., University of Michigan, 1965
 Ph.D., University of Illinois, 1972
 M.B.A., The University of Chicago, 1984

Charles Hicks

University Professor of Music, CAS
 B.M.E., Jackson State University, 1959
 M.M.E., Wayne State University, 1971
 Ph.D., Michigan State University, 1976

Susanne Hildebrand

University Professor of Communication Disorders,
 CHP
 B.S., Northern Illinois University, 1968
 M.S., University of Illinois, 1969

Deborah Holdstein

University Professor of English and Rhetoric, CAS
 B.A., Northwestern University, 1973
 A.M., University of Illinois, 1975
 Ph.D., University of Illinois, 1978

Glenna Howell

University Professor of Reading and Language Arts,
 CE
 B.A., University of Missouri, Kansas City, 1970
 M.A., University of Missouri, Kansas City, 1973
 Ph.D., University of Missouri, Kansas City, 1978

Mary E. Howes

Chairperson, Division of Management/
 Administrative
 Sciences/ Marketing/ Public Administration, CBPA
 University Professor of Management
 Diploma, Vancouver Community College, 1974
 M.B.A., University of Kansas, 1978
 Ph.D., University of Kansas, 1981

Dora Hubbard

Registrar
 B.A., Southern Illinois University, 1970
 M.A., Governors State University, 1974

Debra Huntley

University Professor of Psychology, CE
 B.A., University of Minnesota, 1981
 M.A., University of Houston, 1985
 Ph.D., University of Houston, 1987

Albert Ingram

University Professor of Instructional Training and
 Technology, CAS
 A.B., Columbia University, 1973
 M.S., University of Pittsburgh, 1976
 Ph.D., Arizona State University, 1984

Akkanad M. Isaac

University Professor of Management Information
 Systems, CBPA
 B.S., Kerala University, 1954
 M.S., Lehigh University, 1967
 Ph.D., Lehigh University, 1969

Barbara B. Jenkins

University Professor of Psychology and Counseling,
 CE
 B.A., The University of Chicago, 1962
 M.A., The University of Chicago, 1963
 Ph.D., The University of Chicago, 1972

Jeffrey Kaiser

University Professor of Educational
 Administration, CE
 A.A.S., State University of New York, Buffalo, 1964
 B.S., State University of New York, Buffalo, 1966
 Ed.M., State University of New York, Buffalo, 1969
 S.E.A., State University of New York, Buffalo, 1972
 Ph.D., State University of New York, Buffalo, 1973

Maribeth Montgomery Kasik

University Professor of Special Education, CE
 B.S., Southern Illinois University, 1973
 M.Ed., University of Illinois, 1978
 Ph.D., Southern Illinois University, 1983

Marsha Katz

University Professor of Management, CBPA
 B.A., State University of New York at Stony Brook
 1969
 M.A., Michigan State University, 1971
 Ph.D., Michigan State University, 1978

Thomas J. Kelly

University Professor of Urban History, CAS
 B.A., John Carroll University, 1962
 M.A., University of Illinois, 1965
 Ph.D., University of Illinois, 1971

Gail Kempster

University Professor of Communication Disorders,
 CHP
 B.A., Valparaiso University, 1975
 M.S., Purdue University, 1976
 Ph.D., Northwestern University, 1984

Georgia Kosmoski

University Professor of Educational Administration,
 CE
 B.S., Indiana University, 1972
 M.S., Purdue University, 1975
 Ph.D., Purdue University, 1989

Joyce Kennedy Hayes

University Professor of Communication, CAS
 B.A., Harris Teachers College, 1965
 M.Ed., St. Louis University, 1968
 Ph.D., Michigan State University, 1975

Lamonda Kidd

Coordinator, Student Organizations, SL
 B.S., University of Wisconsin, Oshkosh, 1983
 M.D.H.R., National College of Education, 1989

Mohammed Kishta

University Professor of Science Education, CAS
 B.A., Moorhead State University, 1966
 M.S., North Dakota State University, 1968
 Ph.D., University of Iowa, 1974

Diane Kjos

University Professor of Psychology and Counseling,
 CE
 B.S., Syracuse University, 1973
 M.A., Governors State University, 1974
 Ph.D., Loyola University of Chicago, 1980

Phyllis Klingensmith

University Professor of Animal Physiology, CAS
 B.S., The Pennsylvania State University, 1979
 M.S., Ohio State University, 1981
 Ph.D., Purdue University, 1984

Ana C. Kong

University Professor of Communication, CAS
 B.S., Far Eastern University, Manila, 1962
 M.S., University of Illinois, 1969
 Ph.D., University of Illinois, 1973

Dan Kreidler

Associate Director of Student Development for
Career Services
B.S., Governors State University, 1984
M.P.A., Governors State University, 1990

William J. Kryspin

Director, Institutional Research
B.A., St. Mary's College, 1964
M.S., Purdue University, 1972
Ph.D., Purdue University, 1974

Shailendra Kumar

University Professor of Organic Chemistry, CAS
B.S., University of Delhi, 1971
M.S., University of Delhi, 1973
Ph.D., University of Missouri, 1981

