

1991

1991-1992 Catalog

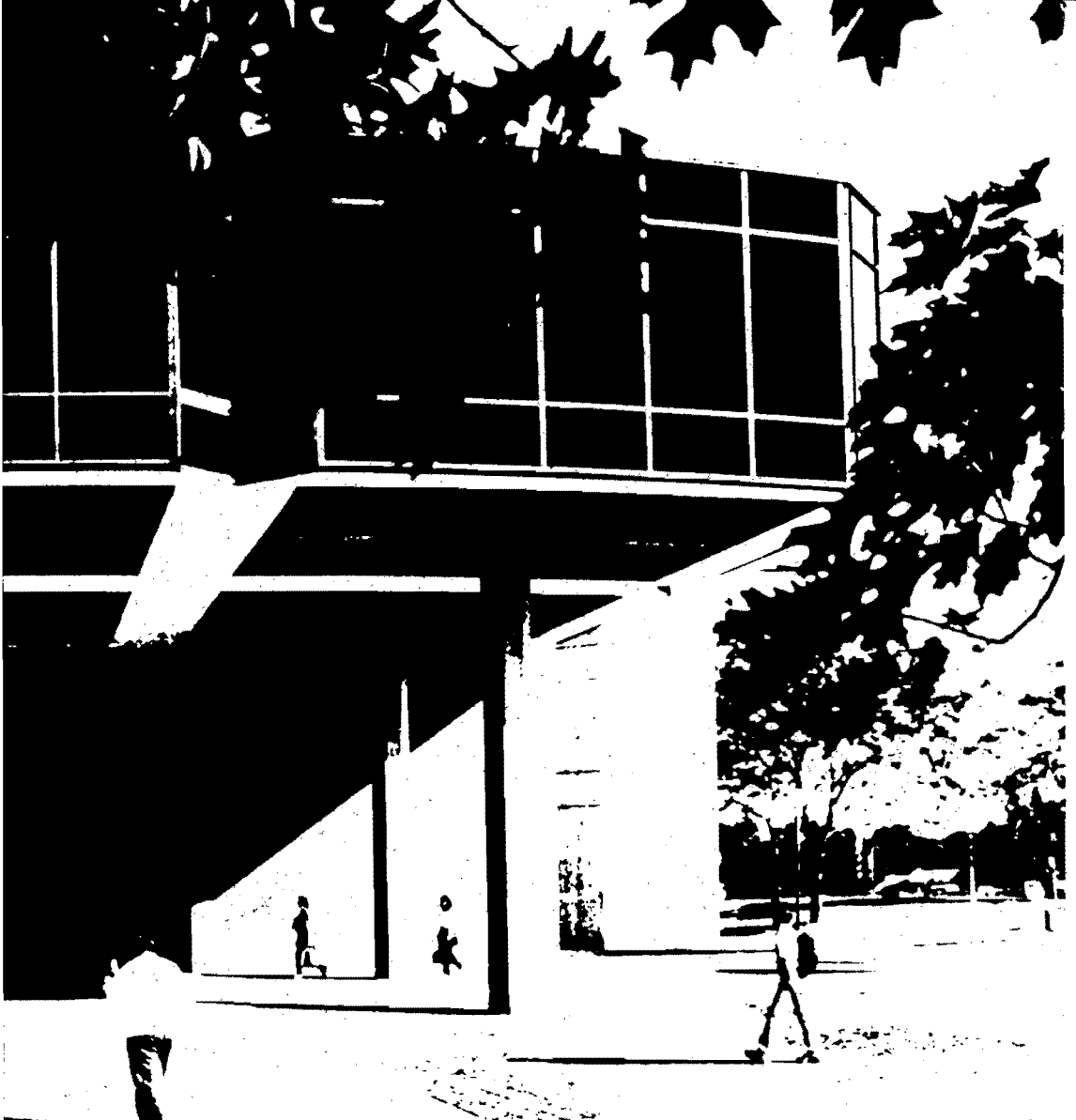
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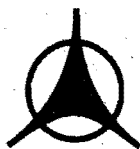
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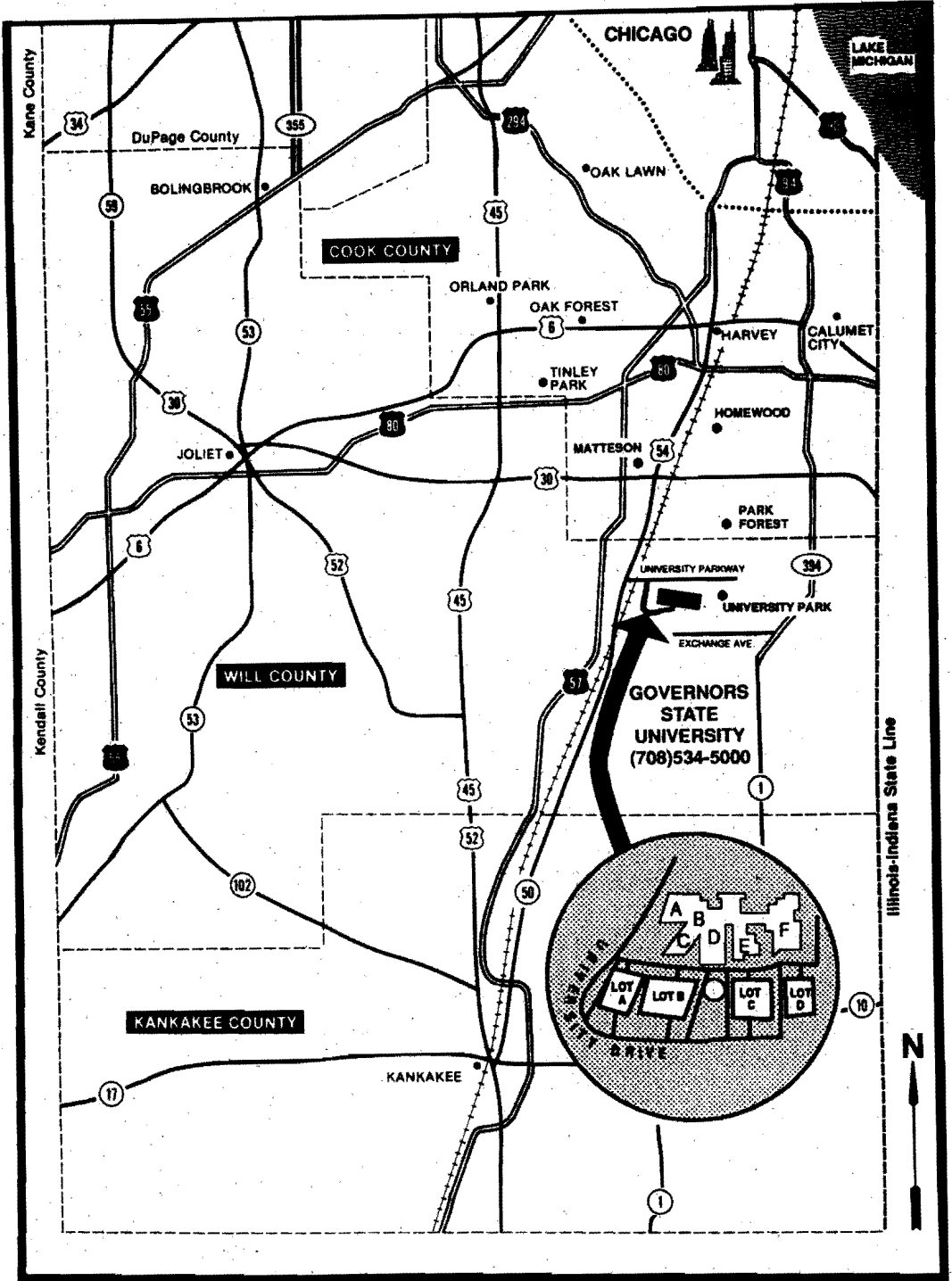


CATALOG
1991-1992



Governors
State
University

BOARD OF GOVERNORS UNIVERSITIES



Governors State University • University Park, Illinois 60466-0975 • 708/534-5000

ERRATA

Changes to the 1991-92 GSU Catalog since publication.

Page 61. Disregard the Note concerning the B.A. in Music (Education).

Page 66. Disregard the Note and insert the following:

B.A. in Music with Teacher Education Sequence

EDUC	310	Foundations of Education	3
PSYC	320	Educational Psychology	3
SPED	510	Survey of Exceptional Students	3
MUS	467	Music Methods for Elementary Teachers	3
EDUC	499	Student Teaching: Elementary and Secondary Music	9*

Select at least **fifteen** hours from within either
the instrumental group or vocal group of courses.

Instrumental

MUS	380	Brass Methods	2
MUS	382	Woodwind Methods	2
MUS	384	String Methods	2
MUS	386	Percussion Methods	2
MUS	452	Instrumental Arranging	3
MUS	514	Instrumental Methods and Conducting	4

Vocal

MUS	445	Choral Arranging	3
MUS	518	Choral Methods and Conducting	4
MUS	580	Piano Pedagogy	2
MUS	581	Vocal Pedagogy	3
MUS	582	Vocal Literature	3
MUS	583	Diction for Singers	3

Total

36

Page 101. In the Note, disregard the references to the Production Management concentration of the B.A. in Business Administration, the B.A. in Music, and the B.A. in Music with Teacher Education Sequence.

Page 106. In the Note, disregard the reference to the B.A. in Music.

Page 124. Disregard the Note concerning Music and insert the following:

B.A. in Music

The curriculum for the Bachelor of Arts in Music provides an array of creative activities: arranging, composition, applied music performance, electronic music as well as choral and instrumental ensembles. Studies in music history, music theory, and liberal arts are integrated with applied and ensemble work and may be combined with courses of commercial application not only within the major, but in other areas such as communication, education, or business. Upon completion of the degree, students are qualified for a variety of entry level positions in music-related courses or have the necessary preparation for graduate study. A teacher education sequence is available for the student who is interested in a career in teaching music.

Recommended Preparation

Before admission, students should have completed twenty hours of lower-division

course work in music distributed as follows: eight hours in music theory; four hours in music history; four hours of piano proficiency; and either two hours in applied voice and two hours in choral ensemble (for students interested in vocal) or two hours in applied instrument and two hours in instrument ensemble (for students interested in instrumental) or an additional two hours in applied piano and two hours in ensemble (for students interested in composition). Deficiencies in this course work must be completed during the first three trimesters of enrollment.

Teacher Certification

As well as the special admissions requirements specified above, students seeking teacher certification from the State of Illinois should complete as much course work as possible that is applicable to the general education requirements listed in the "Teacher Certification" section elsewhere in this *Catalog*. The curriculum as displayed below under "Degree Requirements - Major with Teacher Education Sequence" is approved by the Illinois State Board of Education and leads to the Standard Special Certificate endorsed in Music. Students seeking teacher certification must meet additional requirements listed in the "Teacher Certification" section elsewhere in this *Catalog*.

Degree Requirements - Major Only

Students are expected to attend Governors State University music program concerts each trimester.

All Music majors must satisfy the four credit hour piano proficiency requirement. Students who have not completed the recommended lower-division courses in piano should begin the two course sequence of MUS311 and MUS312 at the time of first enrollment in the Music degree program. The proficiency requirements may be satisfied, in whole or in part, by passing the placement examination normally given during the first week of each trimester by appointment with the piano faculty. If the student passes a part of the examination, the piano faculty will determine the remaining work needed to satisfy the proficiency requirement.

Core Requirements

40

	Music Theory	8
	Music History	4
	Applied Music	2
	Ensemble Performance	2
	Piano Proficiency	4
MUS	315 18th and 19th Century Music	3
MUS	320 20th Century Music	3
MUS	330 Harmonic Techniques	3
MUS	335 Contrapuntal Techniques	3
MUS	540 Applied Music	4

(This course is offered for one credit hour. Students must enroll for four trimesters, two of which must be consecutive. Music students are strongly encouraged to enroll in this course each trimester until degree requirements are met.)

Select four hours:

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

MUS	552 Chamber Music Ensemble	1
MUS	556 Symphonic Band	1
MUS	558 Jazz Ensemble	1
MUS	560 University Singers	1
MUS	562 University-Community Chorale	1

Additional Requirements

48

Social Sciences	6
Mathematics and Science	6
Written or Oral Communication	6

Select fifteen hours:

MUS	410 Afro-American Music	3
MUS	415 Orchestration	3
MUS	445 Choral Arranging	3
MUS	452 Instrumental Arranging	3
MUS	501 Topics in Music	3
MUS	514 Instrumental Methods and Conducting	4
MUS	518 Choral Methods and Conducting	4
MUS	525 History of Jazz	3
MUS	571 Electronic Music	3
MUS	575 Composition	3
MUS	579 Studio Recording Techniques	3
MUS	580 Piano Pedagogy	2
MUS	581 Vocal Pedagogy	3
MUS	582 Vocal Literature	3
MUS	583 Diction for Singers	3

In consultation with advisor, select fifteen hours from among the following courses to tailor a unique focus based upon individual needs and background.

Vocal

MUS	445 Choral Arranging	3
MUS	518 Choral Methods and Conducting	4
MUS	581 Vocal Pedagogy	3
MUS	582 Vocal Literature	3
MUS	583 Diction for Singers	3

Instrumental

MUS	380 Brass Methods	2
MUS	382 Woodwind Methods	2
MUS	386 Percussion Methods	2
MUS	415 Orchestration	3
MUS	452 Instrumental Arranging	3
MUS	514 Instrumental Methods and Conducting	4
MUS	580 Piano Pedagogy	2

Composition

MUS	415 Orchestration	3
MUS	571 Electronic Music	3-6
MUS	575 Composition	3
MUS	579 Studio Recording Techniques	3

Electives (Lower- and Upper-Division)

32

Total

120

Degree Requirements — Major with Teacher Education Sequence

Students are expected to attend Governors State University music program concerts each trimester for at least four trimesters. All Music majors must satisfy the four credit hour piano proficiency requirement. Students who have not completed lower-division courses in piano should begin the two course sequence of MUS311 and MUS312 at the time of first enrollment in the Music degree program. The proficiency requirements may be satisfied, in whole or in part, by passing the placement examination which is normally given during the first week of each trimester by appointment with the piano faculty. If the student passes a part of the examination, the piano faculty will determine the remaining work needed to satisfy the proficiency requirement.

Additionally, students seeking teacher certification must (1) have an overall GPA of at least 2.5 with no individual course grade below "C" in professional education courses; (2) have at least a 3.0 GPA in music courses; (3) complete a minimum of 100 hours of supervised pre-student teaching experiences; (4) provide evidence of successful completion of the Illinois and U.S. Constitution examinations; and (5) complete courses meeting general and professional education requirements listed in the "Teacher Certification" section elsewhere in this *Catalog*.

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. See the "Teacher Certification" section elsewhere in this *Catalog* for additional information.

Core Requirements 40
(See Music.)

Additional Requirements 3

Select three hours of ethnomusicology:

MUS	410	Afro-American Music	3
MUS	525	History of Jazz	3

Teacher Education Sequence 74

General Education Requirements	
Written Composition	6
Oral Communication	3
Mathematics	3
Biological and Physical Science (including one laboratory course)	9
American History	3
English	3
U.S. Government	3
Political Science, Anthropology, Cultural Geography, Economics, Psychology, and/or Sociology (including at least one three-hour course in non-Western or third world cultures)	6
Health	2

Professional Education Requirements		
EDUC	310 Foundations of Education	3
PSYC	320 Educational Psychology	3
SPED	510 Survey of Exceptional Students	3
MUS	467 Music Methods for Elementary Teachers	3
EDUC	499 Student Teaching: Elementary and Secondary Music	9
<i>Select at least fifteen hours from within either the instrumental or vocal group of courses.</i>		
Instrumental		
MUS	380 Brass Methods	2
MUS	382 Woodwind Methods	2
MUS	384 String Methods	2
MUS	386 Percussion Methods	2
MUS	452 Instrumental Arranging	3
MUS	514 Instrumental Methods and Conducting	4
Vocal		
MUS	445 Choral Arranging	3
MUS	518 Choral Methods and Conducting	4
MUS	580 Piano Pedagogy	2
MUS	581 Vocal Pedagogy	3
MUS	582 Vocal Literature	3
MUS	583 Diction for Singers	3
Electives (Lower- and Upper-Division)		3
Total		120

Page 132. Disregard the Note concerning the Production Management Concentration and insert the following:

Production Management Concentration		
Core Requirements		42
(See Business Administration.)		
Concentration Requirements		15
MGMT	342 Job Design and Measurement	3
MGMT	421 Labor Relations	3
MGMT	442 Materials and Logistics Management	3
MGMT	443 Production and Inventory Control Systems	3
MGMT	445 Seminar in Production and Operations Management	3
Additional Requirements		33
College Algebra		3
Calculus		3
Written Communication		6
Business Electives		15
ECON	301 Principles of Microeconomics	3
ECON	302 Principles of Macroeconomics	3
Electives (Lower- and Upper-Division)		30
Total		120

B.A. in Elementary Education with an Option in Early Childhood Education

This program is approved by the Illinois State Board of Education for recommendation of the Early Childhood Certificate Standard Certificate by entitlement. Students choosing to pursue this option should contact an advisor in the Education Advising Office before enrolling in any courses.

Core Requirements		29
EDUC 320	Introduction to Teaching	2
EDUC 321	Effective Teaching	3
EDUC 322	Effective Teaching Laboratory	1
SPED 510	Survey of Exceptional Students	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
Early Childhood Option Requirements		
Professional Education Requirements		13
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
General Education Requirements		78 *
*Must include at least one three hour course in non-Western or third world cultures.		
	Composition (written communication)	6
	Speech (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
	General Linguistics (equivalent to ENGL501)	3
	Humanities (equivalent to LAS420)	3
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 in English, History, or Mathematics (must include at least nine upper-division hours)	18

Page 159. Disregard the Note concerning the M.A. in Music.

Page 161. Disregard the Note concerning the M.A. in Music

Page 174. Disregard the Note concerning the M.A. in Music and insert the following:

M.A. in Music

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

Special Admission Requirements

In addition to meeting university criteria, applicants must 1) have earned an undergraduate major in music from a regionally accredited college or university; and 2) completed a performance audition and received a quality rating of "B" or better from the music audition committee. This audition is used to determine placement in performance groups.

Admission to Candidacy

In addition to university requirements, to qualify for degree candidacy in this major, a student must have completed twelve hours of required core courses with a GPA of 3.0 or better for those specific courses.

Degree Requirements

Core Requirements

23

MUS	808	20th Century Harmony	3
MUS	809	Form and Analysis	3
MUS	810	New Frontiers in Music	3
MUS	811	Contemporary Composers	3
MUS	830	Research Techniques in Music	3
MUS	540	Applied Music	2
		(This course is offered for one credit hour. Students must enroll for two consecutive terms.)	
MUS	890	Graduate Thesis/Project	3

Select three hours:

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

MUS	552	Chamber Music Ensemble	1
MUS	556	Symphonic Band	1
MUS	558	Jazz Ensemble	1
MUS	560	University Singers	1
MUS	562	University-Community Chorale	1

Additional Requirements

9

Select nine hours:

MUS	501 Topics in Music	3
MUS	525 History of Jazz	3
MUS	571 Electronic Music	3
MUS	572 Hybrid Systems: Music, Art, and Technology	3
MUS	574 Music Through MIDI	3
MUS	575 Composition	3
MUS	579 Studio Recording Technique	3
MUS	580 Piano Pedagogy	2
MUS	581 Vocal Pedagogy	3
MUS	582 Vocal Literature	3
MUS	824 Advanced Conducting	3

Total**32**

Page 192. Insert the following under the specialization in Early Childhood Education of the M.A. in Education:

Early Childhood Education Specialization

The Illinois State Board of Education (ISBE) has approved course work offered through this major and the Early Childhood specialization that leads to entitlement for the Early Childhood Certificate. Applicants for this certificate must hold, or be eligible for, a standard Illinois teaching certificate. Students seeking the Early Childhood certificate must complete all asterisked courses below and also must complete the following courses: EDUC630, EDUC810, EDEC510, EDEC520, SPED510 (or equivalent), and ELED499. Students may waive ELED499, Student Teaching if they submit verification of 1) prior student teaching completed at the preschool through third grade level, and 2) teaching experience at the pre-school through third grade level. Students must also present evidence of course work meeting the general education requirements for this certificate. Students choosing to pursue this certificate should contact an advisor in the Education Advising Office.

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*
<i>Select three hours from the following:</i>		
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*

Notice

Information in the *Catalog* is subject to change and does not constitute a contract between the student and the university. Changes may occur after publication as a result of university governance and administrative processes. Such changes take precedence over *Catalog* statements. Students are responsible for meeting all applicable requirements and are encouraged to seek current information from appropriate offices.

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 handicap.