Anthony Labriola

University Professor of Television Production,
CELCS
B.A., University of Illinois, 1972
M.A., Ohio University, 1978

Annie L. Lawrence

University Professor of Nursing, CHP
Certificate Public Health Nursing, Loyola University
of Chicago, 1952
B.S.N.Ed., DePaul University, 1953
M.S.N.Ed., DePaul University, 1957
Ed.D., Illinois State University, 1987

Otis O. Lawrence

Director of Assessment and Coordinator of
Board of Governors B.A. Degree Program
University Professor of Science Education, CAS
B.A., University of Iowa, 1948
M.S., University of Iowa, 1951
Ph.D., University of Oklahoma, 1971

Sungyoung Lee

University Professor of Computer Science, CAS
B.S., Korea University, 1978
M.S., Illinois Institute of Technology, 1987
Ph.D., Illinois Institute of Technology, 1991

Robert E. Leftwich

University Professor of Nursing, CHP
B.S.N., Baylor University, 1963
M.S., Northern Illinois University, 1970
Ph.D., Clayton University, 1977

Mari Ellen Leverence

University Librarian, UL
University Professor of Library Science
B.S., Eastern Illinois University, 1971
M.S.E., Southern Illinois University, 1974
M.L.S., Rosary College, 1990

Larry Levinson

University Professor of Political Science, CAS
B.A., Washington University, St. Louis, 1974
M.A., University of Wisconsin, Madison, 1975
Ph.D., The University of Chicago, 1987

Andre Lewis

Admissions Counselor, ASR
B.A., Governors State University, 1992

Judith A. Lewis

University Professor of Alcoholism Sciences, CHP
B.A., University of Michigan, 1960
M.A., Eastern Michigan University, 1963
M.A., Eastern Michigan University, 1965
Ph.D., University of Michigan, 1970

Michael D. Lewis

University Professor of Psychology and Counseling,
CE
B.S., Eastern Michigan University, 1962
M.A., Eastern Michigan University, 1964
Ph.D., University of Michigan, 1969

Franchon Lindsay

Director of Human Resources
B.A., Governors State University, 1981
M.P.A., Governors State University, 1987

Jagan Lingamneni

University Professor of Criminal Justice, CAS
B.Sc., A.P. Agricultural College, 1962
M.Sc., A.P. Agricultural University, 1965
Ph.D., Michigan State University, 1972
M.S.C.J., University of Alabama in Birmingham, 1979

Benjamin Lowe

University Professor of Education, CE
B.A., University of Birmingham, 1966
M.S., University of Wisconsin, 1968
Ph.D., University of Wisconsin, 1970
M.Ed., University of Illinois, Chicago, 1986

John Lowe III

University Professor of Communication Disorders,
CHP
B.S., Eastern Illinois University, 1964
M.A., University of Illinois, 1966
Ph.D., University of Illinois, 1969

Jay Lubinsky

University Professor of Communication Disorders,
CHP
B.A., Brooklyn College, 1967
M.S., Brooklyn College, 1972
Ph.D., Case Western Reserve University, 1977

Zafar A. Malik

University Professor of Management, CBPA
Dipl., Institution of Mechanical Engineers, 1955
M.S., Union College, 1967
Ph.D., Rensselaer Polytechnic Institute, 1974

James Massey

University Professor of Health Administration, CHP
B.A., McMurry College, 1963
M.P.A., University of Missouri, 1969

David Matteson

University Professor of Psychology and Counseling,
CE
B.A., Alfred University, 1960
B.D., Colgate Rochester Divinity School, 1964
Ph.D., Boston University, 1968

Dale F. Max

University Professor of Business
Administration, CBPA
B.S., Wartburg College, 1966
M.S., University of Wisconsin, 1968
Ph.D., University of Iowa, 1972

Kelly McCarthy

University Professor of Counseling, SD
B.A., University of Illinois, Chicago, 1980
M.A., DePaul University, 1990

Diane McClellan

University Professor of Early Childhood Education,
CE
B.A., University of California, Berkley, 1970
M.A., Governors State University, 1976
Ph.D., University of Illinois, Urbana, 1991

Richard McCreary

University Professor of Composition and Electronic Music, CAS
 B.S., Florida A&M University, 1966
 M.A., Southern Illinois University, 1970
 Ph.D., University of Iowa, 1974

William P. McLemore

University Professor of Education, CE
 B.S., Kent State University, 1957
 M.Ed., Kent State University, 1963
 Ph.D., Northwestern University, 1971

Douglas McNutt

Director, Financial Aid
 B.A., Governors State University, 1977
 M.A., Governors State University, 1979

Cheryl Mejta

University Professor of Alcoholism Sciences, CHP
 B.S., Bradley University, 1973
 M.A., Bradley University, 1974
 Ph.D., Illinois Institute of Technology, 1981

Jon E. Mendelson

University Professor of Environmental Science, CAS
 B.A., Harvard University, 1962
 M.A., University of Wisconsin, 1968
 Ph.D., University of Wisconsin, 1972

Salvador Mendoza

Admissions Counselor
 B.S., Chicago State University, 1990

Daniel Mendoza de Arce

University Professor of Latino Studies, CAS
 Ph.D., University of Uruguay, 1969

John Meyer

University Professor of Computer Education, CE
 B.S., Findlay College, 1971
 M.Ed., University of Toledo, 1976
 Ph.D., Ohio University, 1991

C. Edward Miller

University Professor of Life Science, CAS
 B.A., Northern Illinois University, 1966
 M.A., Northern Illinois University, 1969
 Ph.D., Northern Illinois University, 1972

Donald W. Miller

University Professor of Economics, CBPA
 A.B., Indiana University, 1964
 M.B.A., Roosevelt University, 1969
 Ed.D., Northern Illinois University, 1978

Irwin Miller

University Professor of Health Administration, CHP
 B.A., New York University, 1966
 M.A., The University of Chicago, 1970
 M.P.H., University of North Carolina, 1973

Gregory Moehring

University Professor of Inorganic Chemistry, CAS
 B.S., Western Washington University, 1981
 Ph.D., Purdue University, 1987

Joyce Mohberg

University Professor of Life Science, CAS
 B.S., North Dakota State University, 1953
 M.S., North Dakota State University, 1955
 M.S., University of Wisconsin, 1957
 Ph.D., University of Wisconsin, 1962

Sonya Monroe

University Professor of Social Work, CHP
 B.A., University of Illinois, 1959
 M.S.W., University of Illinois, 1961
 Ed.D., Western Michigan University, 1981

Joyce C. Morishita

University Professor of Art, CAS
 B.A., Northwestern University, 1965
 M.A., Northwestern University, 1966
 Ph.D., Northwestern University, 1979

Lydia Morrow

Librarian, UL
 University Professor of Library Science
 B.S., University of Wisconsin, Parkside, 1985
 M.L.I.S., University of Wisconsin, Milwaukee
 1988
 M.B.A., Governors State University, 1993

Melvyn M. Muchnik

University Professor of Communication, CAS
 B.S., University of Maryland, 1960
 M.A., University of Maryland, 1966
 Ph.D., University of Denver, 1973

Charles Nebes

Coordinator, Information Systems
 B.S., University of Illinois, 1971

Paul O'Brien

University Professor of Accounting, CBPA
 B.S., Millikin University, 1959
 M.B.A., The University of Chicago, 1963
 C.P.A., State of Illinois, 1964
 Ph.D., Illinois Institute of Technology, 1978

Roger K. Oden

Dean, College of Arts and Sciences
 University Professor of Political Science, CAS
 B.A., North Carolina Central University, 1970
 M.A., The University of Chicago, 1972
 Ph.D., The University of Chicago, 1977

Charles L. Olson

University Professor of Business Administration, CBPA
 B.S., Boston University, 1960
 M.B.A., Boston University, 1961
 M.B.A., The University of Chicago, 1972

Philip Orawiec

Director of Public Safety
 B.A., University of Illinois, Chicago, 1971

Roger Paris

Director, Contract and Training Services
 B.A., University of Illinois, 1969
 M.A., Governors State University, 1985

David Parmenter

University Professor of Management Information Systems, CBPA
 B.A., University of Arizona, 1980
 M.B.A., University of Arizona, 1983
 Ph.D., University of Arizona, 1992

June O. Patton

University Professor of History, CAS
 B.A., Roosevelt University, 1967
 M.A., Roosevelt University, 1968
 M.S.T., The University of Chicago, 1971
 Ph.D., The University of Chicago, 1980

John Payne

Sculptor in Residence
 University Professor of Sculpture/Ceramics, CAS
 B.A., Beloit College, 1959
 M.S., University of Wisconsin, 1961
 M.F.A., University of Wisconsin, 1969

Walter Perkins

University Professor of Media Communications, CAS
 B.S., Bradley University, 1970
 J.D., DePaul University, 1978

Sally Petrilli

Director, Media-Based Instruction, CELCS
 University Professor of Instructional Communication
 Ph.B., The University of Chicago, 1948
 M.A., Governors State University, 1979

David Prasse

University Professor of School Psychology, CE
 B.A., Hanover College, 1969
 M.S., Indiana State University, 1973
 Ph.D., Indiana State University, 1975

Suzanne Prescott

University Professor of Human Development, CE
 B.A., Lake Forest College, 1963
 M.A., The University of Chicago, 1965
 Ph.D., The University of Chicago, 1974

Robert P. Press

University Professor of Education, CE
 B.A., Antioch College, 1960
 M.A., New York University, 1962

Linda Proudfit

University Professor of Mathematics and Computer
 Education, CE
 B.A., University of Northern Iowa, 1970
 M.A., University of Northern Iowa, 1971
 Ph.D., Indiana University, 1980

Michael Purdy

University Professor of Communication, CAS
 B.S., State University of New York at Albany, 1967
 M.S., Kansas State University, 1969
 Ph.D., Ohio University, 1973

Hugh Rank

University Professor of English Literature, CAS
 B.A., University of Notre Dame, 1954
 M.A., University of Notre Dame, 1955
 Ph.D., University of Notre Dame, 1969

Vinicio H. Reyes

University Professor of Bilingual/Bicultural
 Education, CE
 L.I.C., Catholic University of Ecuador, 1957
 L.I.C., Catholic University of Ecuador, 1960
 M.Ed., Loyola University of Chicago, 1968
 Ph.D., Loyola University of Chicago, 1975