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1991-1992 Academic Calendar

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

Fall Trimester 1991

Financial Aid Priority Date for the 1991-92 Academic Year	May 1
Early Admission Plan Application and Credential Deadline	June 14
Advising Week for Fall Registration	July 8-12
Registration	July 15-26
Late Admission Plan Application and Credential Deadline	August 9
Late Registration and Fee Payment	August 27 and 28
*HOLIDAY—Labor Day	September 2
Classes Begin	September 3
Graduation Application Deadline	October 1
Withdrawal Deadline (Block 2)	October 7
Withdrawal Deadline (Block 1)	November 11
Withdrawal Deadline (Block 3)	November 27
*HOLIDAY—Thanksgiving Recess Begins	November 28
Classes Resume	December 2
Trimester Ends	December 14

Winter Trimester 1992

Early Admission Plan Application and Credential Deadline	October 4
Advising Week for Winter Registration	October 28-November 1
Registration	November 4-15
Late Admission Plan Application and Credential Deadline	December 13
Late Registration and Fee Payment	January 7 and 8
Classes Begin	January 13
*HOLIDAY—Martin Luther King's Birthday	January 20
Graduation Application Deadline	February 3
*HOLIDAY—Lincoln's Birthday	February 12
Withdrawal Deadline (Block 2)	February 17
Withdrawal Deadline (Block 1)	March 23
Withdrawal Deadline (Block 3)	April 8
Trimester Ends	April 25

Spring/Summer Trimester 1992

Early Admission Plan Application and Credential Deadline	February 24
Advising Week for Spring/Summer Registration	March 16-20
Registration	March 23-April 3
Late Admission Plan Application and Credential Deadline	April 10
Late Registration and Fee Payment	April 28 and 29
Classes Begin	May 4
*HOLIDAY—Memorial Day (Observed)	May 25
Graduation Application Deadline	June 1
COMMENCEMENT	June 6 and 7
Withdrawal Deadline (Block 2)	June 8
Admission Application and Credential Deadline for Summer Session (Block 3)	June 12
Registration for Summer Session	June 25-July 1
*HOLIDAY—Independence Day (Observed)	July 3
Withdrawal Deadline (Block 1)	July 13
Withdrawal Deadline (Block 3)	July 29
Trimester Ends	August 15

*UNIVERSITY CLOSED. (No classes)

University Governance

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Robert E. Sechler, Rockford

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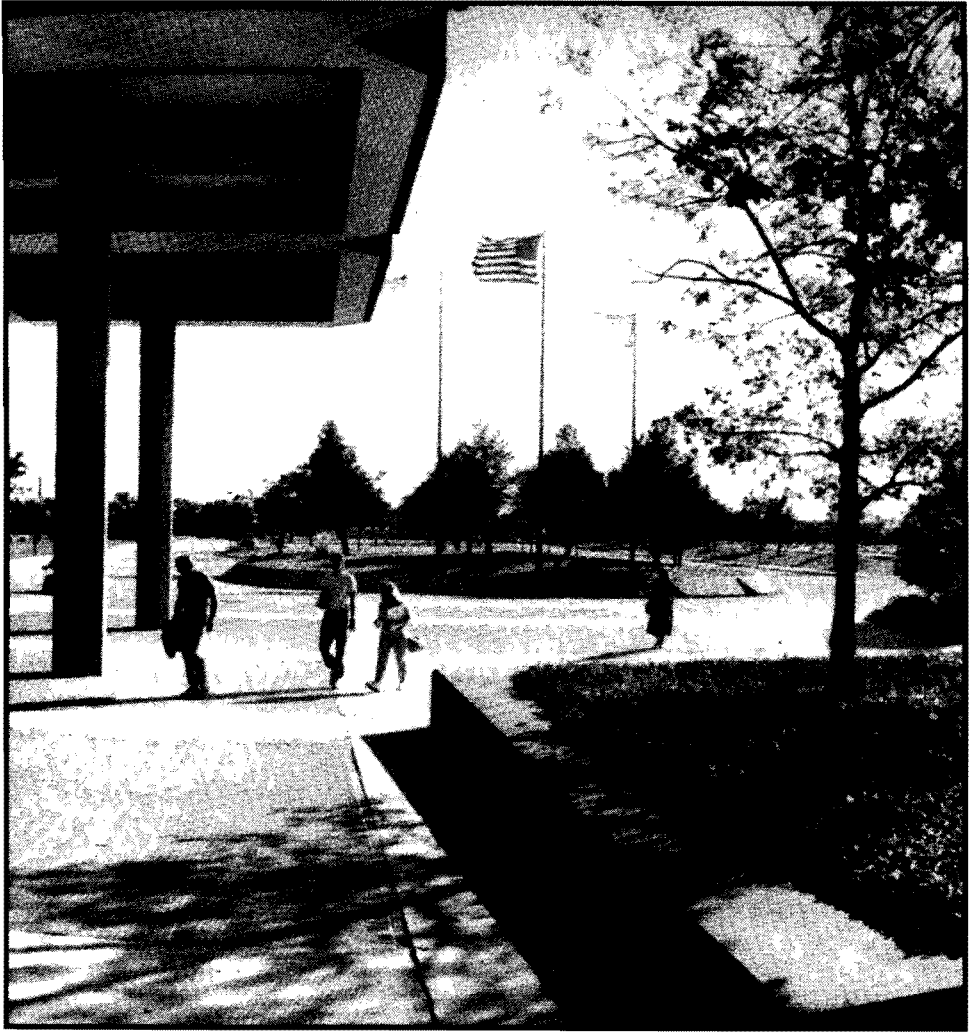
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Brett Gerber, Eastern Illinois University
Karen Marshall, Governors State University
Edna Hunt, Northeastern Illinois University
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Robert A. Pringle, Vice Chancellor for Academic Affairs
Jack M. Bleicher, Vice Chancellor for Administration and Fiscal Affairs (Acting)
Ronald A. Messina, Vice Chancellor for Public Affairs and Development

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Leo Goodman-Malamuth, II, President
David V. Curtis, Provost and Vice President for Academic Affairs
Virginio L. Piucci, Vice President for Administration and Planning
William H. Dodd, Vice President for Development and Public Affairs



THE UNIVERSITY

The University

Governors State was chartered in 1969. It serves primarily the Chicago metropolitan region by providing liberal arts, science, and professional preparation at the upper-division and master's levels in convenient locations and at reasonable costs. The curricula of the university are offered through the Colleges of Arts and Sciences, Business and Public Administration, Education, and Health Professions. Governors State, Chicago State, Eastern Illinois, Northeastern Illinois, and Western Illinois universities constitute the Illinois Board of Governors Universities system. This governing board is responsible to the state legislature and the governor through the Illinois Board of Higher Education.

Location

The university's main campus is located in University Park, thirty-five miles south of Chicago, and situated on a 750-acre parcel with three lakes and several nature trails. As one of its attractions, the campus boasts the Nathan Manilow Sculpture Park, a collection of twenty-two exciting sculptures that have been described as "perhaps the finest exhibition of monumental sculpture in the country." The administrative-academic building is a remarkable structure, nearly a quarter of a mile in length, with large open areas integrating the facility with the surrounding landscape. Classes are offered also at various off-campus sites, including a new satellite center in southwest suburban Orland Park.

Accreditation

Governors State University is accredited by the North Central Association of Colleges and Schools for all of its degree programs (baccalaureate through master's). Several individual programs are accredited by related professional agencies. The university and its colleges have institutional memberships or affiliations with other professional organizations.

Accreditations

Accrediting Commission on Education for Health Services Administration
 American Medical Association's Committee on Allied Health Education and Accreditation
 American Speech-Language-Hearing Association
 Illinois State Board of Education
 National League for Nursing

Affiliations

American Assembly of Collegiate Schools of Business
 The American Association of Colleges for Teacher Education
 American Association for Higher Education
 Association of Clinical Programs in Speech Pathology and Audiology
 Association of Collegiate Business Schools and Programs
 Association for Supervision and Curriculum Development

Association for University Programs in Health Administration
Council of Graduate Programs in Communication Sciences and Disorders
Illinois Association of Colleges for Teacher Education
Illinois Council of Baccalaureate and Higher Degree Programs
International University Consortium
National University Continuing Education Association

Mission Statement

Governors State University serves the Chicago metropolitan area as well as areas to the south and west of the campus by providing liberal arts, science, and professional preparation at the upper-division and master's levels. In developing its academic programs, the university gives priority to providing instruction designed to meet the educational needs and concerns of those residing in its service region. The university provides access to education for all citizens of the region but gives special emphasis to serving adult, minority, female, and economically disadvantaged students.

Attention to, and involvement with, the needs of its service region enable the university to attract clientele and to continually improve both the quality and the delivery of its instructional programs. Special emphasis is given to offering programs in fields where entry-level employment and career advancement opportunities exist within the region and to providing advanced training in areas with high employment opportunities. At the same time, special concern is given to the development of liberal education to ensure that graduates of the university's programs are not only competent in their chosen professions but also are broadly educated and prepared for continual learning.

The university recognizes that providing service to a diverse clientele over a wide geographic area requires significant levels of off-campus instruction and may require different approaches to instructional delivery such as mediated instruction. It also recognizes that effectively serving its clientele requires the development of instructional programs which are an effective blend of the traditional and more experiential instructional modes—internships, practica, and field training. Such linkages constitute an important foundation for community service and provide an additional dimension to the university's instructional programs. Community-university relationships are also fostered by delivery of services in cooperation with business, education, government, and health enterprises; through assistance to regional and community development; and through sponsorship of cultural events.

Finally, the university recognizes that its diverse clientele may have academic needs quite different from those of the traditional college student. Developing needed dimensions of academic support—student services, learning assistance, advisement, and adult reentry programs—is thus an important part of the university's mission.

Academic Year

The academic year consists of three, fifteen-week trimesters, fall, winter, and spring/summer. Courses may be scheduled to meet the entire fifteen weeks (designated as Block 1), for the first seven and one-half weeks (Block 2), or for the last seven and one-half weeks (Block 3) of the trimester.

University Hours

The university is open Monday through Friday from 7 a.m. to 11 p.m. and Saturday from 7 a.m. to 5 p.m. During the fall and winter trimesters, the university is open Sunday from 5 p.m. to 9 p.m. The university is closed on Sundays during the spring/summer trimester and on designated holidays and energy conservation days. Office hours for individual offices, colleges, and divisions vary. Students should check with the particular office for information or refer to the trimester *Schedule of Classes*.

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



ADMISSIONS

Admissions

Office of Admissions and Student Recruitment

The Office of Admissions and Student Recruitment (ASR) may be a person's first contact with Governors State University. This office provides preadmission counseling that includes current information about the university curricula, admission requirements, transcript evaluation, the transfer of credit process, and degree requirements. ASR is also responsible for the application and admission process for both undergraduate and graduate students, including the receipt of applications and credentials, credential evaluation, notification regarding decisions on admission, and the identification and application of credits toward the liberal education policy requirement. The admission counselor for international students provides assistance to applicants in the areas of international credential evaluation and information regarding requirements of the Department of Immigration and Naturalization Services. This office is also responsible for planning, organizing, directing, and conducting the university's student recruitment program.

The ASR office is open Monday through Thursday, 8:30 a.m. to 8 p.m.; Friday, 8:30 a.m. to 5 p.m.; and Saturday, 9 a.m. to noon. In addition to official university closing days, the Office of Admissions and Student Recruitment will be closed during the 1991-92 academic year on the following Saturdays: August 31; November 30; December 21; May 23 and July 4. The ASR office will also close at 5 p.m. between December 16 - 20, 1991.

Preadmission counseling is available during the following hours: Monday and Thursday, 1 to 8 p.m.; Tuesday and Wednesday, 9 a.m. to 5:30 p.m.; Friday, 1 to 5 p.m.; and Saturday, 9 a.m. to noon. Those wishing to see a counselor should make an appointment. Without an appointment, it may not be possible to see a counselor if persons with appointments are waiting. In addition, admission counselors normally are not available for preadmission counseling (appointment or walk-in) on Monday and Thursday evenings and Saturday morning during registration periods.

Student-guided campus tours are available from the ASR office on Mondays and Thursdays at 1:30 p.m. and 4:30 p.m., on Tuesdays and Wednesdays at 10:30 a.m. and 4:30 p.m., on Fridays at 1:30 p.m., and on Saturdays at 10:30 a.m. Call the Office of Admissions and Student Recruitment for a tour reservation.

Admission and Application Information for Degree-Seeking Students

University admission policies are formulated to assure an admitted student's reasonable opportunity to succeed in the chosen field of study. Those planning to pursue either an undergraduate or graduate degree program at Governors State University should apply and be admitted to a specific major as degree-seeking students.

Application may be made up to one year in advance of the trimester in which enrollment is planned: fall trimester (September through December); winter trimester (January through April); spring/summer trimester (May through August), or the summer session (July and August).

Early Admission Plan

Degree-seeking students who apply under the Early Admission Plan will be admitted two months prior to the beginning of classes. They will be able to take advantage of early advisement, registration and other orientation programs offered during this period.

Late Admission Plan

Degree-seeking students who apply under the Late Admission Plan will meet application and credential deadlines set approximately three weeks before the start of classes each trimester. Specific application and credential deadline dates are published in the academic calendar and in the *Schedule of Classes* for each trimester.

Criteria for Admission to an Undergraduate Major

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.

Persons are eligible for admission to an undergraduate major if they

1. have earned (or will have earned by the term they wish to enroll) an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree from a regionally-accredited institution of higher education;
2. have earned (or will have earned by the term they wish to enroll) at least sixty semester hours (or ninety quarter hours) of credit from a regionally-accredited institution of higher education with at least a "C" average (2.0 on a scale of 4.0) in any sixty semester hours (or ninety quarter hours) of their total collegiate hours;
3. were in good standing at the last institution attended; and
4. 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.

Criteria for Admission to a Graduate Major

Persons are eligible for admission to a graduate major if they

1. have earned (or will have earned by the term they wish to enroll) a bachelor's degree from a regionally-accredited college or university;
2. were in good standing at the last institution attended; and
3. have satisfied any applicable collegial and/or major criteria for graduate study in the specific major to which they apply. Such criteria may require additional documentation, letters of recommendation, a minimum grade point average at the undergraduate level, and/or a minimal score on a graduate examination, a performance audition, portfolio evaluation showing graduate level competency, or other evaluative data. Please refer to the information related to specific major areas of interest in this publication for special collegial and/or major criteria and additional credentials which may be required.

Credentials/Procedures Required for Admission to an Undergraduate or Graduate Major

1. Complete an application for admission and submit it to the Office of Admissions and Student Recruitment before either the Early Admission Plan or the Late Admission Plan application and credential deadline for the term in which enrollment is planned.
2. Request that all institutions previously attended mail **complete and official transcripts** to the Office of Admissions and Student Recruitment. These transcripts must be received before the appropriate application/credential deadline for the term in which enrollment is planned.
3. Send additional documentation, if required by the major to which application is made, to the Office of Admissions and Student Recruitment.

Notification Regarding Admission Status

When applicants have been admitted to the university and to a major, they will receive a Certificate of Admission from the Office of Admissions and Student Recruitment and will be assigned an academic advisor. Applicants are not eligible to register until they have been admitted and received their Certificate of Admission. Admission to a graduate degree program does not carry with it, nor guarantee, admission to degree candidacy.

Additionally, many students are admitted to GSU with conditions to their admission. If applicants are admitted conditionally, it is their responsibility to meet those conditions by the time noted on their Certificate of Admission.

Admission and Application Information for Students-at-Large

Those who do not intend to earn a degree, but wish only to enroll in some courses at Governors State, may apply, be admitted, and enroll as students-at-large at the undergraduate or graduate level.

Criteria for Admission as an Undergraduate Student-at-Large

Persons can be admitted as undergraduate students-at-large if they

1. have earned an Associate of Arts or an Associate of Science degree from a regionally-accredited institution or
2. have earned at least sixty semester hours (or ninety quarter hours) of credit with at least a "C" average (2.0 on a scale of 4.0) from a regionally-accredited institution.

Criteria for Admission as a Graduate Student-at-Large

Persons can be admitted as graduate students-at-large if they have a bachelor's or graduate degree from a regionally-accredited institution.

Credentials/Procedures for Admission as a Student-at-Large

Application and admission of students-at-large occur during the late registration period. During late registration on dates specified in the *Schedule of Classes*, or at any time during the add/drop registration period, applicants should go directly to the student-at-large check-in area. At this time both the application and registration forms will be completed. Assistance will be available from admissions counselors.

Students-at-large cannot earn any GSU degree while they are enrolled in classes as students-at-large. If, at some later date they wish to enter a degree program, they must apply and be admitted to a specific major.

Courses taken as a student-at-large do not automatically apply to a degree program. The application of such courses to degree requirements is governed by policies established by the university, the deans, and faculty of each college in effect at the time of admission to a degree program. Further, a maximum of fifteen hours of credit earned as a student-at-large may be applied toward degree requirements. (Some graduate majors allow no more than six hours of credit earned as a student-at-large to be applied toward degree requirements. Please refer to collegial and major specific degree requirements elsewhere in this *Catalog* for additional information.)

Students-at-large are not eligible for university administered financial aid. Persons on F-1 visas are not eligible to enroll as students-at-large unless their sponsoring university verifies enrollment in a degree program.

Admission and Application Information for Special Nondegree Students

Those persons who have not earned sixty semester hours of college credit, but have had equivalent specialized experiences and would like to enroll in a course, workshop, seminar, or other university activity for credit, may be eligible to apply for admission as special nondegree students.

Credentials/Procedures for Admission as a Special Nondegree Student

Persons can be admitted as special nondegree students if they

1. complete an undergraduate application and a Petition for Special Nondegree Students; and
2. send both the application for admission and the petition form to the Office of Admissions and Student Recruitment before the Late Admission Plan application and credential deadline for the trimester in which enrollment is planned. Application and credential deadlines are approximately three weeks before registration for each trimester and the summer session. Specific deadline dates are published in the academic calendar and in the *Schedule of Classes* for each trimester.

Admission as a special nondegree student is determined by the dean of the college which offers the course(s) the applicant intends to take or by the director of the Board of Governors program. Upon being admitted to the university, special

nondegree students will receive a Certificate of Admission from the Office of Admissions and Student Recruitment and will be assigned to the dean of the college or the director of the Board of Governors program, as appropriate, for advisement purposes. Normally, special nondegree applicants are not eligible to register until the Certificate of Admission has been received.

As long as special nondegree students maintain continuing enrollment status as defined by the university, they need only complete a special nondegree petition form and have it approved by the appropriate dean each trimester to remain in that status.

Special nondegree students may earn a maximum of fifteen credit hours. The credit earned will be at the upper-division level and cannot be used to meet minimum criteria for admission as an undergraduate degree-seeking student or as a student-at-large.

Special nondegree students also are not eligible for financial aid.

Applications and petition forms for addition as a special nondegree student are available from the Office of Admissions and Student Recruitment.

Supplemental Admissions Information

Special Admissions

The university Policy on Readmissions and Special Admissions allows applicants to petition for admission if they do not meet one or more of the published university criteria for admission.

Petitions for admission to a major through the University Committee on Readmissions and Special Admissions will be required if applicants are

1. not in good academic standing at the last institution attended. Those who have been academically suspended (dismissed) may petition for admission for a trimester no earlier than one year from the date of suspension (dismissal);
2. undergraduates with less than a 2.0 grade point average (on a 4.0 scale) for at least sixty semester hours of earned college credit, regardless of academic standing at the last institution attended;
3. undergraduates who have earned at least fifty-four, but less than sixty, semester hours of college credit;
4. seeking admission based on credit/degree(s) earned from accredited universities from out of state or in areas distant to Governors State University.

Those who meet minimum university admission criteria, but do not meet more selective criteria established by the desired major, may petition for admission to the major through the Office of Admissions and Student Recruitment.

Those who are not in good standing for disciplinary reasons at the last institution attended may petition for admission to the dean of Student Affairs and Services through the Office of Admissions and Student Recruitment.

Additional information regarding special admission opportunities is available from the Office of Admissions and Student Recruitment.

Readmission

Reapplication and readmission to the university is required if students

1. have completed a degree at Governors State University and wish to reenter as degree-seeking students in another major or wish to take classes as students-at-large.
2. have been admitted as students-at-large or special nondegree students and are seeking admission to a major as degree-seeking students.
3. have lost continuing status as degree-seeking students as defined by university policy and are seeking readmission either to a major or as students-at-large.
4. have lost continuing status as degree-seeking students while on academic probation at, or have been academically suspended from, Governors State and are seeking readmission to a major.

Students readmitted to the university who are on academic probation at Governors State University return under the same status unless they have been granted academic amnesty.

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

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

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

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

English Language Proficiency

The university wishes to ensure that, if the applicants' primary (native) language is not English, they 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 TOEFL requirement does not take the place of the university testing requirement or the language proficiency requirements for specific majors as stated in this Catalog.

The TOEFL requirement may be waived by the director of admissions and student recruitment (or designee) if

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

2. Applicants present credentials documenting minimum criteria for admission from a country whose official language is solely English as cited in the 1991 edition of the *The World Almanac*, Newspaper Enterprise Association (International Standard Book Number 0-88687-578-1).

TOEFL Information

Persons living in the United States who wish to obtain information on testing dates, locations, and the TOEFL Bulletin of Information, may write to the Educational Testing Service, Box 89 Princeton, New Jersey 08540 or contact the admissions counselor for international students in the Office of Admissions and Student Recruitment.

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

Admission Criteria

1. Applicants who have earned college level credits and/or have graduated from academic institutions outside the United States and are seeking to demonstrate admissibility based on these credentials must have credentials evaluated by the admissions counselor for international students, to determine that they represent equivalent academic preparation to that required for admission to the university.
2. Applicants must also comply with the English Language Proficiency Policy.

Credentials/Procedures

Applicants should send a completed application for admission and the following documents and academic credentials to the Office of Admissions and Student Recruitment:

1. Official TOEFL score report (see English Language Proficiency Policy)
2. Credentials for evaluation
 - a. national examination results
 - b. diplomas and/or certificates
 - c. complete records of all college, university, or other post-secondary work, including diplomas and/or certificates
 - d. college or university transcripts, if applicable.

Official (original) documents must be furnished and accompanied by English translations certified by an official of the educational institution issuing them or by an appropriate United States or national government official.

All credentials cited above must be in the Office of Admissions and Student Recruitment **two months before the application/credential deadline** for the term for which enrollment is planned.

Applicants on F-1 visas should also see the following section "Admission Information for International Students."

Admission Information for International Students

International students are defined as those who are studying in the United States under an F-1 visa as specified by the Department of Immigration and Naturalization.

Financial Statement

In addition to fulfilling the admissions criteria stated above, international students must certify that adequate funds are available to meet all financial needs for the duration of their studies at the university.

They must also review the Financial Statement and complete the Certification of Finances form on the reverse side. This form is available from the Office of Admissions and Student Recruitment. The completed form, with required supporting documentation, must be submitted to the Office of Admissions. An admission decision cannot be made until this certification process has been completed.

Procedures for Application and Admission

Applicants should send the completed application for admission to the Office of Admissions and Student Recruitment, Governors State University, University Park, IL 60466, with the following documents.

1. A completed Certification of Finances form with supporting documentation.
2. An official TOEFL score report.
3. Academic credentials for evaluation.

Those seeking admission based solely or partially on academic work completed outside the United States must have on file in the Office of Admissions all needed credentials at least two months before the application/credential deadline of the trimester in which they plan to enroll.

Those seeking admission based on United States college records must have on file in the admissions office complete and official transcripts and other required credentials on or before the published application/credential deadline of the trimester in which they plan to enroll.