Sang-O Rhee

University Professor of Health Administration, CHP
 B.A., Seoul National University, 1965
 B.A., Oklahoma City University, 1966
 M.S.W., University of Michigan, 1968
 M.A., University of Michigan, 1970
 Ph.D., University of Michigan, 1975

Cecilia Rokusek

Dean, College of Health Professions
 B.A., Mount Mary College, 1975
 M.A., University of Nebraska, 1976
 Ed. D., University of South Dakota, 1975

Winfried Rudloff

University Professor of Computer Science, CAS
 Diploma, University of Hamburg, Germany, 1952
 Diploma, University of Heidelberg, Germany, 1959
 Ph.D., Illinois Institute of Technology, 1965

Paul R. Schranz

University Professor of Photography, CAS
 B.F.A., Ohio University, 1970
 M.A., Governors State University, 1973
 M.F.A., Northern Illinois University, 1978

Janice B. Schultz

Associate Director for Academic Personnel, HR
 B.A., North Central College, 1972
 M.A., Governors State University, 1989

Eli Segal

University Professor of Media Communication, CAS
 B.A., Columbia College, 1963
 M.A., New York University, 1965

Ali Setork

University Professor of Computer Science, CAS
 B.A., Abadan Institute of Technology, 1974
 M.S., Brown University, 1976
 Ph.D., Southern Illinois University, 1983

Farouk Shaaban

University Professor of Business
 Administration, CBPA
 B.C., Alexandria University, 1960
 M.S., Southern Illinois University, 1966
 Ph.D., University of Illinois, 1972

Aida Shekib

University Professor of Business
 Administration, CBPA
 B.A., Alexandria University, 1960
 M.B.A., Indiana University, 1964
 Ph.D., University of Illinois, 1970
 C.M.A., Institute of Management Accounting, 1975
 C.P.A., State of Tennessee, 1976

Nancy Shlaes

Librarian, UL
 University Professor of Library Science
 B.S., University of Illinois, 1977
 M.A., Rosary College, 1987
 M.S., Governors State University, 1993

Donna L. Siemro

University Professor of Science Education, CAS
 B.S.Ed., Concordia Teachers College, 1963
 M.S.Ed., Northern Illinois University, 1970
 Ph.D., University of Iowa, 1974

Ronald Small

University Professor of Educational
 Administration, CE
 B.M.E., American Conservatory of Music, 1961
 B.M., American Conservatory of Music, 1962
 M.M.E., American Conservatory of Music, 1965
 M.Ed., Loyola University of Chicago, 1968
 Ed.D., Northern Illinois University, 1979

David Sparks

Learning Assistance Center Counselor, CLA
 B.A., Lewis University, 1978
 M.B.A., University of Cincinnati, 1980

Michael Stelnicki

University Professor of Communication, CAS
 B.A., DePaul University, 1961
 M.A., Northwestern University, 1968
 Ed.D., Northern Illinois University, 1980

Kay Stinson

Assistant to the President

Carl P. Stover

University Professor of Public Administration, CBPA
 B.A., Stanford University, 1969
 M.A., University of Minnesota, 1973
 Ph.D., University of Minnesota, 1978

Rudolf Strukoff

University Professor of Vocal Music, CAS
 B.M.E., Andrews University, 1960
 M.Mus., Michigan State University, 1964
 Ph.D., Michigan State University, 1970

David Suddick

University Professor of Education, CE
 B.S., Illinois State University, 1965
 M.A., University of Northern Colorado, 1966
 Ph.D., University of Northern Colorado, 1969

William Toner

University Professor of Public Administration, CBPA
 B.A., California State University, Fullerton 1970
 M.P.A., California State University, Fullerton 1971

Shannon Troy

Reference Librarian, UL
 University Professor of Library Science
 B.A., Nazareth College, 1962
 M.A., University of Rochester, 1964
 M.L.S., Rutgers University, 1966
 D.P.A., Nova University, 1991

Jacqueline Trubac

University Planner, Institutional Research
 B.A., Governors State University, 1986
 M.A., Governors State University, 1988

Dale M. Velkovitz

University Professor of Accounting, CBPA
 B.S., Southern Illinois University, 1977
 M.B.A., Southern Illinois University, 1978
 C.P.A., State of Illinois, 1979

Richard J. Vorwerk

University Professor of Public Administration, CBPA
 B.A., University of Notre Dame, 1956
 M.A., Loyola University of Chicago, 1963
 M.A., Indiana University, 1966
 Ph.D., Indiana University, 1971

Amerfil Wang

University Professor of Nursing, CHP
 B.S.N., Philippine Christian University, 1965
 M.A., University of the Philippines, 1968
 Ed.D., Columbia University, 1974

Mary Washington

University Professor of Accounting, CBPA
 B.S., San Diego State University, 1973
 M.B.A., University of San Diego, 1981
 Ph.D., University of Southern California, 1987

Kenneth Weeks

University Professor of Management Information
 Systems, CBPA
 B.S., University of Wisconsin, Stevens Point, 1973
 M.B.A., University of Wisconsin, Oshkosh, 1981

Anthony Wei

University Professor of Philosophy and History, CAS
 B.A., Salesian University, 1958
 M.A., Salesian University, 1962
 S.S.L., Pontifical Biblical Institute, 1964
 Ph.D., University of Freiburg, 1969
 M.L.S., University of Pittsburgh, 1971

Jane Wells

University Professor of Mathematics, CAS
 B.A., Marycrest College, 1966
 M.S., University of Iowa, 1967
 Ph.D., University of Iowa, 1970

Walter Wentz

University Professor of Health Administration, CHP
 B.A., University of Iowa, 1949
 M.A., University of Iowa, 1950
 Ph.D., University of Iowa, 1963

Sandra Whitaker

University Professor of Psychology, CE
 B.A., Wayne State University, 1959
 M.A., Wayne State University, 1967
 Ph.D., Michigan State University, 1972

Kenneth F. Wieg

University Professor of Psychology and Counseling,
 CE
 B.B.A., University of Wisconsin, 1948
 B.D., Northwestern Lutheran Theological Seminary
 1951
 M.S., University of Oregon, 1967
 Ph.D., University of Oregon, 1973

William Wilkinson

University Professor of Marketing, CBPA
 B.A., Washington and Lee University, 1971
 M.S., Yale University, 1973
 M.Ph., Yale University, 1975
 Ph.D., Yale University, 1975
 M.B.A., The University of Chicago, 1982

B. Eugene Wilson

University Professor of Psychology, CE
 B.A., University of Nevada, 1967
 Ph.D., University of Nevada, 1971

Lonn A. Wolf

University Professor of Psychology and Counseling,
 CE
 B.A., The University of Chicago, 1970
 M.S., Yale University, 1973
 Ph.D., Yale University, 1975

Paula Wolff

President
 B.A., Smith College, 1967
 M.A., The University of Chicago, 1969
 Ph.D., The University of Chicago, 1972

Kong-Cheng Wong

University Professor of Computer Science, CAS
 B.S., National Central University (Taiwan), 1977
 M.S., University of Colorado, 1984
 M.S., State University of New York, Binghamton,
 1985
 Ph.D., State University of New York, Binghamton,
 1989

Peggy G. Woodard

Director of Student Development
 B.A., Southern Illinois University, 1973
 M.S.E., Northern Illinois University, 1979
 Ph.D., Loyola University, 1993

INDEX

Addison Woodward

Chairperson, Division of Psychology and Counseling,
CE
University Professor of Psychology
B.S., C.W. Post College, 1964
M.A., Connecticut College, 1966
Ph.D., University of Toronto, 1968

William S. Yacullo

University Professor of Communication Disorders,
CHP
B.S., Elmhurst College, 1974
M.A., Northwestern University, 1976
Ph.D., University of Iowa, 1982

Leon Zaborowski

Dean, CELCS
B.S., University of Wisconsin, 1966
Ph.D., University of Idaho, 1970

Leon J. Zalewski

Dean, College of Education
University Professor of Science Education,
B.S., California State College of Pennsylvania, 1965
M.Ed., Indiana University of Pennsylvania, 1969
Ph.D., University of Iowa, 1974

Pamela Zener

Learning Assistance Center Counselor, CLA
B.A., Indiana University, 1969

Shensheng Zhao

University Professor of Computer Science, CAS
B.S., Beijing University, 1969
M.S., Old Dominion University, 1986
Ph.D., Old Dominion University, 1990

Constance Zonka

Director of Public Affairs
B.A., University of Florida, 1958
M.A., The University of Chicago, 1960

[Faint, illegible text from the left side of the page, likely bleed-through from the reverse side.]

[Faint, illegible text from the right side of the page, likely bleed-through from the reverse side.]