Unless the sponsoring university verifies enrollment in a degree program, applicants on F-1 visas are not eligible to enroll as students-at-large.

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. However, a nonresident student with an F-1 visa may be reclassified as a resident student under the Board of Governors Universities Regulations, if that student files a declaration of residency with the university and demonstrates marriage to an individual who qualifies for resident status under the Board of Governors Universities Regulations. (For a complete statement on the residency requirement, see the "Academic Policies and Information" section of this *Catalog*.)

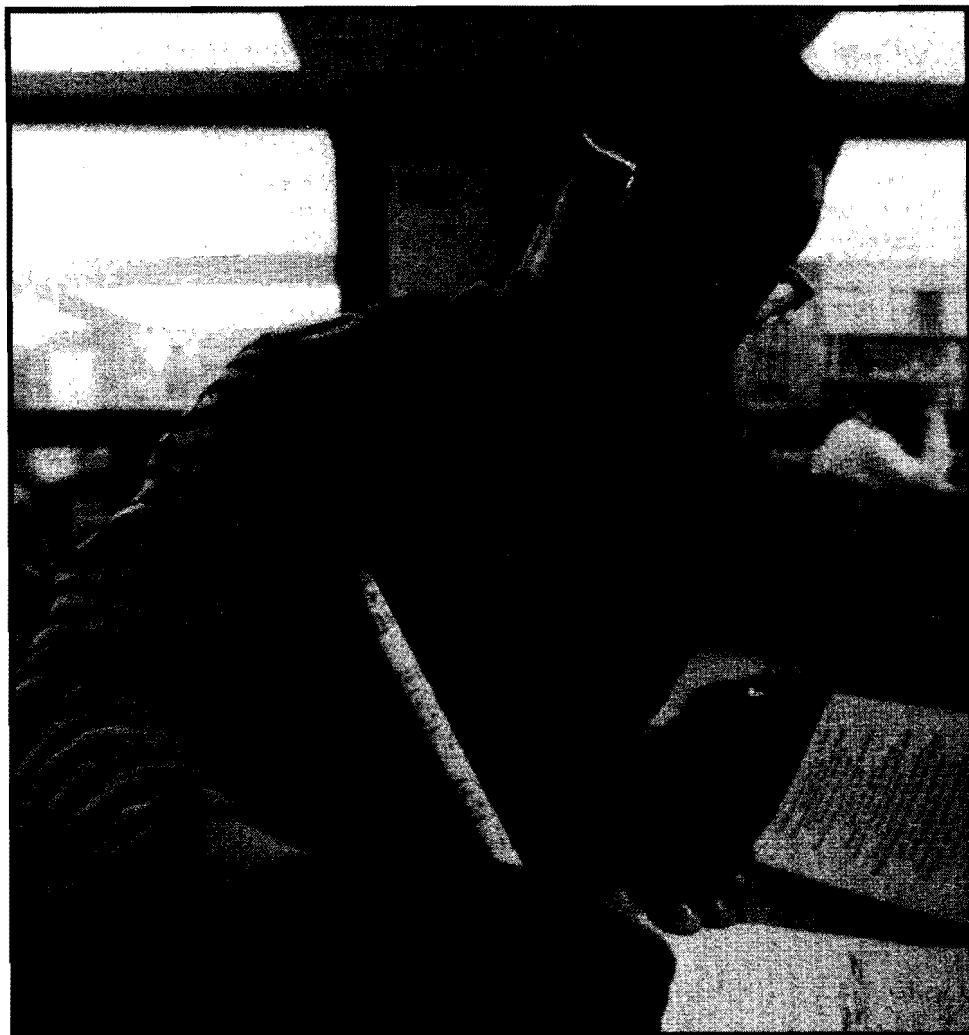
Federal Authorization

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

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.

Governors State University does not have an international student office, and most special services traditionally offered by such offices are not available. The admission counselor for international students in the Office of Admissions and Student Recruitment is available to assist students in obtaining visas and legal documents and to evaluate credentials.

Since the university is a commuter institution, there are no dormitories or student housing facilities on campus. Students are responsible for arranging their own housing and transportation to and from the campus. Many students live in the immediate area or in Chicago and commute either by car or train to Governors State.



TUITION AND FEES

Tuition and Fees

Tuition rates for academic year 1991-1992 have been adopted by the Board of Governors Universities. These rates are subject to change.

On-Campus Tuition Schedule

	<u>Illinois Resident</u>	<u>Non-Illinois Resident</u>
Undergraduate Tuition		
12 or more Credit Hours	\$798.00	\$2,394.00
Per Credit Hour (1-11 hours)	66.50	199.50
Graduate Tuition		
12 or more Credit Hours	840.00	2,520.00
Per Credit Hour (1-11 hours)	70.00	210.00

Off-Campus Tuition Schedule

Undergraduate Tuition		
12 or more Credit Hours	798.00	798.00
Per Credit Hour (1-11 hours)	66.50	66.50
Graduate Tuition		
12 or more Credit Hours	840.00	840.00
Per Credit Hour (1-11 hours)	70.00	70.00

Off-campus rates apply to courses taught at locations other than the main campus and to telecourses, teleclasses, and independent studies by correspondence.

Fee Schedule

	<u>Trimester</u>	<u>7 1/2 Week Block</u>
Audit Fee (per course)*	\$20.00	\$20.00
Graduation Fee - Baccalaureate Degree*	10.00	
Graduation Fee - Masters Degree*	15.00	
Parking Fee	11.00	11.00
Student Activity Fee	25.00	12.50
Payment Plan Charge	20.00	
Transcript Fee (per transcript)	2.00	
Health Insurance Fee (optional)**	241.00	per year
Board of Governors Degree Program		
Assessment Fee	30.00	per assessment
CEEL Assessment Fee	30.00	per assessment
Off-Campus Service Fee	5.00	per credit hour
Proficiency Examination Fee	25.00	per examination

* Non-Refundable ** Basic plan for a single student.

Description of Fees

Student Activity Fee

The student activity fee is used to support co-curricular Student Life programs. This fee is assessed to all students registered for one or more on-campus credit hours. Collection of this student activity fee is required by the Board of Governors Universities for all schools in the system. These fees are placed in a special account called the Student Activity Fund. Some of the activities and programs receiving funding support are

- Student Center Programs and Facilities
- Child Care Center
- INNOVATOR* (Student Newspaper)
- Student Leadership Development Programs
- Musical and Cultural Events and Lecture Series
- Student Clubs and Organizations
- Student Senate
- Recreation and Intramural Programs

Audit Fee

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

Health Insurance Fee

Participation in the health insurance program is optional. Information on the health insurance plan is available in the Office of Student Life. Rates are subject to change. Coverage for a spouse and/or a dependent child(ren) is available at additional cost.

Off-Campus Service Fee

All students registering for off-campus credit courses, telecourses, and correspondence courses are assessed a \$5 per credit hour fee or special fees as indicated.

Graduation Fee

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

Library Fees

The University Library charges 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.

Parking Fee

Students paying the parking fee receive automobile decals for unlimited parking during a trimester. The parking fee also supports the pedestrian escort and emergency vehicle starting services. Students registering only for Block 2 must purchase a trimester parking permit for \$11; they may redeem the permit at the end of a Block 2 for a partial refund. Annual and daily fees are also available.

Proficiency Examination Fee

Students will be charged a \$25 fee for each proficiency examination taken more than twice.

Payment Plan Charge

A fee is charged to eligible students who choose to pay on the payment plan.

Transcript Fee

A fee is charged for every university transcript.

Payment of Tuition and Fees

Tuition and applicable fees must be paid no later than the specified dates for each academic term. Registration and official enrollment in courses is not complete until all tuition and fees have been paid.

Payment Plan

Students registering for one or more credit hours and having no scholarship allowance may take advantage of the payment plan at the time of initial registration. Fifty percent of tuition and all fees must be paid during registration. The balance of tuition will be due as billed by Governors State University.

Payment Via Credit Card

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

Tuition and Fees-Undergraduate and Graduate Status

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

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

At the time of fee assessment, students will be billed for tuition based on their current status (undergraduate or graduate). However, if delayed posting or retroactive changes to a student's record affect this status, then the student will be reassessed and billed or refunded any difference in tuition for the current term. Tuition adjustments for previous terms will not be made.

Residency Classification Rules

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

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.

For complete regulations regarding resident status, see the "Academic Policies and Information" section of this *Catalog*.

Refunds

The university is authorized to grant refunds in accordance with Board of Governors Universities Regulations. A student who is eligible for a refund shall receive a cancellation of unpaid obligations or a refund of amounts previously paid. Refunds are mailed via check approximately three weeks from the request date.

100 Percent Refunds

Students 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.

50 Percent Refunds

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.

Additional Information

A student may receive a refund of mandatory fees if

1. a scholarship is awarded which covers those fees, and an application for refund is made no later than 60 calendar days after the close of the term; or
2. the student is declared ineligible by the university for enrollment before the first day of scheduled classes.

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

The president or the president's designee may authorize the refund of a part or all of a student's mandatory fees because of the student's death or disability, extreme hardship, or institutional error.

Refund periods are listed in the *Schedule of Classes* for each trimester. 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

Financial Assistance

The primary purpose of the financial aid program is to assist students in obtaining the financial resources necessary to cover increasing educational costs. The Office of Financial Aid provides information, counseling, and direct financial assistance to students who experience financial difficulty in pursuing a university education.

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

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

Eligibility Criteria

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

The student

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

Students not in compliance with both the above standards for the first trimester should contact university counseling staff to help remedy the situation. Upon failure to comply for a second consecutive trimester, eligibility for all state, federal, and institutional aid will be withdrawn. Eligibility may be restored by the director of financial aid if the student meets both required standards for a subsequent trimester. Students may appeal withdrawal of eligibility through policies and procedures established by the university and the Office of Financial Aid.

Programs Available

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

Grants/Scholarships

Pell Grant

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

Supplemental Educational Opportunity Grant (SEOG)

The SEOG is a federally-sponsored program for undergraduate students with exceptional financial need. Eligibility is determined by a federally mandated need analysis.

Illinois Student Assistance Commission Monetary Award

This is a need-based scholarship for undergraduates that pays either full or partial tuition and fees. Applicants must have no other conflicting tuition scholarship/grant.

Illinois General Assembly Tuition Waiver

Tuition waivers are available for undergraduate and graduate students at state-supported colleges or universities. The offices of the state senator and representatives in the resident's legislative district process the applications.

Alumni Academic Award

Stipends of \$400 over two trimesters are available for undergraduate or graduate degree-seeking students with a 3.75 GPA enrolled for a minimum of nine hours.

Community College Scholarship

A two-year scholarship is awarded annually to one student from each of the participating community colleges. Awards are based on merit, and applicants must be recommended by an official of their community college. The scholarship covers tuition and fees plus an allowance for books, supplies, and transportation expenses. Participating colleges are Chicago City-Wide College, Richard J. Daley College, College of DuPage, Joliet Junior College, Kankakee Community College, Kennedy-King College, Moraine Valley Community College, Morton College, Olive-Harvey College, Prairie State College, and South Suburban College of Cook County.

GSU Endowed Scholarships

The following are GSU endowed scholarships: American Logistics Association Scholarship, Civil Service Endowed Scholarship, Donald and Margaret Dolan Scholarship, Kimberly Edwards Scholarship in Nursing, Dr. William E. Engbretson Sculpture Scholarship, Lowell E. Goldberg Scholarship, Harry P. McHale Memorial Scholarship, Gerald Myrow Music Scholarship, Dr. Basil Sklan Endowed Scholarship in Mental Health, Keith W. Smith Memorial Scholarship, Ralph R. Turner Endowed Scholarship in Political Science, Percy and Elizabeth Wagner Real Estate Scholarship, and Donald W. Hansen Memorial Scholarship. Contact University Development and Public Affairs or the Office of Financial Aid for information about these endowed scholarships.

GSU Undergraduate Tuition Waiver

These waivers are available to each of the collegial deans, director of the Board of Governors Degree Program, director of ICC, and the director of student life. They may be awarded to new or continuing students based on criteria established by the dean or director. The waivers cover in-state tuition only and may be awarded for a maximum of two (2) trimesters. Recipients must be U.S. citizens or permanent residents.

GSU Graduate Tuition Waiver

This program is identical to the undergraduate program but targeted to graduate students only. Waivers cover tuition only and can only be awarded for a maximum of two (2) terms. Recipients must be U.S. citizens or permanent residents.

GSU Special Tuition Waiver

This waiver is administered by the Office of Financial Aid and may be awarded to either undergraduate or graduate students based on special need or extraordinary circumstances. Recipients must be U.S. citizens or permanent residents.

Minority Graduate Student Tuition Waiver

This waiver assists minority students in graduate programs where minorities are under-represented at GSU. Waivers cover in-state tuition and may be awarded for a maximum of four (4) terms. Recipients must be U.S. citizens or permanent residents.

Graduate Assistant Tuition Waiver

These waivers are available to students selected as graduate assistants. Recipients must be enrolled for a minimum of six (6) credit hours and a maximum of nine (9) credit hours. Waivers cover tuition for a maximum of nine (9) hours and fees. This program is available for U.S. citizens, permanent residents, and international students.

Senior Citizen Tuition Waiver

A tuition and fee waiver is available (in-state rate) to undergraduate or graduate senior citizens who meet eligibility requirements. Contact the Office of Financial Aid for further information.

Illinois National Guard/Naval Militia Scholarship

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

Division of Rehabilitative Services Scholarship

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

Loans

Perkins Loan (formerly NDSL)

Need-based, low-interest (currently 5%) loans are available to undergraduate and graduate students who may borrow up to \$9,000 cumulative total (undergraduates) or \$18,000 cumulative total (graduates).

Repayment begins nine months after graduation or upon dropping below half-time status.

Stafford Loan Program (formerly GSL)

Low-interest (currently 8%) loans are available to both undergraduate and graduate students. An academic year loan limit of \$2,625 for freshmen and sophomores, \$4,000 for juniors and seniors, and \$7,500 for graduate students applies. Students should contact the Office of Financial Aid for application procedures.

GSU Short-Term Loan

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

PLUS/SLS Loan

Loans not based upon need may be obtained through lending institutions for educational expenses. Interest rate is variable and repayment begins sixty days after the loan funds are disbursed.

Illinois Opportunity Loan Program (IOLP)

Provided by the Illinois Student Assistance Commission, the IOLP is a low interest loan (currently 8 percent) used to help pay for college expenses. Students do not need to demonstrate financial need to qualify for this loan.

Student Employment

College Work-Study Program (CWS)

Student employment is available to undergraduate or graduate students based on financial need. The total CWS award depends on need and the availability of funds.

GSU State-Funded Part-Time Job

Part-time jobs are available to undergraduate and graduate students. Jobs are funded through university accounts, are not need-based, and are located on campus.

Graduate Assistantship

Assistantships are available to graduate students admitted to and enrolled in a degree program at least half-time. The average salary is \$400 to \$600 per month, and a tuition waiver may also be offered. Interested applicants should contact the dean of the college in which they wish to be employed.

GSU Job Location and Development Program

The GSU Job Locator provides assistance to students seeking part-time off-campus employment. This service is available to students who are currently enrolled and is not based on financial need. The Office of Financial Aid maintains a listing of part-time jobs, assists students in developing job search techniques, interviewing skills, and resume writing, maintains contact with area businesses to enhance job development and placement potential, and conducts workshops in student employment.

Other Assistance

Student-to-Student Scholarship

Funds are available for emergency situations that could not be anticipated. This aid is intended primarily for undergraduates and is administered through the Office of Financial Aid. Monies are donated by Governors State University students and matched by state funds.

Education Scholarships

Numerous programs are available to students wishing to enter the teaching field and for those who are already working in the teaching field. For additional information on any of the following programs contact the College of Education or the Office of Financial Aid: Paul Douglas Teacher Scholarship, Supervising Student Teacher Tuition Waiver, Gifted Fellowship Program, Women and Minorities in Administration Scholarship, Teachers Shortage Scholarship, and the Mathematics/Science Traineeship Program..

Illinois Baccalaureate Nursing Assistance Program

Assistance is available to nurses wishing to pursue an undergraduate degree in nursing. There is an obligation after graduation to practice in Illinois. Contact the Illinois Department of Public Health in Springfield for information or the GSU Office of Financial Aid.

Other Information

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

Application Procedures

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

In addition to the CSS Form, applicants must complete a Governors State University Application for Financial Aid. Additional information will also be requested and is explained on the application. The application is not complete until all required documents are on file. Incomplete files are not processed. Applicants whose financial aid files are complete by May 1 will receive priority consideration for financial aid. Applications received and/or completed after that date will be

34 Financial Assistance

processed on a first-come, first-served basis. The following credentials are required to complete the application file:

1. a Financial Aid Form Need Analysis Report (FAFNAR), which is the College Scholarship Service (CSS) analysis of the Financial Aid Form (FAF);
2. a completed GSU Financial Aid Application with proper documentation attached, including 1040's, W-2's, and other income documents;
3. proof of divorce or separation;
4. a financial aid transcript(s) returned from all colleges previously attended;
5. verification of registration with Selective Service, if applicable; and
6. additional data necessary to clarify or verify the financial information submitted. Requests for additional data are made by the university when deemed necessary.

Governors State University Financial Aid Applications and CSS Financial Aid Forms are available in the Office of Financial Aid. The process of applying for financial aid requires time and attention. The student must apply early to receive full consideration. It is helpful if students or parents complete the IRS 1040 or 1040A income tax form as early as possible since the applications and financial statements require income and tax data.

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

Veterans Affairs

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

Veterans Education Assistance Program (VEAP)

Veterans and service persons currently serving are eligible for this program if they

1. entered active duty after December 31, 1976;
2. were released under conditions other than dishonorable or continue on active duty; and
3. have satisfactorily contributed to the program.

Benefits must be used within ten years of discharge from active duty. Benefit rates vary depending on the amount the veteran contributed to the program. Payments are received for the number of months the veteran contributed to the program or for 36 months, whichever is less. No additional benefits are paid for dependents. A certified copy of the veteran's DD214 must be submitted to the Office of Veterans Affairs at least one month before the veteran's first trimester of enrollment.

Reserve GI Bill (Chapter 106)

The Reserve GI Bill is available to members of the Reserves and National Guard who enlist, reenlist, or extend an enlistment for at least six years beginning July 1, 1985. To apply, 180 days of service must have been completed. Pay rates are dependent on enrollment.

New GI Bill (Active Duty)

The New GI Bill is available to veterans who first entered on active duty after July 1, 1985. Veterans must have contributed while on active duty. The benefit amount varies depending on length of service and amount of contribution from the military.

Illinois Veterans Grant

The Illinois Veterans Grant, funded by the State of Illinois, provides scholarships to veterans attending state-supported colleges, universities, and community colleges in Illinois. The eligibility requirements include

1. one year or more of continuous active duty if discharged after August 11, 1967 (less than one year if before that date);
2. a discharge other than dishonorable;
3. Illinois residency before entering military service and return to Illinois within six months after discharge; and
4. current residency in Illinois.

Active duty personnel are also eligible for this scholarship if they would otherwise meet the above requirements if discharged.

Eligible veterans are entitled to 120 semester hours of tuition and payment of most required fees. The student has sixteen (16) years from the initial term of use to complete his/her course of study (or 120 hours whichever comes first).

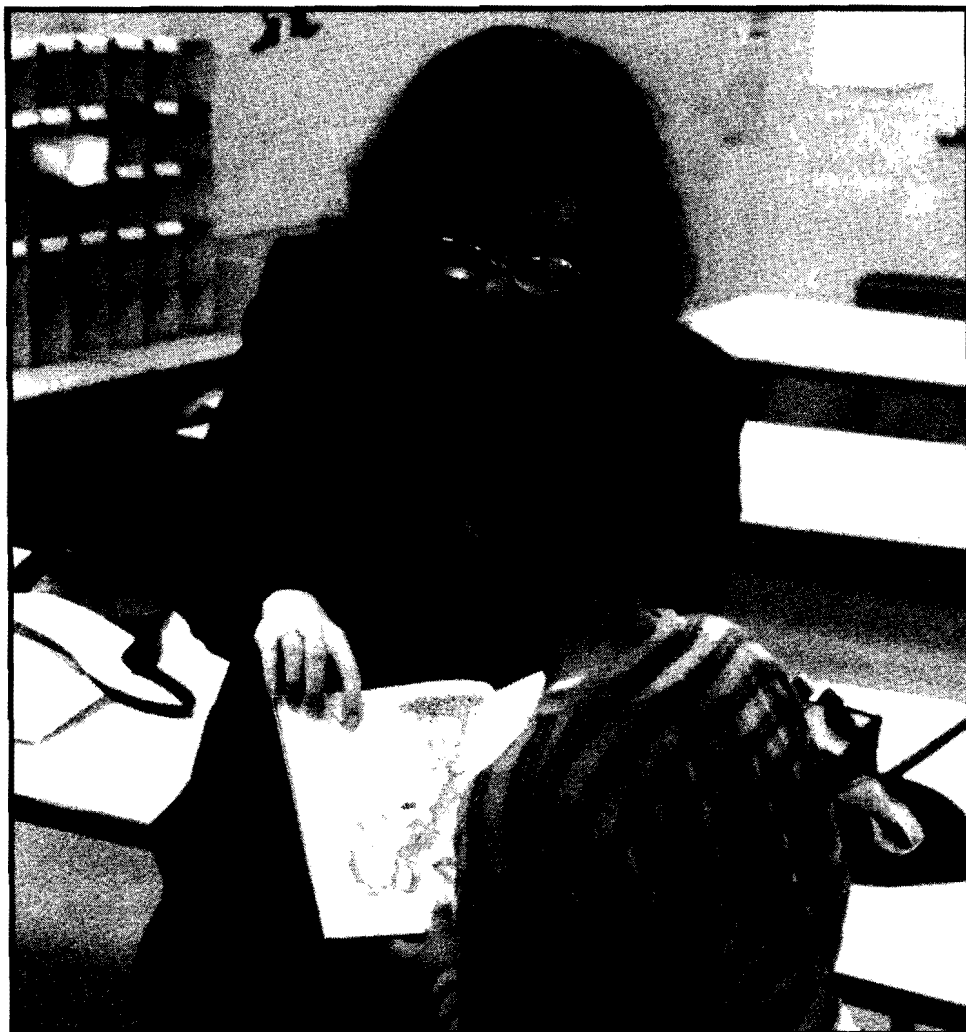
Veterans must present a DD214 (Report of Separation) to the Illinois Student Assistance Commission. An eligibility letter will be issued which should be presented to the university's Veterans Affairs Office before registration. If the applicant is currently on active duty, he/she should submit a statement from his/her commanding officer indicating length of service, current military status, and home of record at time of original entry into service. Application forms and mailing address of the Illinois Student Assistance Commission can be obtained from the GSU Office of Veterans Affairs.