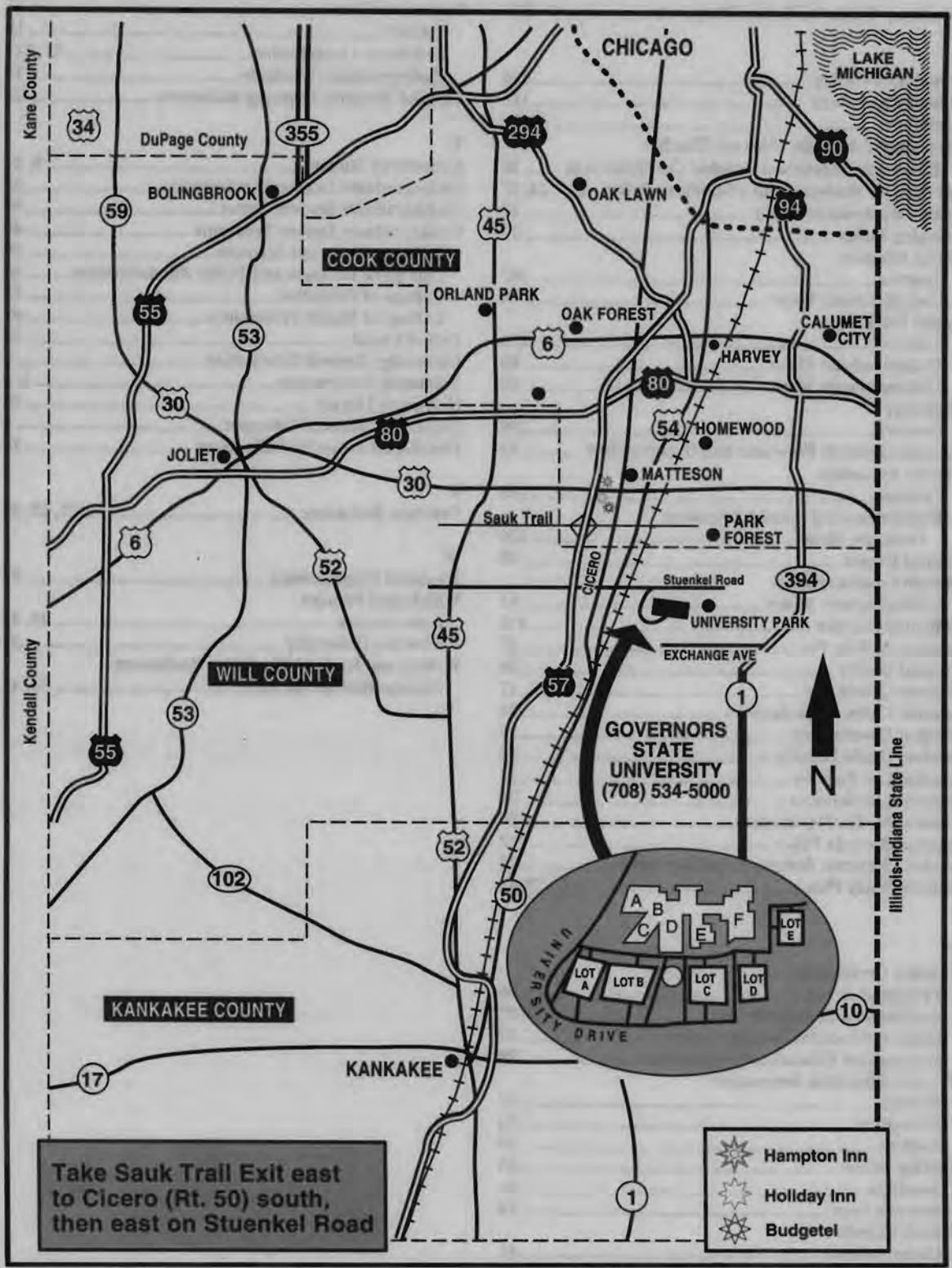
INDEX

- A**
- Academic Amnesty 32
 - Academic Calendar 5
 - Academic Computing Services 23
 - Academic Honesty 31
 - Academic Probation/Suspension 31
 - Academic Regulations 28
 - Student Responsibility 28
 - Academic Standing 31, 42, 47
 - Academic Year 7
 - Accommodating Religious Observances Policy 27
 - Accounting
 - Courses 124
 - Undergraduate Concentration in 64
 - Accreditations, University 6
 - Admissions Information 7
 - Application Deadlines 7
 - Board of Governors/B.A. Program 14
 - Degree-Seeking Students 8, 10
 - Exceptional Cases 14
 - Graduate 10-12
 - International Students 13
 - Nondegree-Seeking Students 9, 11
 - Readmission 12
 - Second Bachelor's Degree 10
 - Second Master's Degree 12
 - Undeclared Student 9, 11
 - Undergraduate 8-10
 - Affirmative Action Office 23
 - Affirmative Action/Equal Opportunity Policy 27
 - Alcohol, Policy on Drug and Alcohol Abuse 27
 - Alcoholism and Drug Abuse Sciences
 - Courses 126
 - Undergraduate Minor 82
 - Graduate Major 116
 - Alumni Association 6
 - Analytical Chemistry, Graduate Major 88
 - Anthropology Courses 128
 - Art
 - Courses 128
 - Undergraduate Major 50
 - Graduate Major 89
 - Arts and Sciences, College of
 - Undergraduate 49
 - Graduate 87
 - Articulation Agreements 39
 - Assessment by Examination 34
 - Assessment Fee 18
 - Assistance for Students with Disabilities 24, 27
 - Audit
 - Registration 15, 30
 - Fee 16
- B**
- Bachelor's Degree
 - Requirements 39
 - Programs Offered 40
 - Second Bachelor's Degree 10, 43
 - Transfer Credit 41
 - Bilingual/Bicultural Education, Courses 161
 - Biology
 - Courses 131
 - Undergraduate Major 51
 - Graduate Major 93
 - Teacher Certification 36
 - Teacher Education Sequence 52
 - Board of Governors/B.A. Degree Program 33
 - Business Administration
 - Undergraduate Majors 68-72
 - Undergraduate Minor 70
 - Graduate Major (M.B.A.) 98-99
 - Business and Public Administration
 - Undergraduate Majors 70
 - Graduate Major 100
 - Business and Technology, Undergraduate Major 71
 - Business Law Courses 135
- C**
- Calendar 5
 - Career Services 24
 - CEEL 34
 - Center for Learning Assistance 25
 - Certifications and Accreditations
 - College of Arts and Sciences 49
 - College of Education 73, 103
 - College of Health Professions 81, 115
 - Change in Major 30
 - Chemistry
 - Courses 135
 - Undergraduate Major 53
 - Graduate Major 88
 - Teacher Certification 36
 - Teacher Education Sequence 54
 - Child Care 24
 - Clubs and Organizations 24
 - College of Business and Public Administration
 - Degree Requirements 64, 98
 - Commencement 43, 47
 - Communication Disorders
 - Courses 138
 - Undergraduate Major 82
 - Graduate Major 117
 - Teacher Certification 36
 - Communications
 - Undergraduate Major 56
 - Communications and Training
 - Graduate Major 90
 - Communication Studies
 - Courses 140
 - Computer Education Courses 161
 - Computer Science
 - Courses 142
 - Undergraduate Major 55
 - Undergraduate Minor 56
 - Graduate Major 91

- Computing Services, Academic 23
 Concurrent Registration 30
 Conferences and Workshops 34
 Counseling
 Courses 147
 Graduate Majors 104, 105
 Counseling and Career Services Fee 17
 Counseling Center 24
 Course Descriptions 123
 Courses
 Drop and Add 15
 Maximum Credit Hour Load 15
 Withdrawal from 16, 32
 Course Numbers, Explanation 28, 123
 Course Prerequisites/Corequisites 15, 123
 Credit Through Evaluation of Experiential
 Learning (CEEL) 34
 Criminal Justice
 Courses 151
 Undergraduate Major 58
D
 Day Care 24
 Degree Requirements
 General 30
 Graduate 44
 Undergraduate 39
 Degrees with Honors 44
 Degree-Seeking Students 8, 10
 Diplomas 43, 48
 Disabled Students, Assistance for 24, 27
 Drug and Alcohol Abuse Policy 27
E
 Early Childhood Education
 Courses 162
 Undergraduate Option 76
 Graduate Certification 108
 Economics Courses 152
 Education, College of
 Undergraduate 73
 Graduate 103
 Education
 Courses 154
 Teacher Education Programs 36
 Undergraduate Majors 74, 78
 Graduate Majors 106
 Education Courses
 Education, General 154
 Administration 158
 Bilingual/Bicultural 161
 Computer Education 161
 Early Childhood 162
 Elementary 164
 Professional Development 164
 Special Education 165
 Education Programs
 Administration 109
 Biology 52
 Chemistry 53
 Early Childhood 76, 108
 Education Courses Continued
 Elementary 74
 English 59
 Graduate Major in Education 106
 Multicategorical Special Education 110
 Educational Administration
 Courses 158
 Graduate Major 109
 Elementary Education
 Courses 164
 Teacher Certification in 35, 75, 77
 Undergraduate Major 74, 78
 English
 Courses 167
 Undergraduate Major 59
 Graduate Major 92
 Teacher Certification 36
 Teacher Education Sequence 59
 English Language Proficiency Requirement 7
 English Proficiency of Instructors 31
 Environmental Biology, Graduate Major 93
 Escort/Quick Start Services 24
 Evaluation of Prior Learning 34
 Extended Learning Sites 34
F
 Faculty
 College of Arts and Sciences 50, 87
 College of Business and Public Administration 63, 97
 College of Education 73, 103
 College of Health Professions 81, 115
 Faculty and Administration 219
 Fees 17
 Finance
 Courses 169
 Undergraduate Concentration in 65
 Financial Assistance 19
 Application Procedures 19
 Eligibility Criteria 19
 Programs Available 19
G
 General Education Requirement 42
 Geography Courses 171
 Geology Courses 171
 Governance 4, 6
 Grade Appeals 29
 Grade Point Average 29
 Grading 28
 Graduate Degree Requirements 44
 Graduate Student Status 44
 Graduate Degree Programs 45
 College of Arts and Sciences 87
 College of Business and Public Administration 97
 College of Education 103
 College of Health Professions 115
 Graduation
 Application Procedures 43, 47
 Fees 18
 Requirements 39, 44
 With Honors 31