Other programs and services include the VA work-study program, discharge upgrading, and liaison services between the veteran and the VA. Forms and applications for all of the veterans benefit programs are available in the Office of Veterans Affairs.

Air Force ROTC Program

Students at Governors State University may enroll in the Air Force ROTC Program through a “cross-town” agreement between Governors State, Illinois Institute of Technology, and Air Force ROTC. The two-year program allows a qualified student the opportunity to earn a commission as second lieutenant in the U.S. Air Force upon graduation and completion of the program.

The Air Force ROTC courses are taught on the IIT campus. Federal scholarships for full tuition are available to qualified students. All members of the Professional Officer Course also receive subsistence allowances. For more information, call (312) 567-3525/3526 or inquire in person at the IIT Science Building, 3201 S. Michigan Avenue, Chicago, Illinois.



ACADEMIC SERVICES

Academic Services

Registrar's Office

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

The Registrar's Office serves both currently enrolled and former Governors State University students. Staff members are available to assist students in understanding university policies and procedures and in interpreting academic regulations. A variety of services are available including providing registration information; registering students for courses; producing official transcripts; certifying enrollment; verifying degrees earned; processing changes of address, name, or residence classification; producing grade reports; certifying students for graduation; issuing diplomas; and providing information concerning commencement.

University Library

The University Library is open with reference and information service provided seventy-five hours per week. Librarians are available to help students at three locations: the main reference desk, the documents/serials information desk, and the Education and Materials Center Library 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 600,000 microfiche/film; and 2,500 periodical subscriptions. The library is a depository for both U.S. and Illinois government documents.

Library resources and facilities include the Education and Materials Center Library collection containing curriculum materials, textbooks, and juvenile literature in support of the teacher education program; a pamphlet file for topical, ephemeral information; a test file, containing sample materials used for educational and psychological testing and measurement; video cassettes for the university telecourses; reserve materials assigned by faculty to support current courses; and a small collection of current fiction and nonfiction for recreational reading. The library provides student 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 GSU 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.

Testing

The Testing Office administers the university proficiency examination program and tests for some courses coordinated by Special Programs and Continuing Education. Other services include the administration of 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), and the dissemination of information for national admissions examinations such as the Graduate Record Examination (GRE), the Graduate Management Admissions Test (GMAT), and the Law School Admission Test (LSAT).

Learning Assistance

The Center for Learning Assistance is designed to provide tutorial assistance and support services to help students improve academic skills and enhance success in achieving their educational goals. Individual and/or group tutorials are offered free of charge and are intended to enhance basic academic and course related skills. In addition to these direct services, special workshops are offered each trimester to provide tutorial assistance to students taking the university proficiency examinations, as well as in study skills and note taking techniques, writing research papers, and reducing test anxiety.

Auxiliary Services for Handicapped Students

Services are available to handicapped students who require assistance to access the learning environment. A student may be required to submit current evidence of the impact of this handicap on his/her access to learning and/or to submit to diagnostic procedures to ascertain eligibility for auxiliary assistance. 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.

The provision of auxiliary assistance is the primary responsibility of the State of Illinois Department of Rehabilitation Services (DORS). However, a student may receive consideration of such requests in advance of DORS action if there is a substantial delay on the part of DORS due to no fault of the student. If the request for assistance is denied by DORS, Governors State University's provision of auxiliary assistance will be based upon a case by case analysis of an individual student's need. Auxiliary aids, academic adjustments, or other special services determined to be necessary will be provided at no cost to the student.

Students should apply to their local Department of Rehabilitation Services office at least three months before attending the university to allow time for DORS funds to be allotted. Those who believe they will need some assistance to participate in course work should also notify the Counseling Office in Student Development no less than six (6) weeks before the first day of classes for the term in which they plan to enroll. Further information is available in the Counseling Office.

Continuing Education

The Office of Continuing Education coordinates and supports all courses offered at off-campus sites. These credit course offerings serve both degree and nondegree-seeking students whose individual circumstances make commuting to campus difficult or impractical. Courses currently are offered at approximately thirty locations in the Chicago metropolitan area, as well as in Kankakee, Joliet, and at Chanute Air Force Base.

Two permanent, administrative/teaching centers have been established. They are located at Orland Park Place, Orland Park and Homewood-Flossmoor High School (North Building), Flossmoor. Additionally, the university participates in the operation of a joint extension center in Rolling Meadows with Northeastern Illinois University. Further information about the program may be obtained by calling the main campus, extension 2319.

Extended Learning

The Office of Extended Learning provides alternative access to university programs through independent study by correspondence courses and by telecourse and teleclass programming. These mediated credit courses provide instruction for the site-bound student and extend the university's resources to underserved and/or inaccessible areas in Illinois and the greater Lake Michigan region. Further information about these courses may be obtained by calling the main campus, extension 2322 or 2549.

Assessment of Prior Learning

The Office of Assessment has responsibility for the review, evaluation, and award of credit for prior experiential learning and administers the Board of Governors Bachelor of Arts Degree Program. Governors State University, in part through its association with the Council for the Advancement of Experiential Learning (CAEL), has received significant recognition as a leader in this area.

Using the Credit through Evaluation of Experiential Learning (CEEL) process, students may earn credit for prior learning which may be applied toward bachelor's or master's degree requirements. (A student seminar on the development of a CEEL portfolio of credit requests is held on campus each trimester.) More information about the CEEL process can be found in the "Academic Policies and Information" section of this Catalog.

Conferences and Workshops

The Office of Conferences and Workshops works closely with faculty, administrators, and staff as well as outside organizations and individuals in providing a wide variety of conferences and workshops both on and off campus. The office provides beginning planning advice plus full administrative and logistical support for credit and noncredit conferences, workshops, and seminars as well as training in a variety of areas.

Academic Computing Services

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

Current hardware includes Apple IIe, IBM PC, PCXT, Zenith 158/159/386SX microcomputers, Iverson 386 microcomputers; and AutoCad stations for Computer Assisted Design. Mainframe facilities include a Control Data Cyber 180/830 using the NOS/VE operating systems and an IBM 4381-P2, using VM/SP Release 6.

Current mainframe software includes APL, ASSIST, BMDP, CICS (Unicorn), COBOL, FORTRAN, Minitab, Pascal, C, SAS, SPSSX, and XEDIT. Current micro-computer software includes Turbo Pascal, dBase III+/IV, Lotus 1-2-3, Microsoft C, Microsoft Word, WordStar, Wordperfect, PC Draw, AppleWorks, and AppleWriter.

Lab hours are Monday through Thursday, 8 a.m. to 10:30 p.m.; Friday, 8 a.m. to 8 p.m.; and Saturday, 8 a.m. to 5 p.m. (5 p.m. to 9 p.m. on Sundays during fall and winter trimesters). Student lab assistants are available during these hours to answer questions.

Instructional Communications Center (ICC)

The Instructional Communications Center (ICC) provides media support for the university's teaching, research, and public service activities. Consisting of graphic, photographic, audio, and television facilities, the center is staffed and equipped to provide a broad range of production services. The ICC supports direct instruction through the development of telecourses and teleclasses that allow students to take course content through television. Instructional television videotapes are made available to students in the University Library and are also distributed via broadcast and local cable systems in the greater Chicago area. Public service programming is also produced, including the ongoing discussion series, "GSU Views," hosted by the university president and featuring prominent members of the university faculty and community. The ICC supports publications, faculty research, and promotional activities with graphic design, computer typesetting, photography, remote recording, and tape duplication.

Working closely with the academic program in media communications, the ICC maintains equipment and facilities for student instruction. Many opportunities are provided for media student involvement in the center's production activities.

In addition, the Instructional Communications Center is taking a prominent role in nationwide educational teleconferencing activities. The center's satellite television receive antenna offers opportunities for GSU community participation in teleconferences originated elsewhere, while the television facility originates Governors State University's own teleconferences and distributes them nationwide via the center's satellite uplink capability.

Career Services

The Office of Career Services offers a broad variety of programs and services to assist students and alumni in their search for professional employment. An essential service offered by the office is career planning and counseling. Students and alumni are offered confidential personal and/or group counseling to assist in forming career decisions, goals, and/or options.

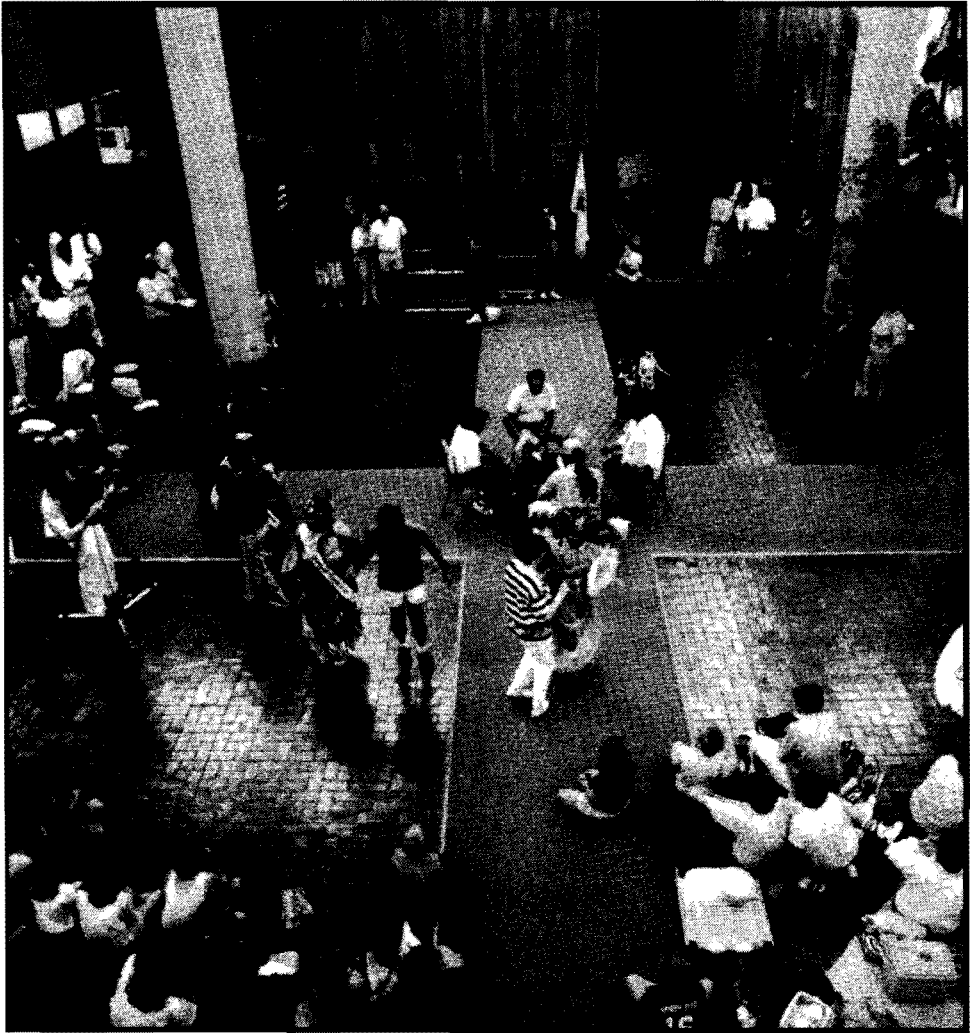
Workshops are offered each trimester to assist in skill development in resume and cover letter writing, interview techniques, and job search strategies.

In addition, the office provides company literature, market and salary trends, a daily listing of position vacancies, an on-campus recruitment schedule, a credential referral service, job fairs in conjunction with other area institutions of higher education, and a variety of other programs and services which are designed to assist individuals in making their professional employment search successful.

Alumni Association

The Governors State University Alumni Association serves graduates of the university. The Alumni Association sponsors an annual fund drive and phonathon to support a variety of important university initiatives. In 1990 the Alumni Association raised \$73,000. Through its publications and programs, the association keeps graduates in touch with one another and informed about their alma mater. The minimum contribution for association membership is \$20.

The office is located in Wagner House, Stuenkel Road at Governors Highway, University Park, Illinois.



STUDENT LIFE

Student Life

When students enroll at Governors State University, they become a part of the campus community. The Office of Student Life offers programs, facilities, and services arranged to accommodate student needs. These activities are intended to help students give lifelong meaning to their involvement in the campus community.

Campus Community Center

The center is designed so that students, staff, faculty, alumni, and adult community members can relax and recreate with each other. The center has been designed for a commuter population. The center includes the following:

- Student Life administrative office
- Student typing center
- Recreational areas, including table games, gymnasium, swimming pool, exercise room, racquetball, showers, and locker rooms
- Lounge areas
- Food vending and eating areas
- Television lounges
- Student organizations and leadership offices
- Student Life meeting room
- Access to outdoor recreational areas
- Student newspaper office
- Campus Ministries
- Study carrels
- Education session on AIDS/Alcohol and Substance Abuse
- Production shop providing printing and design assistance for student organizations.

Student Resource Services

An office in the campus center has been designed to provide many important services, including the following:

- Housing assistance for those seeking off-campus housing
- Photo identification cards
- A computerized carpool program
- Free use of electric typewriters in a comprehensive typing/resource center
- Production assistance to all student clubs and organizations
- Locker assignment

Child Care Programs

Students, staff, faculty, and campus community center members can enroll their children ages two through thirteen in one of the 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, after school, evening, day camp, and weekend options based on enrollment.

Clubs and Organizations

Student clubs and organizations are an integral part of student life. Professional associations are active on campus. The Office of Student Life through its Student Organization Council charters all student groups. Students can form organizations with a variety of interests in mind. Current organizations and some previously chartered clubs are listed below.

- Accounting Club
- Alcoholism Sciences Association
- American College Health Care Executives
- American Marketing Association
- Applied Psychology Club
- Art Forum
- Art Students League
- Black Students Association
- Circle K
- Criminal Justice Club
- Computer Club
- Data Processing Management Association
- Englisher Club
- Entrepreneurs Club
- Film Video Society
- Finance and Real Estate Club
- Future Teachers Association
- Health Services Administration Club
- Human Services/Communication Science Club
- Infinity Photo Association
- Inter-Varsity Fellowship
- International Students Association
- Kennel Club
- Malaysian Students Association
- Marketing Club
- Medical Technology Club
- Minority Student Business Association
- Music Educators National Conference
- National Students Speech/Hearing/Language Association (NSSHLA)
- Naturalist Club
- Navigators Club
- Nursing Honor Society
- Offbeat Club
- Professional Nurses Organization
- Psychology and Counseling Club
- Public Administration Club
- School Psychology Club
- Ski Club
- Social Work Club
- Society for the Advancement of Management (SAM)
- Student Association of Alcoholism Sciences
- Union of African People

- Veterans Club
- Video Production Club
- Volleyball Club

Intramural and Recreational Activities

The Office of Student Life coordinates the University Intramural Program. Numerous seasonal sports tournaments are held on campus. Special events and activities are held each trimester. Recreational equipment and programs are available free to students for the following activities:

- Cross-country skiing
- Table tennis and billiards tournaments
- Volleyball, basketball, softball, tennis, golf tournaments

Leadership Development

The Office of Student Life sponsors a Leadership Development Program. This program includes individual assistance, peer group processing, workshops, seminars, and retreats. It is free and open to all students.

Cultural and Social Programs

The Office of Student Life through its Student Program Action Council brings outstanding special performances and events to campus each trimester. Students are admitted free.

Special art and photography exhibits are offered all year long in the university Visual Arts Gallery as well as the Infinity Gallery.

Campus Student Media

The Student Communications Media Board approves all student media groups on campus that receive whole or partial funding through student fees. Students can petition for the establishment of various campus student communications media. "Take One" is an on campus student video magazine produced by students. The INNOVATOR is the bimonthly student newspaper and is the main source of information about campus life.

Music Performance Opportunities

The Division of Fine and Performing Arts offers musical performance opportunities and activities for students throughout the university. There are presently four performing groups open for participation to all students, either for credit or noncredit.

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.

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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 during the day and annually present several concerts both on and off campus.

The GSU 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 community members and students.

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. Participation is determined by audition.

Cultural and Ethnic Diversity Programs

The Office of Student Life coordinates programs that celebrate the ethnic and cultural diversity of the campus population. This recognition of the strength of cultural pluralism is fostered in special events and programs. An advisory group called the Council on Cultural Pluralism recommends programs to the Office of Student Life.

Governance

Students are encouraged to participate in the decision-making processes affecting the university. Students share in the governance processes by serving as representatives on the Student Senate, the Illinois Board of Governors, and the Illinois Board of Higher Education in addition to a number of university-wide committees.

Student Senate

Composed of twenty elected student representatives, the Student Senate is involved in all facets of student life on campus and acts as the official policy recommending body for students.

Illinois Board of Governors Universities

Each year a qualified student is elected as the university's student member of the Illinois Board of Governors Universities.

Illinois Board of Higher Education

A qualified student is also elected as a member of the Advisory Committee to the Illinois Board of Higher Education. An alternate for this position also is selected.

Counseling Center

The University Counseling Center offers services to students who wish to talk with qualified persons about educational matters, personal concerns, and career-related issues in a confidential manner. The basic commitment of the center is to help

students identify and meet individual needs; to assist in making adjustments in learning and living situations; and to enhance aspirational levels so that students may come to realize and accept their individual worth and potential. Among the various services offered are individual and/or group counseling as well as academic support and career workshops that provide information and insight to help change behavior, make decisions, and develop appropriate future plans. In some cases, referral to other resources may also be suggested.

Campus Ministries

Campus Ministries offers students of any religious persuasion an opportunity to discuss and express their spiritual values. The primary commitment of the office is to foster and facilitate spiritual growth and development. Spiritual counseling and guidance are offered on a voluntary basis. A campus ministries council composed of clergy from several denominations coordinates activities.

Model United Nations

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



DEGREE REQUIREMENTS

Degree Requirements

Bachelor's or master's degrees are awarded to students who have successfully satisfied all the requirements for a degree program. Each degree program will include a major, and, in some cases at the undergraduate level, a concentration, teaching sequence, or a minor may be part of the requirements.

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

Student Study Plan

Every degree-seeking student is required to develop a student study plan in consultation with an assigned academic advisor during the first trimester of enrollment. The student study plan will detail the requirements for the degree sought 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 which can be taken off campus and applied toward the degree.

Whenever a student applies for acceptance of additional transfer credit from another regionally-accredited institution or seeks modification to the study plan, it must be reviewed and updated. When a student changes majors or is readmitted, a new study plan must be developed and approved. The student will be subject to the admission and degree requirements in effect for the major at the time of transfer or readmission. Students choosing to take courses not specified in the study plan may find that such credit may not apply toward the degree requirements.

Residency Requirements

All degree-seeking students are required to earn a minimum of twenty-four credit hours of coursework from Governors State University prior to the award of each degree sought.

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

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

Grading and Academic Standing

The grading policy and the academic standing policy established by the university set minimum requirements for satisfactory progress toward degree requirements. They are detailed in the "Academic Policies and Information" section of this *Catalog*.

Undergraduate Requirements

Transfer Credit for Undergraduate Students

In general these requirements apply to credits being transferred from regionally - accredited institutions to majors, except the Board of Governors Bachelor of Arts Program. Policies for that program are described in the section on "Undergraduate Studies" in this *Catalog*.

Transfer of Prior Credits

The decision to accept transfer credit previously earned should be made before enrollment in courses at Governors State University to avoid duplication. The transfer decision must be made no later than the end of the first term of enrollment. Previously earned transfer credit will not be considered after enrollment in a second trimester at Governors State University. The student's study plan should be completed no later than during the first trimester of enrollment and will acknowledge credits accepted toward degree requirements. No more than fifteen (15) credit hours earned as an undergraduate student-at-large may be included in an approved undergraduate student study plan.

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

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

Transfer credit applied to meet university liberal education requirements at the lower-division or upper-division level must have a grade of "C" or better or "P" (pass).

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

Post-Admission Transfer Credits

After admission to a degree program, additional transfer credit will not be accepted from another institution *unless* permission to apply such credit toward degree requirements was obtained from the student's academic advisor and the dean or the dean's designee *before* taking coursework at another institution. Only courses with grades of "C" or better will be accepted in transfer after matriculation to a degree program.

Applicants seeking admission based on credit/degree(s) earned at accredited universities from out of state or distant from Governors State University must petition for admission through the University Committee on Readmissions and Special Admissions. Applicants seeking to transfer credit from accredited universities from out of state or distant from Governors State University toward degree requirements must petition the dean of the college in which the major is offered.

Graduation Requirements for a Bachelor's Degree

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

1. Complete a minimum of 120 credit hours, including lower-division credit hours for admission and any upper-division level transfer credit accepted for a bachelor's degree.
2. Complete a minimum of forty-five upper-division credit hours, including any upper-division transfer credit accepted toward degree requirements. (No more than fifteen credit hours earned as an undergraduate student-at-large may be applied toward degree requirements.)
3. Satisfy the liberal education requirements.
4. Satisfy the residency requirements.
5. Demonstrate that all degree requirements have been met as defined in the student's study plan approved in the college.
6. Be in academic good standing.
7. Remove all grades of incomplete (I or E) by the graduation processing date.
8. Satisfy the requirements of the university writing and basic mathematics testing policy.
9. Meet all financial obligations to the university.
10. Complete the collegial and university procedures which cover implementation of the above requirements.

NOTE: Graduation requirements for students in the Board of Governors baccalaureate program are stipulated in the *Board of Governors Bachelor of Arts Program Administrative Guidelines* and are included in the "Undergraduate Studies" section of this *Catalog*.

Undergraduate Minors

Various academic divisions within the university offer minors which may be elected by students wishing to pursue coursework in a discipline that supplements and/or complements the major/concentration. A minor is defined as a limited course of study in a designated subject area at the undergraduate level. Students may not take a major and minor in the same discipline. A student may complete more than one minor. A minor may be awarded only at the time of completion of the bachelor's degree.

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

1. meet all university and collegial requirements for the baccalaureate degree;

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2. complete a minimum of eighteen credit hours (and a maximum of twenty-four hours) of graded coursework in a designated subject area where a minor has been approved by the university's governing board;
3. 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. At least one-half of the required credit hours must be taken from GSU. Credit hours can count toward both a major and a minor, provided they are accepted on both study plans;
4. satisfy all applicable collegial requirements, including minimum grade requirements for courses to be 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 during the trimester of expected graduation, in accordance with application procedures and deadlines described in the *Catalog* and in the trimester *Schedule of Classes*.

NOTE: The minor will appear on the official university transcript. The minor will not appear on the diploma.

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 admitted to degree-seeking status will be required to attend an orientation program prior to being allowed to register for classes. Notification of the orientation schedule will be sent to students along with admission material.

Liberal Education

All undergraduate, degree-seeking students are required to complete the following general education requirements before graduation.

General Education Requirement

Communication (Written or Oral)	6
Humanities and Arts	6
Science and Mathematics	6
Social Sciences	6
Any Combination of the Above	<u>15</u>
Total	39

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

Information on specific courses applicable to GSU liberal education requirements may be obtained from the Admissions Office or from collegial academic advisors.

Writing and Mathematics Proficiency Testing

To ensure the continued quality of undergraduate programs, all undergraduate students must take and ultimately pass university-approved examinations to assess their proficiency in writing and mathematics. These examinations must be taken 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.**

During the first trimester of enrollment, students may take the examinations twice. Students who have not passed both examinations by the end of their first trimester of enrollment will be required to enroll in instructional activity(ies) previously approved by Governors State University.

Any student who has not passed both proficiency examinations by the end of the first trimester of enrollment will be permitted to register in the second trimester for no more than six hours of courses in addition to the required instruction related to the proficiency examination(s).

Any undergraduate student who has not passed both proficiency examinations by the end of the second trimester will not be permitted to register for any courses other than the instructional activities related to the proficiency examinations.

Students will be charged a fee for any proficiency examination taken more than twice, and will be required to pay tuition and fees for instructional activities offered at Governors State University associated with the proficiency examinations.

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 will be available to students from the Office of Student Development and from their advisors.

Requirements for a Subsequent Bachelor's Degree

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

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

Graduate Requirements

Transfer Credit for Graduate Students

These requirements are intended to apply only to credits being transferred from regionally-accredited institutions to Governors State University graduate majors.

The decision to apply transfer credit, which has been earned at regionally-accredited institutions before admission, toward degree requirements for graduate majors is made by the academic advisor during the first trimester of enrollment when the student study plan is developed. The student study plan details the requirements for the degree including the number of transfer credits accepted toward the requirements.

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

Transfer credits earned ten or more years before the student's admission to a degree program will NOT be accepted toward the degree requirements unless approved by the appropriate academic dean.

No more than fifteen credit hours taken as a graduate student-at-large will be accepted toward the requirements of any degree. The application of such courses to degree requirements is governed by policies established by the university, the deans, and faculty of each college in effect at the time of admission to a degree program.

Undergraduate students in the last trimester of their studies may elect to enroll for graduate credit. A maximum of nine credit hours beyond the bachelor's requirements may be applied toward graduate degree requirements. However, undergraduates may enroll in "graduate only" (800-level) courses only with written permission of the course instructor and the dean of the college in which the course is offered.

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

Colleges may establish more stringent requirements subject to review by the Graduate Studies Council and approval by the provost before implementation.

Graduation Requirements for a Master's Degree

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

1. Complete at least thirty-two credit hours in graduate-level courses of which at least two credit hours are designated as a master's final project. (No more than fifteen credit hours earned as a graduate student-at-large may be included in a program-approved, graduate student study plan.)

2. Complete a minimum of twelve graded credit hours in graduate-only courses (numbered 800-999).
3. Complete no more than seventeen credit hours from the same faculty member, including credit hours related to the master's final project.
4. Apply to degree requirements no more than eight graduate credit hours awarded for experiential learning through the established procedures.
5. Be admitted to master's degree candidacy at least one trimester before the trimester in which the degree is to be awarded. Degree seeking students will be granted degree candidate status upon
 - a. completion of an approved graduate study plan;
 - b. completion of specified major requirements;
 - c. submission of an application for admission to candidacy and approval of the application;
 - d. verification of academic good standing at the time of award of candidacy status and maintenance of this status thereafter; and
 - e. filing the date of program approval with the Registrar's Office.
6. Complete a master's final project which can include a thesis, project, practicum/ internship, or in some other way demonstrate an integration of graduate work that is accepted by a committee of three approved faculty. Each major shall provide students with a copy of detailed procedures and specify appropriate manuals of style for the final project alternatives required in the major.
7. Complete all coursework for the degree, except the final project, within four years of admission to candidacy. The final project must be completed within five years of admission to candidacy.
8. Demonstrate that all degree requirements have been met as stipulated in the approved study plan. Credit for any course with a grade of "D" will not apply toward degree requirements.
9. Satisfy the residency requirements.
10. Be in academic good standing.
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 which cover implementation of the above requirements.

Requirements for a Subsequent Master's Degree

A student having earned a master's degree may earn a subsequent master's degree at Governors State University. The student must

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

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3. complete all requirements of the subsequent degree program as stipulated in the student study plan; and
4. meet university, college, and/or major degree requirements for the subsequent degree.

Application for Graduation

The application process for graduation begins within the first month of the term of expected graduation. Students complete an Application for Graduation and a Student Progress Report form which are available in the Registrar's Office. Upon completion of these forms, students 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.

Upon approval of the advisor, the division chairperson, and the dean/director, the application is forwarded to the Registrar's Office by the beginning of the third month of the trimester of expected graduation. There is a graduation processing fee (\$10 for undergraduates, \$15 for graduate students) charged for each application submitted to the Registrar's Office. Should, for any reason, a student not complete necessary requirements for graduation during the expected term, a subsequent application and approval process is required.

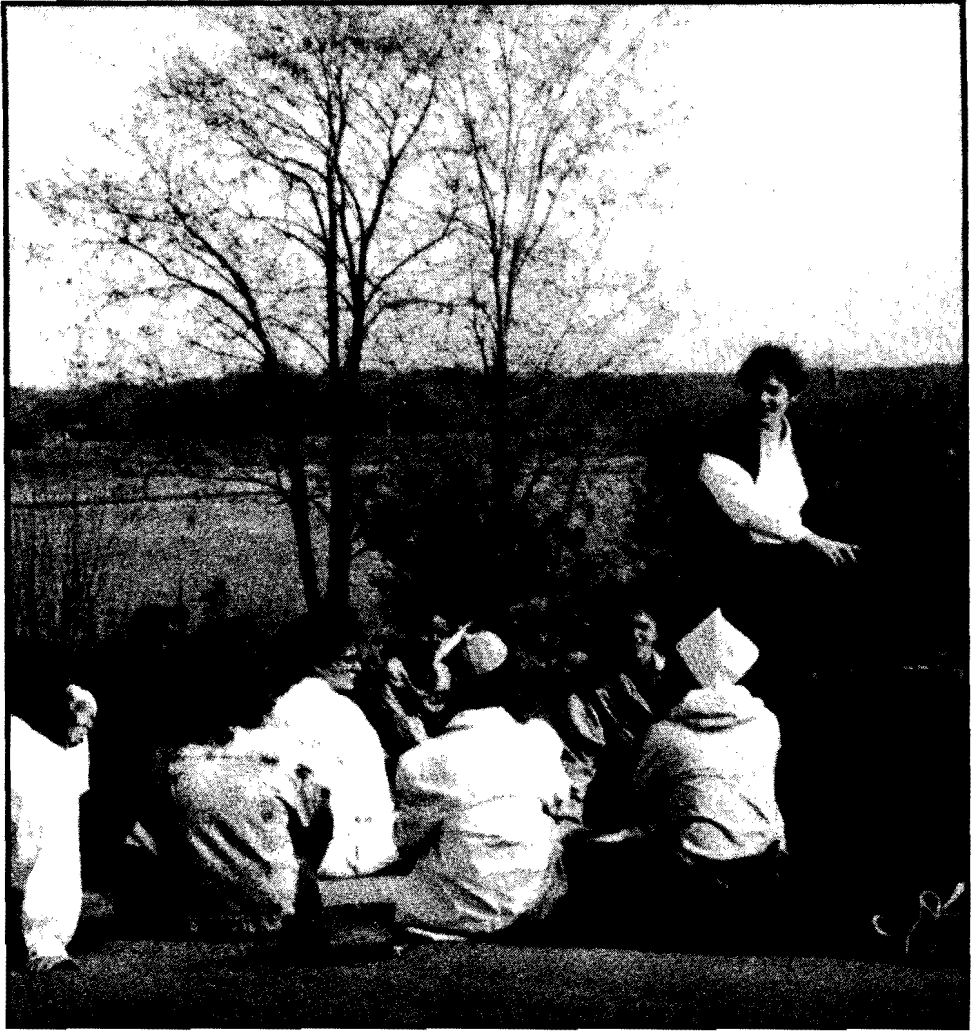
Commencement

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

Diplomas

Diplomas are awarded only upon verification of completion of all degree requirements and satisfaction of all financial obligations to the university.

A replacement diploma will be issued to the original holder, upon notarized affidavit certifying the loss or damage of the original diploma and upon payment of a \$25 fee. Replacement diplomas will be inscribed with the degree program, major, date, and student name on record at the time the degree was conferred. Duplicate diplomas are ordered only three times a year and require eight weeks for printing.



TEACHER CERTIFICATION

Teacher Certification

Programs of Study

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:

ISBE Approved Program Certificate/Endorsement

Undergraduate

Biology (Education)	Standard High School Certificate
Chemistry (Education)	Standard High School Certificate
Elementary Education	Standard Elementary Certificate
English (Education)	Standard High School Certificate
Music (Education) *	Standard Special Certificate Endorsed in Music

Graduate

Chief School Business Official	Administrative Certificate Endorsed for Chief School Business Official
Communication Disorders	Standard Special Certificate Endorsed in Speech and Language Impaired
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
School Counseling	School Service Personnel Certificate Endorsed in School Counseling
School Psychology	School Service Personnel Certificate Endorsed in School Psychology

NOTE * Governors State University is not planning to admit students to the B.A. in Music (Education). At the time of publication of this *Catalog*, the university's governing board was considering a recommendation affecting this program. Students seeking additional information about this program should contact the dean's office, College of Arts and Sciences.

Requirements for Certification through Approved Programs

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

1. have earned the required degree from an institution recognized by 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 an Elementary or High School Certificate or a Standard Special Certificate endorsed in Music;
5. be at least nineteen 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;
9. present evidence of passing the Illinois and United State constitution examinations.

Applicants for certificates or endorsements based on completion of 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.

NOTE: 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

Nondegree 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 satisfactorily complete additional course work before enrolling in student teaching.

General Education Requirements

The general education requirements for the Standard High School and the Standard Special certificates are presented in the following table. Coursework 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 applied toward general education requirements for teacher certification, even if such course(s) were used for prior degree(s).

In addition to any applicable university or major requirements, students seeking the **Standard High School or the Standard Special Certificate** (or any endorsement thereon) through completing an approved program must present evidence of course work meeting the requirements in the area of general education as listed in the following table.

General Education Requirements by Type of Certificate

General Education Area	Standard High School and Standard Special Certificates
Written Composition	6
Oral Communication	3
Mathematics	3
Biological and Physical Science (including one lab course)	9
American History	3
English Literature	3
English, Foreign Language, Art, Music, Theatre, 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

NOTE: * At least one three-hour course must be taken in non-Western or third world cultures from one of the groups of courses noted.

Students enrolled in the **M.A. in Multicategorical Special Education** seeking the Standard Special Certificate endorsed in Educable Mentally Handicapped, Learning Disabilities, and Social/Emotional Disorders must complete the distribution of forty-seven hours of general education as specified for the *Standard Special Certificate* to be recommended for certification.

Students enrolled in **Communication Disorders** seeking the Standard Special Certificate in Speech and Language Impaired must complete the distribution of forty-seven hours of general education as specified for the *Standard Special Certificate* to be recommended for certification.

Students selecting the **teacher education sequence** in the **biology, chemistry, English, or music** undergraduate majors may apply course work completed as part of the major or additional requirements toward the general education requirements as specified under the *Standard High School Certificate*. Specific general education requirements for such students are displayed elsewhere in this *Catalog*.

Professional Education Requirements

To be eligible for a Standard High School Certificate or a Standard Special Certificate endorsed in Learning Disabilities, Educable Mentally Handicapped, and Social/Emotional Disorders, students must complete professional education requirements in addition to requirements for the major and general education.

In addition to degree requirements, students enrolled in the **M.A. in Multicategorical Special Education** must complete the following professional education requirements or present equivalent work from another institution.

M.A. in Multicategorical Special Education

EDUC 310	Foundations of Education	3 *
PSYC 320	Educational Psychology	3 *
SPED 510	Survey of Exceptional Students	3
EDUC 499	Student Teaching	5

NOTE: * Students may meet this requirement with a comparable two-semester-hour course.

In addition to degree requirements, students enrolled in **Communication Disorders** who are pursuing state certification must complete the following professional education requirements or present equivalent work from another institution to be recommended for the Standard Special Certificate in Speech and Language Disorders.

Communication Disorders

EDUC 310	Foundations of Education	3 *
PSYC 329	Educational Psychology	3 *
SPED 510	Survey of Exceptional Students	3

NOTE: * Students may meet this requirement with a comparable two-semester-hour course.

Specific professional education requirements for students enrolled in undergraduate majors with **teacher education sequences** are displayed below.

B.S. in Biology with Teacher Education Sequence

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 Biology	9 *
Total	24

B.S. in Chemistry with Teacher Education Sequence

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 Chemistry	9 *
Total	24

B.A. in English with Teacher Education Sequence

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 English	9 *
Total	24

* 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 forty-two hours of general education requirements with a GPA of 2.75 or better 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 better (no grade below a "C").
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."

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B.A. in Music with Teacher Education Sequence*

NOTE *Governors State University is not planning to admit students to the B.A. in Music (Education). At the time of publication of this *Catalog*, the university's governing board was considering a recommendation affecting this program. Students seeking additional information about this program should contact the dean's office, College of Arts and Sciences.



*ACADEMIC POLICIES
AND INFORMATION*

Academic Policies and Information

The major academic policies and regulations related to grading, satisfactory progress, registration, experiential learning, student records, residency status, oral English language proficiency, and affirmative action/equal opportunity are contained in this section.

Student Responsibility

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

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

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

Grading

At the completion of the work for a course, a letter grade will be determined by the instructor. Grades provide academic evaluation and are the basis for determining academic standing. The method(s) of evaluation are described in the course syllabus.

The following letter grades are used.

- A = Superior performance
- B = Above average performance
- C = Average performance
- D = Marginal performance
- F = Failure
- P = Pass
- NC = No credit earned in a course taken under the pass/no credit grading option.

Other codes are used to identify the status of a student in a course.

- W = Student initiated withdrawal
- X = Administrative withdrawal
- I = Incomplete
- E = Extended incomplete
- M = Grade missing at time of processing
- R = Repeated course
- V = Audit. A student may register to audit a class during the add/drop period upon paying the required fee. The registration will not appear on a transcript. Registration requires instructor approval. All attendance and work is voluntary.

Grade Point Average

The following grades, with assigned grade points, are used to compute a student's grade point average.

Grade	Grade Point Value (Per Credit Hour)
A	4
B	3
C	2
D	1
F	0

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

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
Totals	15				30

Grade Point Average: 30 divided by 15 = 2.00

Pass/No Credit Option

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

Degree programs may request permission to use the pass/no credit grading option for all students for a specific course if the giving of grades can be demonstrated as a problem for the learning environment. The request must be approved by a university-wide committee as designated by the governance system. These courses will not be included in the grade point average computation.

An undergraduate degree-seeking student may choose to take a graded course on a pass/no credit basis only if the course is an elective in the student's degree program. The maximum number of elective hours which may be taken on the pass/no credit basis is twelve (12). A graduate student may not elect the pass/no credit grading option for regularly graded courses that are used to fulfill any degree requirements.

Grades shall be given by the instructor for students selecting this option and permanently recorded by the Registrar's Office. However, the grade will not be entered on the student's transcript but will be available if the student transfers to another degree program in which a grade is required.

Any student wishing to change his/her grading option for a course(s) must do so by the end of the add/drop period for the trimester in which the course(s) is (are) offered.

Incomplete Coursework

Students may request and may be granted an "I" (Incomplete) grade for a given course based on requirements established by the university and the instructor. At the time of approval of the request for the incomplete, a deadline for completion and submission of work will be established.

The completion of coursework shall be within the following limits.

Incomplete —Upon written request by a student, an instructor may assign a grade of incomplete (I) to a student provided that reasons for the non-completion of the coursework are acceptable to the instructor. The time allowed for completing unfinished coursework will be determined by the instructor but will not go beyond the twelfth week of the subsequent trimester.

Extension of Incomplete —A student may petition the instructor in writing for an extension of time beyond the time allotted by the instructor for the completion of unfinished work. An extension on the basis of extenuating circumstances beyond the student's control and/or for valid academic reasons may be recommended by the instructor, subject to the dean's approval. The extension shall not go beyond the twelfth week of the subsequent trimester.

To be eligible for graduation, all grades of incomplete (I or E) must be removed by the graduation processing date.

After the deadline for submitting work has passed, an incomplete (I) or an extended incomplete (E) will become an "F" for graded courses and an "NC" (No Credit) for pass/no credit courses.

Grade Corrections

Once a grade has been recorded on the student data base, additional work cannot be submitted to raise the grade. Furthermore, once a grade has been recorded by the registrar, corrections may be made only as the result of either of the following:

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

Repetition of Courses

A student may register again for a course. Upon completion of a repeated Governors State University course and upon filing a Repeated Course Request Form with the registrar, the transcript will reflect the most recent grade for the course which will be included in the grade point average computation; the grade for prior attempt(s) will be replaced by an "R."

Academic Credit Reporting

Academic credit is reported in three ways: (1) student grade report, (2) Grade Resubmittal Form, and (3) official transcripts (issued per student request).

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 coursework completed at Governors State University.

Grade Resubmittal Forms

In cases where "I" (Incomplete) or "M" (Missing Grade at the time of grade processing) has been assigned to students for specific courses, a Grade Resubmittal Form is printed and distributed to the faculty member immediately after student grade reports are mailed. When the student completes the coursework, the faculty member submits the Grade Resubmittal Form to the Registrar's Office. The Registrar's Office sends one copy of this form to the student indicating the grade assigned.

Official Transcripts

Official transcripts list all coursework registered for, corresponding grades or status, and grade point average. Official transcripts are issued by the Registrar's Office upon the student's written request. Transcripts are \$2 each. Transcripts are not issued for students with outstanding financial obligations to the university or for students who have an Admissions Office hold.

Academic Standing

Academic standing is defined as follows:

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

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

Probation II—If students on Probation I enroll for credit and do not achieve the minimum cumulative grade point average, they will be placed on Probation II for the next trimester.

Suspension—If students on Probation II enroll for credit and do not achieve the minimum cumulative grade point average, they will be academically suspended from the university for one year.

Students who are suspended and plan to enroll again will be subject to the provisions of the Policy on Readmissions and Special Admissions (see the “Admissions” section elsewhere in this *Catalog*). Students may appeal the length of the suspension under the provisions of this policy.

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

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

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

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

Academic Amnesty

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

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

Honors

Dean's List

Each trimester, undergraduate students who have achieved outstanding academic performance will be recognized by inclusion on the Dean's List provided they meet the following conditions.

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

Graduation with Honors

Upon completion of baccalaureate degree requirements, students will be awarded "honors" or "high honors" if they have

1. completed at least twenty-four (24) graded credit hours in GSU coursework,
2. a cumulative GSU grade point average of 3.80-3.94 ("honors"), or
3. a cumulative GSU grade point average of 3.95-4.00 ("high honors").

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

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 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*.

Registration

Continuing Student Status

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

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

Special Registration Permission

Special registration permission is required when students wish to enroll for more than sixteen hours during any trimester or more than nine hours in either Block 2 or 3. Students planning to enroll for Block 2 (courses in the first half of the trimester) or Block 3 (courses in the last half of the trimester), in addition to Block 1 courses (full trimester courses), should contact the Registrar's Office to determine if special registration permission is required.

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

Audit Registration

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

Because the courses offered at Governors State University are primarily intended for students registering for academic credit, auditors may register only during the add/drop and late registration period. Audit registration requires the approval of the instructor. All attendance and work is voluntary. Auditors are granted limited library privileges and are restricted to in-library use of materials.

Auditors pay a \$20 fee per course. A change from audit to credit registration or from credit to audit registration must be accomplished by the end of the add/drop and late registration period.

Audit registrations do not appear on the academic transcript.

Independent Study

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

The following restrictions apply to independent study.

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

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

Independent study credit hours may be applied toward residency requirements.

University Hold List

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

Immunization Certification

Illinois law, effective July 1, 1989, 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, admitted to and enrolling in the university for fall 1989 trimester and thereafter, are required to present appropriate certification of immunization. Those who have not done so will not be eligible to register for a subsequent term(s) until this requirement is met.

The Illinois Department of Public Health is currently in the process of finalizing procedures and regulations for certification and reporting. More detailed information about this requirement and procedures for certifying compliance will be available when the final regulations are established. Students required to provide certification will be notified directly at the time more specific information is available.

Withdrawal

Official Withdrawal from Courses

A student 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 or Block 3 course by completing the official Governors State University Withdrawal form, which must be submitted to the Registrar's Office on or before the specified deadlines. Specific dates for official withdrawal are published in the *Catalog* and in each trimester's *Schedule of Classes*.

The registrar may officially withdraw a student from any or all courses consistent with established Board of Governors Universities Regulations and university policies.

Academic Record

Withdrawals will appear on the student's academic record as "W." Official withdrawals will not be included in calculating a student's cumulative grade point average or academic standing.