- H**
- Handicapped Students, Services for 24, 27
- Health Administration
- Courses 171
- Undergraduate Major 83
- Graduate Major 118
- Health Insurance Fee 17
- Health Professions Education Courses 174
- Health Professions, College of
- Undergraduate 81
- Graduate 115
- Health Sciences Courses 174
- History Courses 175
- Hold List 31
- Honors 31
- Human Performance and Training Courses 176
- Human Resource Management
- Undergraduate Concentration 65
- I**
- Identification Cards 24
- Illinois Board of Governors Universities 4
- Immunization Certification 15
- Incomplete Course Work 29
- Independent Study 30
- Information and Records 25, 30
- Intercultural Studies Courses 178
- International Students, Admissions Information 13
- Interrupted Enrollment 15
- Intramural and Recreational Activities 25
- J**
- Journalism 57, 91
- L**
- Leadership Development 25
- Learning Assistance 25
- Liberal Arts and Sciences Courses 178
- Library Fees 18
- Library, University 23
- Literature Courses (English) 167
- M**
- Management Courses 179
- Management Information Systems
- Courses 182
- Undergraduate Concentration 68
- Marketing
- Courses 183
- Undergraduate Concentration 68
- Master's Degree
- Requirements 44
- Programs Offered 45
- Second Master's Degree 12, 47
- Transfer Credit 46
- Master's Final Project 46
- Master's Degree Candidacy 45
- Mathematics
- Courses 184
- Undergraduate Minor 60
- Mathematics Placement 30
- Mathematics Proficiency Examination 15
- M.B.A. Program 98
- M.P.A. Program 100
- Media-Based Instruction 35
- Media Communications
- Courses 186
- Medical Technology
- Courses 188
- Minors, Undergraduate 40, 42
- Model United Nations 25
- Multicategorical Special Education
- Graduate Major 110
- Teacher Certification 36
- Multicultural Programs 25
- Music
- Courses 189
- Music Performance Opportunities 25
- N**
- Nondegree-Seeking Student 9, 11
- Nursing
- Courses 192
- Undergraduate Major 84
- Graduate Major 120
- O**
- Orientation 15, 39
- P**
- Painting 51, 89
- Parking Fee 17
- Pass/No Credit Option 29
- Philosophy Courses 194
- Photography 51, 89
- Photography Courses 195
- Physics Courses 196
- Political Science Courses 197
- Political Studies, Graduate Major 94
- Printmaking 51, 89
- Proficiency Examination Fee 17
- Proficiency Examination Requirements 15, 41
- Psychology
- Courses 200
- Undergraduate Major 79
- Undergraduate Minor 79
- Graduate Majors 111
- Public Administration
- Courses 205
- Graduate Major 100
- Public Safety 26
- R**
- Readmission 12
- Records Policy, Student 213
- Refunds 18
- Registration, Concurrent 29
- Registration for Courses 15
- Religious Observance Policy 27
- Repeating Courses 29
- Residency Requirements 42, 47

| | | | |
|---|---------|---|------------|
| Residency Status for Tuition Purposes | 17, 217 | Tuition and Fees | 17 |
| S | | Refunds | 18 |
| School Counseling | 105 | Residency Classification | 17, 217 |
| School Psychology | 112 | Undergraduate/Graduate | 17 |
| Sculpture | 51, 89 | Tutorial Services, Learning Assistance | 25 |
| Secondary Education (Also see Teacher Education Sequences), Teacher Certification in | 36 | U | |
| Services for Students with Disabilities Policy | 24, 27 | Undeclared Student | 9, 11 |
| Sexual Harassment Policy | 27 | Undergraduate Degree Requirements | 39 |
| Smoking Policy | 27 | Undergraduate Student Status | 39 |
| Social Sciences | | Undergraduate Degree Programs | 40 |
| Courses | 207 | College of Arts and Sciences | 49 |
| Undergraduate Major | 60 | College of Business and Public Administration | 63 |
| Social Work | | College of Education | 73 |
| Courses | 208 | College of Health Professions | 81 |
| Undergraduate Major | 85 | Unit of Credit | 28 |
| Undergraduate Minor | 86 | University, General Information | 6 |
| Sociology | | University Governance | 4, 6 |
| Courses | 209 | University Library | 23 |
| Special Academic Programs and Opportunities | 33 | University Mission Statement | 6 |
| Special Education | | Unsatisfied Financial Obligations | 18 |
| Courses | 165 | V | |
| Multicategorical Special Education | | Veterans Assistance | 21, 22, 26 |
| Graduate Major | 110 | W | |
| Special Events | 26 | Weekend Programming | 34 |
| Speech-Communication | | Withdrawal Policies | |
| Undergraduate Minor | 61 | from courses | 16, 32 |
| Statistics Courses | 210 | from the University | 32 |
| Student Activity Fee | 17 | Writing and Basic Mathematics Proficiency | |
| Student Center | 24 | Examination Requirement | 15, 41 |
| Student Center Fee | 17 | | |
| Student Clubs, Organizations | 24 | | |
| Student Government | 26 | | |
| Student Grade Reports | 28 | | |
| Student Life Policies | 27 | | |
| Student Life Services | 26 | | |
| Student Media/Newspaper | 26 | | |
| Student Records Policy | 213 | | |
| Student Services, Activities, and Information | 23 | | |
| Student Study Plan | 39, 44 | | |
| T | | | |
| Teacher Certification | | | |
| Programs of Study | 36 | | |
| Certification Requirements | 36-37 | | |
| General Education Requirements | 37 | | |
| Professional Education Requirements | 38 | | |
| Teacher Education Sequences | | | |
| Biology | 52 | | |
| Chemistry | 54 | | |
| English | 59 | | |
| Testing Office | 26 | | |
| Transcripts | 31 | | |
| Transcript Fees | 18 | | |
| Transfer Credit | | | |
| Undergraduate | 41 | | |
| Graduate | 46 | | |



Take Sauk Trail Exit east to Cicero (Rt. 50) south, then east on Stuenkel Road

- Hampton Inn
- Holiday Inn
- Budgetel



GOVERNORS STATE UNIVERSITY (708) 534-5000



**Governors
State
University**

BOARD OF GOVERNORS UNIVERSITIES

UNIVERSITY PARK, IL 60466

This catalog was
printed with
Soy ink on