Refunds and Procedures

Official student or university withdrawals will be subject to the university's tuition refund policy and withdrawal procedures, which are stated in the *Catalog* and *Schedule of Classes*.

Deadline for Withdrawals

No withdrawals will be accepted after the specified deadlines, unless approved by the registrar. A student must petition for exception in writing to the registrar. Appeals for exceptions to the withdrawal deadline must be received in the Registrar's Office no later than the last day of the trimester in which the course(s) is scheduled. If the appeal is rejected, the student may appeal to the appropriate collegial dean/director.

Procedures for Student Initiated Withdrawal from Courses

The request for withdrawal must be made in writing by the student by completing the withdrawal form available in the Registrar's Office.

A student receiving any form of financial aid who withdraws from a course(s) (partial or total withdrawal) must see a representative of the Office of Financial Aid for a review of his/her award.

A student who totally withdraws from all courses must have an exit interview with a designated representative of the Student Development Office. A student receiving any form of financial aid or who has an outstanding indebtedness with the university must also have an exit interview with a representative of the Business Office.

Procedures for University Initiated Withdrawal from Courses

The registrar may withdraw a student from all courses for written and 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 (Xs) do not appear on the official transcript.

Intra-University Major Changes

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

Academic standing at the time of application for transfer will be computed in accordance with the grading and academic standing policies.

Credit through Evaluation of Experiential Learning (CEEL)

Governors State University recognizes the fact that many university students are mature and bring a wealth of prior learning to the academic arena. An assumption is made that some students may acquire competencies by experiential means, that

is, through work, noncredit in-service training, and/or through a variety of learning experiences and that these competencies are relevant, useful, and verifiable. The university grants credit for prior learning and/or proficiency examination scores which are equal to or higher than acceptable levels. This credit may be used to meet admissions requirements or as credit toward a degree. The CEEL process is an option open only to students enrolled in or seeking admission to a degree program at Governors State.

To initiate the process, the student contacts an admission counselor if applying for admission, or a collegial advisor if application is being made for credit toward a degree. CEEL application forms may be obtained from collegial offices or the Office of Assessment. An assessment fee of \$30 is charged for all assessments except proficiency test and military experience credit. The gathering of necessary documents and the study and assessment of the prior learning by faculty are often time consuming. Therefore, students should begin the process at least six months before admission is desired or during their first trimester at Governors State University if the credit is to be used for completing degree requirements. Undergraduate credit may be awarded at both the lower- and upper-division levels.

The Office of Assessment conducts a special CEEL seminar each trimester to provide directions in preparing the prior learning portfolio. All students desiring to use the process are encouraged to attend the seminar. Additional information may be obtained from the Office of Assessment.

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

This policy provides a process whereby students may obtain college credit for prior experiential learning that can be equated to college coursework.

Experiential Learning Assessment

Prior experiential learning may be determined to be equivalent to credit earned for college courses based on documentation of

1. satisfactory performance on formal or professionally-normed examinations (e.g., College Level Examination Program—CLEP, Proficiency Examination Program—PEP, Defense Activity for Non-Traditional Education Support—DANTES, etc.);
2. satisfactory completion of established training or certification programs (e.g., American Council of Education, Program on Non-Collegiate Sponsored Instruction—POPONSI); and
3. the acquisition of knowledge and skills which approximate the content and outcomes of college courses.

The assessment of prior experiential learning shall be conducted through the Office of Assessment and shall consist of a process for the evaluation and review of the documentation presented in support of the experiential learning which minimally includes

- individual faculty with expertise in the areas in which credit is being sought,
- the respective collegial committee responsible for assessing CEEL packages,

- the university-wide CEEL Review Committee,
- the director of assessment, and
- the provost (or designee).

Individuals having documented experiential learning which can be equated to college courses after appropriate evaluation and review by faculty will be awarded credit by the colleges, subject to the approval of the provost and the conditions of this policy.

Academic credit for the same learning may be awarded only once.

Only after a student has been admitted to and enrolled in a degree program will credit approved through the CEEL process be recorded on his/her transcript. Credit will be recorded by the end of the trimester in which credit was awarded and the enrollment condition satisfied.

Application of CEEL Credit toward Requirements

Credit awarded for prior learning may be applied toward admission and/or degree requirements within the limits specified below for undergraduate and graduate levels. Subject to the approval of the provost, colleges may establish further restrictions on the application of credit awarded through the CEEL process.

1. Undergraduate Level

Admission Requirements—Only five percent (5%) of the total undergraduate admissions for any trimester may be admitted through the application of credit awarded through the CEEL process. Applicants may use credit awarded through the CEEL process to meet, in whole or in part, the university requirement of sixty credit hours for admission. Applicants who, after evaluation of prior learning, are not eligible for admission to the university will have a record of the evaluation kept on file. No credit will be awarded, however, until such time as they become eligible for admission, are admitted to, and enroll in a degree program.

Degree Requirements—A student may apply credit awarded through CEEL to the degree requirements specified on his/her study plan, subject to the approval of his/her advisor and collegial policies.

2. Graduate Level

Special Admission for Applicants without a Bachelor's Degree—Up to one percent (1%) of the total graduate admissions for any trimester may be admitted, through the application of credit awarded through the CEEL process, to graduate degree programs with permission of the appropriate dean and of the provost. Such applicants will apply directly to collegial graduate degree programs and will be admitted if the credit awarded through the CEEL process is judged to be equivalent to that required of a baccalaureate degree holder.

Degree Requirements—Only five percent (5%) of the total graduate students for any trimester may be awarded credit through the CEEL process. A student may apply a maximum of eight credit hours awarded through CEEL to the degree requirements specified on his/her study plan subject to the approval of his/her advisor and collegial policies.

Residency

Credit awarded through the CEEL process may not be used to meet the university residency requirement of twenty-four credit hours.

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. Picture

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 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, C-1200.

The Office of Admissions and Student Recruitment maintains records related to the student's application for admission or readmission to the university, transfer credit evaluation, and other data pertinent to the evaluation of the student's admissibility. For information, contact the Director of Admissions, Office of Admissions and Student Recruitment, C-1300.

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	E-2400
Dean, College of Business and Public Administration	C-3100
Dean, College of Education	D-3200
Dean, College of Health Professions	F-2201
Director, Board of Governors B.A. Degree Program	F-1300
Dean, Special Programs and Continuing Education	F-1300

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	C-1700
Accounting	C-1700
Cashier	C-1701
Collections	C-1700

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	C-1500
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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, Office of Student Development	B-1400
Testing Center	B-1400
Center for Learning Assistance	B-1400

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	C-1600
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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	B-1110
University Job Locator	B-1110

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, C-1200.

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 45 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 which the student is currently enrolled in 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 to disclose 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.

NOTE: 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 eighteen or more years of age.

A "minor student" is a student who is less than eighteen years of age.

An "emancipated minor student" is a completely self-supporting student who is less than eighteen years of age. Marriage or active military service shall be regarded as 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 has been supported by for a period of at least six 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.

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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 twelve 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 before a transfer by their employers to some location outside of the United States shall be considered residents. This rule shall apply, however, only when the minor children of such parents enroll in the university within five years of the time their parents are transferred by their employer to a location outside the United States.

Married Students — A nonresident student who is a United States citizen or who holds Permanent Resident, Refugee, Asylum, Parolee, or G-4 visa status with the United States Immigration and Naturalization Service, 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.

Oral English Proficiency Assessment Program

Each public university governing board is required by Illinois statute to "establish a program to assess the oral English language proficiency of all persons providing classroom instruction to students" and to "ensure that each person who is not orally proficient in the English language attain such proficiency prior to providing any classroom instruction to students." The Board of Governors Universities and Governors State University have established a program and procedures in compliance with this statute.

New Employees

Tenure Track and Temporary Teaching Faculty — As part of the search procedure, all candidates for teaching positions at the university shall be evaluated on their oral English proficiency. Each evaluation form will contain an evaluation of the candidate's oral English proficiency and instructions that candidates whose oral English proficiency is unsatisfactory shall not be recommended for appointment. In addition, each request to offer an appointment shall include an evaluation of the candidate's oral English proficiency by the department chairperson and dean.

Teaching Assistants — Each department that utilizes teaching assistants shall develop a procedure, subject to approval of the dean, for the evaluation of oral English proficiency of teaching assistants. The procedure shall require that, before receiving a classroom instruction assignment, a teaching assistant shall make an oral presentation before a committee designated by the department chairperson. The committee shall make a written recommendation to the department chairperson, who shall certify in writing to the dean that each such teaching assistant is proficient in oral English.

Continuing Employees

Each member of the teaching faculty, including those with temporary and part-time appointments, shall have her/his teaching effectiveness, which includes oral English proficiency, evaluated by the department chair at least once annually. Probationary teaching faculty will also be evaluated by department and university peers, the appropriate dean, and the president. The evaluation of a faculty member's teaching shall include consideration of the faculty member's effectiveness in her/his execution of assigned responsibilities, command of the subject matter or discipline, ability to organize, analyze, and present knowledge or material, and ability to encourage and interest students in the learning process. In addition, at least once each academic term, each faculty member who teaches shall have her/his teaching effectiveness evaluated by students. These student evaluations are to be reviewed annually by the appropriate department chair.

Student Complaints

The university has developed a procedure for receiving student complaints concerning the oral English proficiency of faculty providing classroom instruction and shall process complaints under this procedure. The university shall publish notice of such complaint procedure in the student newspaper at the beginning of each academic term and in the university *Catalog*.

Such complaints shall be investigated by the department chairperson by appropriate means, including, but not limited to, classroom visitation. If, upon completion of the investigation, the department chairperson finds the faculty member's oral English proficiency is satisfactory, the department chairperson will so notify the student, who may appeal the finding to the dean. Upon receipt of an appeal, the dean shall investigate the complaint and, if the dean finds the faculty member's oral English proficiency is satisfactory, the dean will so notify the student. In the event of such a finding, the decision of the dean shall be final.

If the department chairperson or the dean finds that the faculty member's oral English proficiency is unsatisfactory, he/she shall submit a recommendation to the president of the university (or designee) for consideration in accordance with this program. The president (or designee) will notify the student of his/her decision.

Unsatisfactory English Proficiency

If, as a result of the evaluation process or in response to a student complaint, the president (or designee) determines that a faculty member's oral English proficiency is not satisfactory, the faculty member will be relieved of his/her teaching assignment and given an alternate assignment for the remainder of the academic term. The faculty member will develop an oral English proficiency improvement plan and submit it to the department chairperson and dean. Before the beginning of the next academic term the faculty member's oral English proficiency will be reevaluated. If the president (or designee) determines that the faculty member has attained a satisfactory level of oral English proficiency, he/she may be given a teaching assignment. If the faculty member has not attained a satisfactory level of oral English proficiency, the president may (1) extend the faculty member's alternate assignment, (2) request the faculty member's resignation, or (3) not renew his/her contract or recommend termination of the faculty member's employment.

Oral English Proficiency Improvement Plans

Each faculty member whose oral English proficiency is determined to be unsatisfactory shall be personally responsible for achieving a satisfactory level of oral English proficiency. The time the faculty member spends participating in oral English proficiency improvement activities shall not be considered part of the faculty member's assignment.

Although the primary responsibility for improvement rests with the faculty member, the department chairperson, in consultation with other appropriate university personnel, will assist each such faculty member in the development of an oral English proficiency improvement plan. The plan will identify such improvement opportunities as clinical assistance and courses in English, speech communication, and communication disorders. The plan will also include specific goals, improvement activities, and a date for reevaluation of the faculty member's oral English proficiency. The faculty member will provide the department chairperson and the dean with copies of the plan.

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, religion, sex, age, national origin, or handicap 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.

In addition to its legal and moral obligation to deal with persons as individuals, there is a strongly held belief in this university that the educational process is enhanced by a faculty, staff, and student body composed of persons from different ethnic groups, backgrounds, and experience. The Affirmative Action Plan explains more fully the university's commitment and may be reviewed by all concerned in the University Library. The plan and its policies represent an attempt to foster provision of equal opportunity and affirmative action by the university in its roles of educator, employer, and purchaser of goods and services.

Auxiliary Services for Handicapped Students

Governors State University complies with Section 504 of the Rehabilitation Act of 1973 which states that "No otherwise qualified handicapped individual...shall, solely by reason of his (or her) handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." The following information is provided to assist those handicapped students seeking auxiliary aids, academic adjustments, or other special services.

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 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.

The provision of auxiliary assistance is the primary responsibility of the State of Illinois Department of Rehabilitation Services (DORS). However, a student may receive consideration of such requests in advance of DORS action if there is a substantial delay on the part of DORS due to no fault of the student. If the request for assistance is denied by DORS, Governors State University's provision of auxiliary aids, academic adjustments, or other special services will be based upon a case by case analysis of an individual student's need. Auxiliary aids, academic adjustments, or other special services determined to be necessary will be provided at no cost to the student.

To be considered for auxiliary aids, academic adjustments, or other special services students must:

1. apply to their local Department of Rehabilitation Services office at least three (3) months before attending the university to allow time for DORS funds to be allocated;
2. notify the Office of Student Development at least six (6) weeks before the first day of classes. Such notice is required to give the student and the various academic and service areas a reasonable period of time in which to determine whether the assistance is necessary for the student's participation in the course work desired, to identify the resources for necessary assistance, and to determine whether the requirements of this policy have been met;
3. be admitted to and/or enrolled in the university.
4. be handicapped and submit current evidence of the impact of this handicap on his/her access to learning in a specific learning environment, if so requested. If necessary, the student shall submit to any diagnostic procedures required to ascertain the student's eligibility for auxiliary aids.

Students who believe they have been discriminated against on the basis of a handicap can seek resolution through the Student Grievance Procedure. Information and consultation on these procedures are available through the Office of the Dean of Student Affairs and Services.

Sexual Harassment

As part of the university's affirmative action plan to ensure equal education and employment opportunity, the following sexual harassment policy has been adopted.

Definition

Sexual Harassment: any unwelcome sexual advance, request for sexual favors, and other verbal or physical conduct of a sexual nature when

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
2. submission to, or rejection of, such conduct by an individual is used as a basis for academic or employment decisions affecting that individual; and

3. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

Policy

Governors State University will not tolerate sexual harassment of students or employees and will take action to provide remedies when such harassment is discovered. The university environment must be free of sexual harassment in work and study.

To eliminate sexual harassment, the university will distribute this policy to all units of the institution and will process complaints in the manner set forth below. Where sexual harassment is found to exist, appropriate disciplinary action will be taken.

Procedures

Consultation—Individuals who believe they have been sexually harassed may seek the counsel of a number of university units or offices. Each of the following counseling sources can discuss alternatives, provide information, and act as a referral source to other units and offices. *All discussions will be confidential.*

1. Student Counseling Center
2. Deans, Division Chairpersons, Director of Personnel
3. Affirmative Action Officer

Conciliation—In addition to providing advice and information, the deans, division chairpersons, director of personnel, and affirmative action officer may undertake conciliation in an effort to resolve the complaint.

Using the Grievance Process—If individuals desire to pursue resolution of the matter beyond the conciliation stage, they should utilize appropriate and existing grievance procedures for claims of discrimination. The following guidelines apply.

1. The University Professionals of Illinois campus representative will receive complaints from faculty members in the UPI bargaining unit in accordance with the provisions of the grievance procedure specified by the UPI collective bargaining agreement.
2. The director of personnel will receive complaints from civil service employees who are not members of a bargaining unit in accordance with the provisions of the Civil Service Grievance Procedures.
3. The director of personnel will advise civil service employees who are members of a bargaining unit on the submission of complaints in accordance with the provisions of the appropriate collective bargaining agreement.
4. The appropriate vice president will receive complaints from administrative and professional employees in accordance with the provisions of the Professional Grievance Procedures.
5. The dean of student affairs and services will receive complaints from students in accordance with the provisions of Student Grievance Procedures.
6. The affirmative action officer will receive complaints from individuals not covered by items 1 through 5 above.

Sanctions and/or Disciplinary Action

The university will take disciplinary action if, as a result of the complaint process described above, it is determined that sexual harassment has occurred. Disciplinary action shall include (but shall not be limited to) counseling, written reprimand, transfer, modification of duties, demotion, suspension without pay, and termination of employment.

Accommodation for Students' 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.

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

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

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

Policy on Drug and Alcohol Abuse

Governors State University has adopted this policy to inform faculty, staff, and students about the adverse effects of drug and alcohol abuse, standards of conduct, disciplinary and legal sanctions related to such use or abuse; and to advise them regarding available counseling and rehabilitation services with the intent of fully complying with any current or future requirements, regulations, or interpretations developed related to the Federal Drug-Free Schools and Communities Act Amendments of 1989.

Standards of Conduct

All students and employees are prohibited from the unlawful possession, use, or distribution of illicit drugs and alcohol or the abuse of alcohol on university property or in connection with any university activity.

Disciplinary Sanctions for Students

The following disciplinary sanctions consistent with local, state, and federal law, may be imposed for violation of the standards of conduct cited in this policy: loss of privilege; restitution; mandatory participation in an approved drug and/or alcohol abuse treatment program, rehabilitation, and/or re-entry program; probation; suspension; summary suspension; or dismissal. Where appropriate, referral for prosecution may be made. One or more sanctions may be imposed. A complete description of the applicable legal sanctions under state and federal law for unlawful possession or distribution of illicit drugs and alcohol is included in the Student Conduct Code.

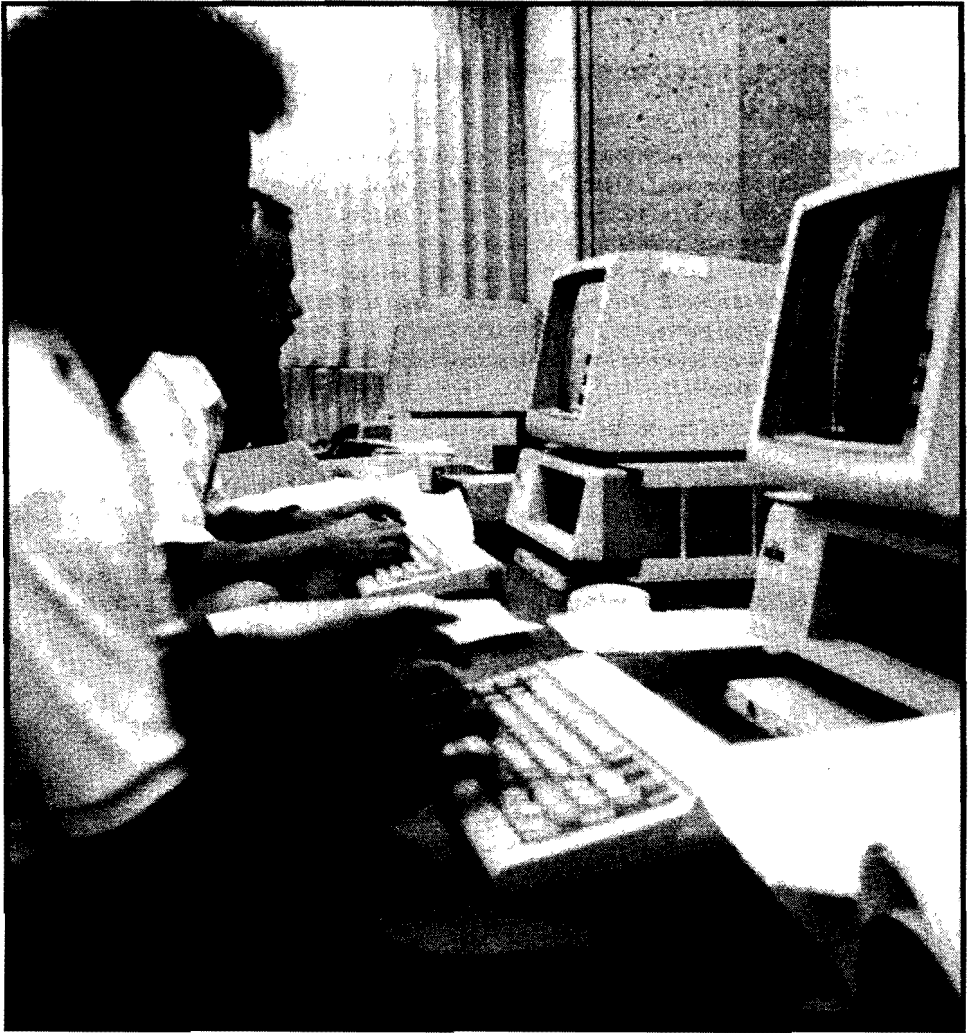
Health Risks

A description of the health risks associated with the use of illicit drugs and the abuse of alcohol is included in the *Student Handbook*.

Counseling, Treatment, Rehabilitation, or Re-Entry Programs for Students

The university has designated a member of its professional counseling staff to provide initial counseling assistance to students with problems and/or concerns related to the use and/or abuse of drugs and/or alcohol. Those students who seek university counseling assistance will also be referred to an appropriate community agency or health facility for more in-depth assessment and long term treatment. Because Governors State University is a commuter institution, students represent a broad geographical service region. The university has developed a directory of counseling agencies and health facilities to reflect this broad region to assist with appropriate referral.

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 Office of Student Life will provide periodic workshops and seminars about health risks, and university disciplinary as well as the legal sanctions related to the use, manufacture, sale, and/or distribution of drugs and alcohol. In addition, the Office of Student Life will display and make available for distribution materials in various locations in the university to further assist in preventative education.



UNDERGRADUATE STUDIES —————

Undergraduate Studies

The goal of undergraduate programs is to encourage the development of the individual's values and talents which may be employed in solving the problems of a complex society. Special emphasis is directed to the development of 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 for undergraduate study at Governors State University is to extend the educational opportunities of students who have completed the equivalent of two or more years of college work. Baccalaureate degree programs build on this foundation and offer an integrated two years of study to fulfill degree requirements. Degree candidates should approach their academic careers with a sense of what they have already accomplished as well as that which remains to be achieved.

Articulation Agreements

To minimize transfer problems for students, Governors State University and area community colleges have developed articulation agreements that help students plan a four-year degree program beginning at the community college and finishing at Governors State. These agreements assure smooth transition from lower-division study to upper-division study and completion of a bachelor's degree.

Undergraduate Student Status

Undergraduate degree-seeking students are those who meet the established admission requirements of the university and college as well as those for the specific bachelor's degree sought.

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

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

Orientation

All undergraduate students admitted to degree-seeking status will be required to attend an orientation program prior to being allowed to register for classes. Notification of the orientation schedule will be sent to students along with admission material.

Liberal Education and Writing and Basic Mathematics Testing

To ensure the continued quality of undergraduate degree programs, the university has implemented a liberal education policy and testing policy for writing and mathematics skills. All undergraduate students must comply with these policies as a part of the requirements for a bachelor's degree. Further information is available in the section on "Degree Requirements" in this *Catalog*.

Undergraduate Degree Programs Offered

Major/Concentration/ Sequence	Degree Available	College
Art	Bachelor of Arts (B.A.)	Arts and Sciences
Biology <i>Teacher Education</i>	Bachelor of Science (B.S.)	Arts and Sciences
Board of Governors Degree	Bachelor of Arts (B.A.)	
Business Administration <i>Accounting</i> <i>Finance</i> <i>Management Information Systems</i> <i>Marketing</i> <i>Personnel Management & Labor Relations</i> <i>Production Management*</i>	Bachelor of Arts (B.A.)	Business and Public Administration
Business and Technology <i>Industrial Management and Supervision*</i> <i>Small Business Management and Retailing*</i>	Bachelor of Arts (B.A.)	Business and Public Administration
Chemistry <i>Teacher Education</i>	Bachelor of Science (B.S.)	Arts and Sciences
Communication Disorders	Bachelor of Health Science (B.H.S.)	Health Professions
Computer Science	Bachelor of Science (B.S.)	Arts and Sciences
Criminal Justice	Bachelor of Arts (B.A.)	Business and Public Administration
Elementary Education	Bachelor of Arts (B.A.)	Education
English <i>Teacher Education</i>	Bachelor of Arts (B.A.)	Arts and Sciences
Health Administration	Bachelor of Health Administration (B.H.A.)	Health Professions

Media Communications	Bachelor of Arts (B.A.)	Arts and Sciences
Medical Technology*	Bachelor of Health Science (B.H.S.)	Health Professions
Music* <i>Teacher Education*</i>	Bachelor of Arts (B.A.)	Arts and Sciences
Nursing	Bachelor of Science (B.S.)	Health Professions
Office Administration	Bachelor of Arts (B.A.)	Business and Public Administration
Psychology <i>Mental Health</i>	Bachelor of Arts (B.A.)	Education
Public Administration	Bachelor of Arts (B.A.)	Business and Public Administration
Social Sciences	Bachelor of Arts (B.A.)	Arts and Sciences
Social Work	Bachelor of Social Work (B.S.W.)	Health Professions
Speech-Communication Studies*	Bachelor of Arts (B.A.)	Arts and Sciences

Minors**College**

Alcoholism and Drug Abuse Sciences	Health Professions
Computer Science	Arts and Sciences
Mathematics	Arts and Sciences
Psychology	Education
Speech-Communication Studies*	Arts and Sciences

NOTE: * Governors State University is not planning to admit students to the Production Management concentration of the B.A. in Business Administration, the Industrial Management and Supervision and the Small Business Management and Retailing concentrations of the B.A. in Business and Technology, the B.H.S. in Medical Technology, the B.A. in Music, the B.A. in Music with Teacher Education sequence, the B.A. in Speech-Communication Studies, and the Speech-Communication Studies minor. At the time of publication of this *Catalog*, the university's governing board was considering recommendations affecting these programs. Students seeking additional information about one of these programs should contact the dean's office of the college through which the program is offered.



Board of Governors Degree Program

Bachelor of Arts (B.A.)

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

The Board of Governors system-wide program was the recipient of the Theodore G. Mitau award in 1982. The award was given by the American Association of State Colleges and Universities which chose the program as one of the top six innovative programs offered at state institutions throughout the United States. The 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 6,500 students and has graduated more than 1,900 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 is also 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 are also encouraged to use proficiency examinations such as the College Level Examination Program (CLEP) and the American College Testing Program Proficiency Examination Program (ACT-PEP) as an alternate method to acquire nonacademic learning credit.

Admission Requirements

A student begins the admission process by submitting an undergraduate application for admission to the Office of Admissions 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 a total of 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. If a student has left a previous college for academic reasons, he/she may not be admitted to the Board of Governors Degree Program for six months following 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.

Degree Requirements

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

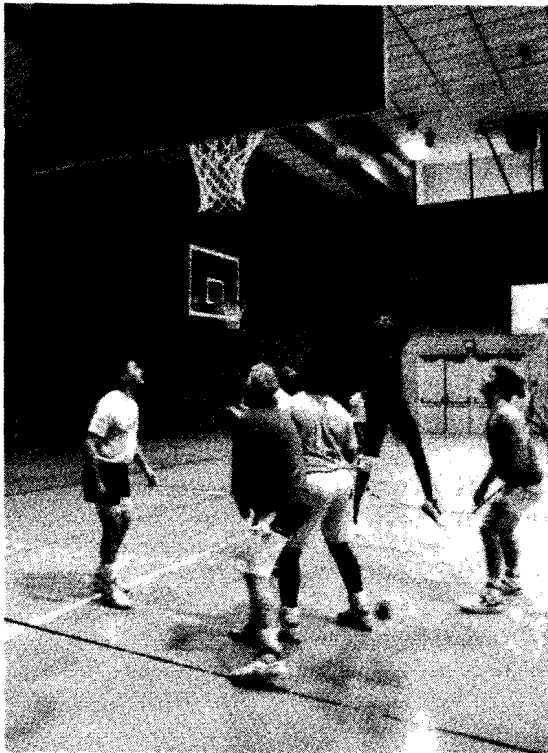
Students must have earned

1. 120 total credit hours or equivalent;
2. 40 credit hours or equivalent at the upper-division (junior-senior) level;
3. 15 credit hours at one Board of Governors university or from a combination of Board of Governors universities;
4. 12 credit hours each in social science, natural science/mathematics, and humanities earned in any combination or under any approved method.

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

Governors State University offers undergraduate courses for Board of Governors Degree Program 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 work, and who are applying for admission on the basis of credit for prior learning 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.



College of Arts and Sciences

Art (B.A.)

Biology (B.S.)

Chemistry (B.S.)

Computer Science (B.S.)

English (B.A.)

Media Communications (B.A.)

Music (B.A.)*

Social Sciences (B.A.)

Speech-Communication Studies (B.A.)*

Minors

Computer Science

Mathematics

Speech-Communication Studies*

NOTE: * Governors State University is not planning to admit students to the B.A. in Music, the B.A. in Speech-Communication Studies and the minor in Speech-Communication Studies. At the time of publication of this *Catalog*, the university's governing board was considering recommendations affecting these programs. Students seeking additional information about one of these programs should contact the dean's office, College of Arts and Science.

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 specific degree programs offered by the college seek to develop a student's ability to discover new knowledge and prepare for the future.

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. The college also provides learning experiences that encourage students to apply the liberal arts tradition to the world of work. Students have the opportunity to study in such growing fields as media, photography, and communication.

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 workshops and conferences on such diverse topics as global studies, language and culture, race, communication, energy, science, and science education.

Certification

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

Collegial Policies

General Admission and Degree Requirements

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

Major Specific Requirements

Following are detailed requirements for undergraduate majors, sequences, and minors in the College of Arts and Sciences. The information presented for each major and/or sequence reflects the total hours required for the baccalaureate degree. Some majors have special admission requirements in addition to university requirements. These admission requirements are noted where they apply. The specific degree requirements for each major and sequence are noted as well.

Student Study Plans

Students will develop a study plan during the first term of enrollment. Credits earned before admission will be applied toward degree requirements where equivalencies exist, or as elective credit, as outlined in the policy on transfer credit. After application of transfer credit, proficiency credit, and/or experiential learning credit, the study plan details the remaining courses/credits that are required to graduate with the specific major/sequence.

Art

The Art major at Governors State University 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 are 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.

The B.A. degree in Art 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.

Recommended Preparation

Before admission, students should have completed at least eighteen hours in art studio and/or art history or related courses appropriate to their educational goals distributed as follows: six hours in art history; six hours in two-dimensional and three-dimensional design; and either six hours in drawing (for students interested in studio art) or three hours in art history and three hours in a related field such as history, literature, anthropology, philosophy, or art studio. Deficiencies must be completed during the first three trimesters of enrollment.

In addition, students must submit examples of previous work such as drawings, prints, photographs, research papers, paintings, or sculptures which will be reviewed during the admissions interviews.

Degree Requirements

Core Requirements

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Art History	6
Two- and Three-Dimensional Design	6
<i>Select either:</i>	
Drawing	6
(Required for art studio students)	
or	
Art History	3
History, Literature, Anthropology, Philosophy, or Art Studio	3
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

Additional Requirements

36

Written or Oral Communication	6
Science and Mathematics	6
Social Sciences	6

Select at least **three** hours from among non-Western art courses:

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

Select at least **three** hours from among Western art courses:

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

In consultation with advisor, select **twelve** hours from among the following courses supporting the student's educational goals:

Art History

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

Design

ART	426	Illustration/Typography	3
ART	503	Stained Glass	3
ART	509	Computer Aided Design	3
PHOT	541	Photography: Graphic Applications	3
PHOT	546	Electronically Enhanced Photo Imagery	3

Painting/Drawing

ART	501	Drawing: Life Study	2,3
ART	502	Drawing: Combined Media	3
ART	555	Painting Composition	2,3
ART	558	Painting and Drawing Composition	2,3
ART	561	Painting: Development of a Theme	2,3
ART	563	Painting: Multi-Level	2,3

Photography		
PHOT	300 Photography	3
PHOT	305 Advanced Photographic Techniques	3
PHOT	410 Photographic Theory	3
PHOT	440 Studio Photography	3
PHOT	443 Photographic Portraiture	3
PHOT	450 Photojournalism	3
PHOT	530 Color Photography: Positive Processes	3
PHOT	531 Color Photography: Negative Processes	3
PHOT	535 Non-Silver Photographic Processes	3
PHOT	555 Documentary Photography	3
PHOT	560 Photographic Equivalence Studies	3

Printmaking

ART	571 Printmaking: Lithography	3
ART	572 Printmaking: Waterbase Silkscreen	3
ART	573 Printmaking: Woodcut	3
ART	574 Printmaking: Intaglio	3
ART	581 Printmaking: Advanced Studio	3
ART	582 Printmaking: Combined Media	3

Sculpture

ART	404 Pottery	3
ART	532 Sculpture: Multi-Level	3
ART	533 Sculpture: Combined Media	3
ART	535 Metal Sculpture	3
ART	541 Wood Sculpture	3
ART	543 Ceramic Sculpture	3
ART	545 Figure Sculpture	3

Electives (Lower- and Upper-Division)	48
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Total	120
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Biology

The curriculum for the Bachelor of Science 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 Master of Science degree 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. A teacher education sequence is available for the student who is interested in a career in science teaching at the secondary level.

Recommended Preparation

Before admission, students should have completed the following minimum hours of lower-division 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 three hours of college algebra. Deficiencies must be completed during the first three trimesters of enrollment. Some courses may not be available at Governors State University.

Teacher Certification

In addition to the recommended preparation specified above, students seeking certification to teach at the secondary level should complete as much course work as possible that is applicable to the general education requirements listed in the “Teacher Certification” section in this *Catalog*. The curriculum as displayed below under “Degree Requirements — Major with Teacher Education Sequence” 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. Students seeking teacher certification must meet additional requirements listed in the “Teacher Certification” section elsewhere in this *Catalog*.

Degree Requirements — Major Only

Core Requirements

39

	General Biology with Laboratory	8
	Botany with Laboratory	3
	Zoology with Laboratory	3
BIOL 322	Ecology: Basic Principles	3
BIOL 340	Genetics	3
BIOL 360	Comparative Anatomy	3
BIOL 361	Comparative Anatomy Laboratory	1
BIOL 370	Cell Biology	2
BIOL 371	Cell Biology Laboratory	1
BIOL 430	Microbiology	3
BIOL 431	Microbiology Laboratory	1
BIOL 450	Animal Physiology	3
BIOL 451	Animal Physiology Laboratory	1
BIOL 460	Plant Physiology Lecture	3
BIOL 461	Plant Physiology Laboratory	1

Additional Requirements

62

	Oral and Written Communication	6
	Social Sciences	6
	Humanities, Art, Music	6
	General Chemistry with Laboratory	8
	Organic Chemistry with Laboratory	8
	College Algebra	3
BIOL 455	Ecology of Animal Behavior	3
MATH 355	Applied Calculus	3
PHYS 352	Intermediate Physics I	3
PHYS 353	Intermediate Physics I Laboratory	1
STAT 520	Statistical Methods	3

112 Biology

Select three hours:

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

Select nine hours:

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
CHEM	315	Analytical Chemistry	3
CHEM	316	Analytical Chemistry Laboratory	2
CHEM	544	Biochemistry: Lecture	3
CHEM	545	Biochemistry: Laboratory	1
CHEM	744	Analytical Biochemistry	2
CHEM	745	Analytical Biochemistry Laboratory	1

Electives (Lower- and Upper-Division) 19

Total 120

Degree Requirements — Major with Teacher Education Sequence

In addition to meeting university requirements, students seeking teacher certification must 1) have an overall GPA of at least 2.5 with no individual course grade below “C” in professional education courses; 2) complete a minimum of 100 hours of supervised pre-student teaching experiences; 3) provide evidence of successful completion of the Illinois and U.S. Constitution examinations; and 4) complete course work meeting general and professional education requirements listed under “Teacher Certification” elsewhere in this *Catalog*.

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. See the “Teacher Certification” section elsewhere in this *Catalog* for additional information.

Core Requirements	39
(See Biology.)	
Additional Requirements	32
General Chemistry with Laboratory	8
Organic Chemistry with Laboratory	8
College Algebra	3
MATH 355 Applied Calculus	3
PHYS 352 Intermediate Physics I	3
PHYS 353 Intermediate Physics I Laboratory	1
STAT 520 Statistical Methods	3
<i>Select three hours:</i>	
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
Teacher Education Sequence	59
General Education Requirements	
Written Composition	6
Oral Communication	3
American History	3
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
Professional Education Requirements	
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 Science	3
EDUC 499 Student Teaching: Secondary Biology	9
Total	130

NOTE: * At least one three-hour course must be taken in non-Western or third world cultures from either group of courses.

Chemistry

The curriculum for the Bachelor of Science 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 Master of Science degree program in Analytical Chemistry at Governors State University. A teacher education sequence is available for the student who is interested in a career in science teaching at the secondary level.

Recommended Preparation

Before admission, applicants should have completed the following minimum hours of lower-division 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. Deficiencies must be completed during the first three trimesters of enrollment. Some courses may not be available at Governors State University.

Teacher Certification

In addition to the recommended preparation specified above, students seeking certification to teach at the secondary level should complete as much course work as possible that is applicable to the general education requirements listed in the "Teacher Certification" section elsewhere in this *Catalog*. The curriculum as displayed below under "**Degree Requirements — Major with Teacher Education Sequence**" is approved by the Illinois State Board of Education and leads to the Standard High School Certificate qualifying students to teach chemistry. Students seeking teacher certification must meet additional requirements listed in the "Teacher Certification" section elsewhere in this *Catalog*.

Degree Requirements — Major Only

Core Requirements		41
	General Chemistry with Laboratory	8
	Organic Chemistry with Laboratory	8
CHEM 315	Analytical Chemistry	3
CHEM 316	Analytical Chemistry Laboratory	2
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 544	Biochemistry: Lecture	3
CHEM 545	Biochemistry: Laboratory	1

Additional Requirements	57
Oral and Written Communication	6
Social Sciences	6
Humanities, Art, Music	6
Calculus	8
Physics with Laboratory	8
CHEM 455 Chemical Literature	1
MATH 455 Differential Equations	3
STAT 520 Statistical Methods	3
<i>Select three hours:</i>	
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
<i>Select ten hours:</i>	
CHEM 505 Environmental Chemistry Lecture	3
CHEM 506 Environmental Chemistry Laboratory	1
CHEM 510 Water Quality Analysis	2
CHEM 511 Water Quality Analysis Laboratory	1
CHEM 530 Physical Chemistry III	3
CHEM 550 Polymer Chemistry	3
STAT 521 Statistical Methods Laboratory	1
<i>Select three hours:</i>	
BIOL 370 Cell Biology	2
BIOL 371 Cell Biology Laboratory	1
BIOL 516 Human Genetics	3
Electives (Lower- and Upper-Division)	22
Total	120

Degree Requirements — Major with Teacher Education Sequence

In addition to meeting university requirements, students seeking teacher certification must 1) have an overall GPA of at least 2.5 with no individual course grade below "C" in professional education courses; 2) complete a minimum of 100 hours of supervised pre-student teaching experiences; 3) provide evidence of successful completion of the Illinois and U.S. Constitution examinations; and 4) complete course work meeting general and professional education requirements listed in the "Teacher Certification" section elsewhere in this *Catalog*.

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. See the "Teacher Certification" section elsewhere in this *Catalog* for additional information.

Core Requirements	41
(See Chemistry.)	
Additional Requirements	29
Calculus	8
Physics with Laboratory	8
CHEM 505 Environmental Chemistry Lecture	3
CHEM 506 Environmental Chemistry Laboratory	1
STAT 520 Statistical Methods	3
<i>Select three hours:</i>	
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
<i>Select three hours:</i>	
BIOL 370 Cell Biology	2
BIOL 371 Cell Biology Laboratory	1
BIOL 516 Human Genetics	3
Teacher Education Sequence	59
General Education Requirements	
Written Composition	6
Oral Communication	3
American History	3
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
Professional Education Requirements	
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 Chemistry	9
Total	129

NOTE: * At least one three-hour course must be taken in non-Western or third world cultures from either group of courses.

Computer Science

The Bachelor of Science degree 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; government at local, state, and federal agencies; research and technical organizations, as programmers, information analysts, systems designers, and software engineers. The curriculum also prepares students for graduate work in computer science.

Recommended Preparation

While a computer science or data processing background is strongly recommended, a student without the requisite background may enroll in the major. However, to enroll in a 400-level course in computer science or mathematics, a student seeking a major in computer science must have earned a grade of "C" or better in the prerequisite(s) for that course. The recommended preparatory courses and credit hours are as follows:

Pascal Programming	3
High-level programming languages (e.g., COBOL, FORTRAN, BASIC, PL/1, RPG, etc.)	6
Assembly Language	3
Systems Analysis	3
College Algebra	3

In addition to specified prerequisite courses, students admitted without an A.A. or A.S. degree should have completed the following liberal education course work before admission, otherwise more than 120 hours may be required for graduation:

Physical/Biological Sciences (including a two semester sequence in a laboratory sequence)	8
Written and Oral Communication	6
Social Sciences	6
Arts and Humanities	6

Degree Requirements

Core Requirements

Pascal Programming	3
Computer Programming, high-level languages (e.g., COBOL, FORTRAN, PL/1, BASIC, RPG, etc.)	3
Assembly Language	3
Systems Analysis	3
CPSC 344 Computer Programming: C	3
CPSC 405 Computer Organization	3
CPSC 415 Data Structures	3
CPSC 420 Software Engineering	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
CPSC	464	Computer Science Project Planning	1
CPSC	465	Computer Science Project Implementation	2

Additional Requirements**48**

		College Algebra	3
		Physical/Biological Sciences (including a two semester sequence in a laboratory science)	8
		Written and Oral Communication	6
		Social Sciences.....	6
		Arts and Humanities	6
MATH	340	Discrete Mathematics	3
MATH	355	Applied Calculus	3
MATH	440	Linear Algebra	3
STAT	520	Statistical Methods	3
STAT	521	Statistical Methods Laboratory	1
		<i>Select six hours from among the following courses or other 400-level computer science application courses with advisor's approval:</i>	
CPSC	441	Introduction to Data Communications	3
CPSC	442	Introduction to Computer Networks	3
CPSC	443	Computer Programming: Advanced C or CPSC 444 Computer Programming: Advanced PASCAL	3
CPSC	452	Advanced COBOL and CICS	3
CPSC	458	Database Programming	3
CPSC	460	Computer Graphics and Computer Aided Designs	3
CPSC	462	Numerical Algorithms	3

Electives (Lower- and Upper-Division)**30****Total****120****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.

Students may complete the following requirements of the computer science minor at the lower-division level: Introduction to Computer Technology (equivalent to

CPSC305); high-level programming languages (e.g., COBOL, FORTRAN, PL/1, BASIC, RPG, etc.); Assembly Language (equivalent to CPSC360); Systems Analysis (equivalent to CPSC370); and college algebra. To enroll in a 400-level course in computer science or mathematics the student seeking a minor in computer science must have earned a grade of "C" or better in the prerequisite(s) for that course.

Requirements for the Minor

CPSC	305	Introduction to Computer Technology	3
MATH	325	College Algebra	3
MATH	340	Discrete Mathematics	3
CPSC	340	Computer Programming: PASCAL 3 High-level programming languages (e.g., COBOL, FORTRAN, PL/1, BASIC, RPG, etc.)	3
CPSC	360	Computer Programming: Basic Assembly Language	3
CPSC	370	Systems Analysis and Design	3
CPSC	405	Computer Organization	3

Total

24

English

The undergraduate English major 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, English education, or related interests in the humanities. A teacher education sequence is available for the student who is interested in a career in teaching English at the secondary level.

Recommended Preparation

To graduate with 120 hours, a student should have completed the following course work before admission: six hours in composition, six hours in arts/humanities, six hours in social sciences, and six hours in science/mathematics. A background in literature and composition is encouraged.

Teacher Certification

Before admission, students seeking certification to teach at the secondary level should complete as much course work as possible that is applicable to the general education requirements listed in the "Teacher Certification" section elsewhere in

this *Catalog*. The curriculum as displayed below under “Degree Requirements — Major with Teacher Education Sequence” is approved by the Illinois State Board of Education and leads to the Standard High School Certificate qualifying students to teach English. Students seeking teacher certification must meet additional requirements listed in the “Teacher Certification” section elsewhere in this *Catalog*.

Degree Requirements—Major Only

Core Requirements	45
Written Communication	6
Arts and Humanities	6
English Literature I & II	6 *
American Literature I & II	6 *
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
 Additional Requirements	 18
PHIL 542 Ethics (or equivalent)	3 **
Social Sciences	9 **
Science/Mathematics	6 **
 Electives (Lower and Upper Division)	 57
 Total	 120

NOTES: * Generally these requirements would be met by completing ENGL311, ENGL312, ENGL321, and ENGL322. Program faculty may evaluate a concentration of lower-division literature courses as equivalent to one or more of these courses.

** Identified in conjunction with academic advisor and reflected on the student’s approved study plan.

Degree Requirements — Major with Teacher Education Sequence

In addition to meeting university requirements, students seeking teacher certification must 1) have an overall GPA of at least 2.5 with no individual course grade below “C” in professional education courses; 2) complete a minimum of 100 hours of supervised pre-student teaching experience; 3) provide evidence of successful completion of the Illinois and U.S. Constitution examinations; and 4) complete course work meeting general and professional education requirements listed under “Teacher Certification” elsewhere in this *Catalog*.

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. See the "Teacher Certification" section elsewhere in this *Catalog* for additional information.

Core Requirements 45
(See English.)

Teacher Education Sequence 53

General Education Requirements

- 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 (including at least one three-hour
course in non-Western or third world cultures) 6
- Health 2

Professional Education Requirements

- 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 English 9

Electives (Lower- and Upper-Division) 22

Total 120

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.

Recommended Preparation

In lieu of the following preparatory college courses in college algebra, analytic geometry, and trigonometry, the student may have had the corresponding high school courses or courses with this content. High school geometry is also recommended.

College Algebra	3
Analytic Geometry	3
Trigonometry	3

At least one high-level computer programming language with a mathematical orientation, (e.g., as Ada, ALGOL, APL, BASIC, C, FORTRAN, MODULA-2, Pascal, or PL/I)	3
Statistics	3

Requirements for the Minor

Calculus	8
MATH 340 Discrete Mathematics	3
MATH 440 Linear Algebra	3
<i>Select nine hours:</i>	
MATH 330 Geometry	3
MATH 450 Principles of Operations Research	3
MATH 455 Differential Equations	3
CPSC 462 Numerical Algorithms	3

Total **23**

Media Communications

Students in the undergraduate major in Media Communications have an opportunity to develop writing and production skills as well as a practical and theoretical understanding of the processes and impact of media on individuals, groups, and society.

Within a broad and flexible program, media 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 Instructional Communications Center. The university is interconnected live and by tape distribution to area cable television systems.

Recommended Preparation

Before admission, students should have completed at least six hours of course work in media skills (including production and media writing). Other recommended preparation includes communication skills, social sciences, humanities, and science and mathematics.

Degree Requirements

In addition to university requirements, students are expected to take a production, history, or effects/theory course in a medium outside their specialization. Students must maintain a "C" grade point average in their major.

Core Requirements	37-40
Media Skills (including production and media writing)	6
MCOM 420 Media and Society	3
COMS 420 Communication Research	3
MCOM 480 Internship	1-4
<i>Select three hours:</i>	
MCOM 510 Theory and History of a Free Press	3
MCOM 610 Media Communications Law	3
<i>Select at least six hours from among the following advanced production courses:</i>	
MCOM 535 Television: Remote Color Techniques	3
MCOM 539 Advanced Color Television Production	4
MCOM 544 Video Production Editing	3
MCOM 551 Introduction to Public Relations	3
MCOM 552 Public Relations Case Studies	3
MCOM 555 Broadcast Journalism	3
MCOM 651 Investigative and Specialized Reporting	3
MCOM 750 Feature and Review Writing	3
<i>Select at least six hours from among the following theory/trends courses:</i>	
MCOM 505 Media Symposium	1
MCOM 560 Women in the Media	3
MCOM 565 Broadcasting in America	3
MCOM 567 Children and Television	3
COMS 561 Technology and Human Communication	3
COMS 567 Advertising Strategy	3
Select at least nine hours in additional media courses, including film courses or public relations. These hours may also be taken in photography, interpersonal communication, or instructional and training technology	9
Additional Requirements	33
Written and Oral Communication	6
Humanities and Arts	6
Science and Mathematics	6
Social Sciences	6
An additional nine hours from the above fields.	9
Electives (Lower- and Upper-Division)	47-50
Total	120

Music*

NOTE: *Governors State University is not planning to admit students to the B.A. in Music. At the time of publication of this *Catalog*, the university's governing board was considering a recommendation affecting this program. Students seeking additional information about the B.A. in Music should contact the dean's office, College of Arts and Science.

Social Sciences

Students who major in Social Sciences at the undergraduate level are exposed to an interdisciplinary core 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.

Recommended Preparation

To graduate with 120 hours as noted, students should have completed the following: six hours in written or oral composition; six hours in humanities and arts; and six hours in science and mathematics.

Degree Requirements

Core Requirements	33
SOSC 305 Principles of Social Science and Cultural Studies	3
ANTH 310 Cultural Anthropology	3 *
ECON 301 Principles of Microeconomics	3 *
ECON 302 Principles of Macroeconomics	3 *
ECON 325 Comparative Economic Theory	3
HIST 310 American Economic History	3
HIST 515 Modern U.S. History: 1900-1945	3
POLS 301 Principles of Political Science	3 *
POLS 311 International Relations	3 *
SOC 301 Principles of Sociology	3 *
SOSC 450 Social Science Research: Design and Methodology	3
SOSC 560 Computer Applications in Social Science Research	3
Additional Requirements	42
Written or Oral Communication	6
Humanities and Arts	6
Science and Mathematics	6
PHIL 386 Logic	3

NOTE: * A lower-division course may be substituted for this requirement.

Select at least **eighteen** hours in upper-division courses in the social sciences, computer science, or selected fields with at least one course in each of the following fields: anthropology, history, and sociology 18

Select **three** hours in upper-division courses from arts and humanities courses 6

Electives (Lower- and Upper-Division) 45

Total 120

Speech-Communication Studies*

Speech-Communication Studies Minor*

NOTE: * Governors State University is not planning to admit students to the B.A. in Speech-Communication Studies or the minor in Speech-Communication Studies. At the time of publication of this *Catalog*, the university's governing board was considering recommendations affecting these programs. Students seeking additional information about these programs should contact the dean's office, College of Arts and Science.

College of Business and Public Administration

Business Administration (B.A.)

Business and Technology (B.A.)

Criminal Justice (B.A.)

Office Administration (B.A.)

Public Administration (B.A.)

The College of Business and Public Administration has designed its undergraduate majors to prepare students for careers in business, government, and industry. Because all of the functions of a complex business or government organization are interrelated, students are required to be familiar with the functional areas of business. The college offers majors leading to the Bachelor of Arts degree in Business Administration, Business and Technology, Criminal Justice, Office Administration, and Public Administration. The Business Administration major offers, as part of its curriculum, an opportunity for students to pursue an in-depth study in one of the following concentrations: accounting, finance, management information systems, marketing, personnel management and labor relations, and production management. The Business and Technology major is intended to prepare students for careers that require both technical knowledge and basic business skills. The Office Administration major prepares students for careers as administrative managers of office operations. The Public Administration major is designed to prepare students for the problems and techniques needed for executive leadership in government. The undergraduate Criminal Justice major is planned to provide a broad awareness of the criminal justice system and prepares students for careers in law enforcement, corrections, and consumer protection.

Collegial Policies

General Admission and Degree Requirements

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

Major Specific Requirements

Below are detailed requirements for undergraduate majors and concentrations in the College of Business and Public Administration. The information presented for each major and/or concentration reflects the total hours required for the baccalaureate degree. Some majors have special admission requirements in addition to university requirements. These admission requirements are noted where they apply. Specific degree requirements for each major and concentration are noted as well.

Student Study Plans

Student study plans are developed with the student advisors during the first trimester of enrollment. The advisor will explain the degree program and use the student's transcripts to develop a study plan that will lead to degree completion in the major to which the student has been admitted. The study plan must be signed by an advisor. Students must have an approved study plan on file in the advising office to register for a subsequent trimester. Students are encouraged to contact faculty members in their specific interest content area for additional academic advisement.

Announcements

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

Proficiency Examinations

Students in the College of Business and Public Administration are strongly encouraged to review English composition and algebra before taking the university proficiency examinations. Moreover, students majoring in Business Administration must take an additional examination in intermediate algebra.

Residency Requirements

Undergraduate students in the College of Business and Public Administration must complete a minimum of thirty credit hours at Governors State University.

Transfer Credit

At the undergraduate level, "D" grades earned at another institution are not transferable.

Course Substitution

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

Application to Degree Requirements

The combined number of credits earned in independent study courses, internships, and practicums applied toward degree requirements may not exceed six hours. Exceptions to this policy must be approved by the dean of the college.

Independent Study and Internships

All independent study and internships will be coordinated by appropriate faculty in the College of Business and Public Administration after approval by the division chairperson and the dean. Internships are intended for CBPA degree-seeking students who meet specific guidelines. These guidelines are available in the college advising office. Students must apply in the academic term before enrollment.

Repeating Courses

A student who has enrolled in the same course three times without receiving a passing grade is required to receive permission from the dean to register for that class a fourth time.

Electives

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

Business Administration

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

Recommended Preparation

Before admission, students should have completed courses in humanities and arts, science and mathematics, and social science to meet the liberal education requirements. Students also should have earned at least eighteen hours of undergraduate course work in business, three hours in college algebra and calculus, and six hours of written communication to graduate with 120 hours as noted.

Degree Requirements

Core Requirements	42
ACCT 301 Financial Accounting	3
ACCT 302 Managerial Accounting	3 *
FIN 301 Principles of Financial Management	3
MGMT 301 Principles of Management	3
MGMT 340 Production Management	3
MGMT 360 Business Communications	3
MIS 301 Introduction to Management Information Systems	3
MKTG 301 Principles of Marketing	3
STAT 361 Statistics for Management I	3
STAT 362 Statistics for Management II	3
MGMT 401 Organizational Behavior	3
ECON 420 Managerial Economics: The Economics of the Firm	3
MGMT 469 Business Policy	3
<i>Select three hours:</i>	
BLAW 320 Legal Environment of Administration	3
BLAW 325 Business Law I	3 **

Additional Requirements	48
College Algebra	3
Calculus	3
Written Communication	6
Business Electives	15
ECON 301 Principles of Microeconomics	3
ECON 302 Principles of Macroeconomics	3
Advanced Business Administration Courses	15 ***
 Electives (Lower- and Upper-Division)	 30
 Total	 120

NOTES: * Students planning to obtain a CPA certificate may substitute ACCT331 for ACCT302.

** BLAW325 is recommended for those students planning to obtain a CPA certificate.

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

Accounting Concentration

Core Requirements	42
(See Business Administration.)	
 Concentration Requirements	 18
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
 Additional Requirements	 30
College Algebra	3
Calculus	3
Written Communication	6
Business Electives	12 *
ECON 301 Principles of Microeconomics	3
ECON 302 Principles of Macroeconomics	3
 Electives (Lower- and Upper-Division)	 30
 Total	 120

NOTE: * It is recommended that students planning to obtain a CPA certificate, in addition to completing the requirements of the accounting concentration, also complete ACCT331, ACCT421, ACCT422, ACCT441, BLAW325, and BLAW326.

Finance Concentration

Core Requirements	42
(See Business Administration.)	
Concentration Requirements	15
FIN 430 Financial Institutions	3
FIN 440 Insurance and Risk Management	3
FIN 445 Analysis of Financial Statements	3
FIN 450 Financial Markets	3
FIN 460 Investments	3
Additional Requirements	33
College Algebra	3
Calculus	3
Written Communication	6
Business Electives	15
ECON 301 Principles of Microeconomics	3
ECON 302 Principles of Macroeconomics	3
Electives (Lower- and Upper-Division)	30
Total	120

Management Information Systems Concentration

Core Requirements	42
(See Business Administration.)	
Concentration Requirements	15
CPSC 351 Computer Programming: COBOL	3
CPSC 370 Systems Analysis and Design	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
Additional Requirements	33
College Algebra	3
Calculus	3
Written Communication	6
Business Electives	15
ECON 301 Principles of Microeconomics	3
ECON 302 Principles of Macroeconomics	3
Electives (Lower- and Upper-Division)	30
Total	120

Marketing Concentration

Core Requirements	42
(See Business Administration.)	
Concentration Requirements	15
MKTG 320 Consumer Behavior	3
MKTG 430 Marketing Management	3
MKTG 440 Marketing Logistics and Distribution	3
MKTG 450 Promotional Strategies	3
MKTG 460 Marketing Research	3
Additional Requirements	33
College Algebra	3
Calculus	3
Written Communication	6
Business Electives	15
ECON 301 Principles of Microeconomics	3
ECON 302 Principles of Macroeconomics	3
Electives (Lower- and Upper-Division)	30
Total	120

Personnel Management and Labor Relations Concentration

Core Requirements	42
(See Business Administration.)	
Concentration Requirements	15
MGMT 320 Human Resource Management	3
MGMT 401 Organizational Behavior	3
MGMT 421 Labor Relations	3
MGMT 423 Compensation and Incentive Systems	3
MGMT 425 Labor Markets	3
Additional Requirements	33
College Algebra	3
Calculus	3
Written Communication	6
Business Electives	15
ECON 301 Principles of Microeconomics	3
ECON 302 Principles of Macroeconomics	3
Electives (Lower- and Upper-Division)	30
Total	120

*Production Management Concentration**

NOTE * Governors State University is not planning to admit students to the Production Management Concentration. At the time of publication of this *Catalog*, the university's governing board was considering a recommendation affecting this program. Students seeking additional information about this concentration should contact the dean's office, College of Business and Public Administration.

Business and Technology

The Bachelor of Arts degree 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 basic business skills. It is ideal for technical program graduates interested in continuing their education in the business area.

The degree offers two concentrations, one in small business management and retailing, and the other in industrial management and supervision. The small business management and retailing concentration provides students interested in becoming entrepreneurs with a better understanding of the problems and rewards of owning and operating a small business. The industrial management and supervision concentration prepares students to bridge the gap between technical employees and managers. Students applying to the industrial management and supervision concentration must have three years of approved industrial work experience for admission.

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.

Recommended Preparation

Before admission, students should have completed three hours in communication, three hours in humanities and arts, three hours in social sciences, three hours in science or mathematics, and six additional hours from any combination of these fields.

Degree Requirements

Core Requirements	60
Technology Courses	27
ACCT 301 Financial Accounting	3
ACCT 302 Managerial Accounting	3
BLAW 320 Legal Environment of Administration	3
FIN 301 Principles of Financial Management	3
MGMT 301 Principles of Management	3
MGMT 340 Production Management	3
MGMT 360 Business Communications	3
MIS 301 Introduction to Management Information Systems	3
MKTG 301 Principles of Marketing	3
STAT 361 Statistics for Management I	3
MGMT 469 Business Policy	3
Additional Requirements	39
College Algebra	3
Written Communication	6
Humanities and Arts	6
Social Sciences	6
Science and Mathematics	6
Combination from the above	6
ECON 301 Principles of Microeconomics	3
ECON 302 Principles of Macroeconomics	3
Electives (Lower and Upper Division)	21
Total	120

*Small Business Management and Retailing Concentration***Industrial Management and Supervision Concentration**

NOTE:* Governors State University is not planning to admit students to the Small Business Management and Retailing Concentration or the Industrial Management and Supervision Concentration. At the time of publication of this *Catalog*, the university's governing board was considering recommendations affecting these programs. Students seeking additional information about these concentrations should contact the dean's office, College of Business and Public Administration.

Criminal Justice

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

The requirements for the 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.

Recommended Preparation

Before admission, students should have completed three hours of algebra, six hours of written communication, and nine hours of administration course work to graduate with 120 hours as noted.

Degree Requirements

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

Additional Requirements	36
College Algebra	3
Written Communication	6
ECON 301 Principles of Microeconomics	3
ECON 302 Principles of Macroeconomics	3
POLS 302 American National Government	3
STAT 361 Statistics for Management I	3

Business, Public Administration, and/or other related area electives	15 **
Electives (Lower- and Upper-Division)	42
Total	120

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

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

Office Administration

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

Recommended Preparation

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

Degree Requirements

Core Requirements	42
ACCT 301 Financial Accounting	3
BLAW 320 Legal Environment of Administration	3
FIN 301 Principles of Financial Management	3
MGMT 301 Principles of Management	3
MGMT 340 Production Management	3
MGMT 360 Business Communications	3
MIS 301 Introduction to Management Information Systems	3
MIS 370 Business Microcomputer Applications	3
MKTG 301 Principles of Marketing	3
OFAD 320 Records Administration	3
OFAD 410 Human Relations of the Office	3
OFAD 425 Microcomputer Uses in the Office	3
OFAD 430 Office Organization and Management	3
STAT 361 Statistics for Management I	3

Additional Requirements	33
College Algebra	3
Written Communication	6
ACCT 302 Managerial Accounting	3
ECON 301 Principles of Microeconomics	3
ECON 302 Principles of Macroeconomics	3
Business Administration Electives	15
Electives (Lower- and Upper-Division)	45
Total	120

Public Administration

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

Recommended Preparation

Before admission, students should have completed courses in humanities and arts, science and mathematics, and social science to meet the liberal education requirements. Students also should have earned fifteen hours from among the following courses: three hours of algebra; six hours of written communication; and six hours from statistics, economics, government, and/or public administration courses.

Degree Requirements

Core Requirements	42
ACCT 301 Financial Accounting	3
BLAW 320 Legal Environment of Administration	3
CJUS 310 Criminal Justice Organization and Process	3
ECON 405 Public Finance	3
MGMT 301 Principles of Management	3
MGMT 401 Organizational Behavior	3
MIS 301 Introduction to Management Information Systems	3
PADM 301 Introduction to Public Administration	3
PADM 420 Public Personnel Administration	3
PADM 435 Public Policy Analysis	3
PADM 450 Introduction to Urban Planning	3
POLS 320 Local Governmental Systems	3
POLS 440 Constitutional Law: Civil Liberties	3
POLS 460 Political Theory	3

Additional Requirements	36
College Algebra	3
Written Communication	6
Public Administration Electives	15
ECON 301 Principles of Microeconomics	3
ECON 302 Principles of Macroeconomics	3
POLS 302 American National Government	3
STAT 361 Statistics for Management I	3
Electives (Lower- and Upper-Division)	42
Total	120

College of Education

Elementary Education (B.A.)

Psychology (B.A.)

Minor

Psychology

The College of Education offers two majors leading to the Bachelor of Arts degree: Elementary Education and Psychology with a concentration in mental health.

The emphasis of the Elementary Education major is to prepare highly qualified teachers for kindergarten through middle school or junior high school. The curriculum focuses on teacher preparation necessary to meet the changing educational needs of society.

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

Certifications

The Illinois State Board of Education has approved the Elementary Education program for purposes of teacher certification. Completion of the Elementary Education program leads to the Standard Elementary Certificate.

Collegial Policies

General Admission and Degree Requirements

All applicants must meet university admission and degree requirements listed in "Admissions" and "Degree Requirements" sections elsewhere in this *Catalog*. To complete the bachelor's degree within the 120 credit hour minimum, students should complete courses in oral and written communication, humanities and arts, science and mathematics, and social sciences before admission to GSU.

Major Specific Requirements

Special admission requirements, if applicable, for each major are detailed below as are the specific degree requirements for each major and concentration.

Student Study Plans

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

Elementary Education

The Elementary Education major prepares preservice teachers for teaching kindergarten through grade nine. Core courses provide professional 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, pre-student teaching field experiences, and student teaching.

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 seventy-eight hours in general education and the core requirements in Elementary Education. General education courses may include both lower- and upper-division course work. Students must earn a "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.

Recommended Preparation

Before admission, students should complete sixty semester hours. The following distribution is recommended: six hours of composition, three hours of speech, three hours of American history, three to four hours of U.S. government, three hours of psychology, three hours of sociology, three hours of art and music, three hours of literature, biological and physical sciences (including laboratory work) to total twelve hours, six hours of mathematics structure and concepts, two to three hours of health or nutrition, three hours in linguistics and nine hours in a teaching specialization. If possible, students should take three hours of non-Western or third world cultures course work. Students can also apply credit in computer education (equivalent to EDCP500).

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.

Admission to Teacher Education

Admission to teacher education is required before enrolling in undergraduate EDUC or ELED courses in the major other than EDUC320, Introduction to Teaching; EDUC321, Effective Teaching; and EDUC322, Effective Teaching Laboratory. Admission to teacher education requires 1) meeting all university admission requirements; 2) passing the reading, writing, and mathematics proficiency examinations; 3) satisfactorily completing EDUC320, Introduction to Teaching, EDUC321,

Effective Teaching, and EDUC322, Effective Teaching Lab; and 4) maintain satisfactory student progress as defined in the *Handbook for Undergraduate Students - Bachelor of Arts in Elementary Education*.

Admission to Student Teaching

Admission to student teaching is required before enrolling in ELED499, Student Teaching. Students normally enroll in EDUC440 and ELED450 during the trimester they student teach.

To be admitted to student teaching, students must complete 1) at least seventy-five hours of general education requirements with a GPA of 2.75 or better; 2) complete all core requirements except EDUC440 and ELED450 with a GPA of 3.0 or better (no grade below "C"); 3) complete 100 hours of pre-student teaching field experiences; and 4) complete at least fifteen hours in the teaching specialization with a GPA of 2.75 or better. Students must also present evidence of having passed the Basic Skills portion of the teacher certification examination administered by the Illinois State Board of Education. 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

In addition to university requirements, students must 1) complete forty-two hours of professional education (see Core Requirements) and seventy-eight hours of general education with no grade below a "C" (see Additional Requirements); 2) maintain a GPA of 3.0 or better in core courses; 3) maintain a GPA of 2.75 or better in all general education courses taken at Governors State University with no grade below a "C"; 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.

Each student's progress will be reviewed periodically by the Professional Standards Committee. A student not maintaining satisfactory progress as defined in the *Handbook for Undergraduate Students-Bachelor of Arts in Elementary Education* may be dismissed from the major. This handbook is available in the Education Advising Office.

Core Requirements

EDUC 320 Introduction to Teaching	2
EDUC 321 Effective Teaching	3
EDUC 322 Effective Teaching Laboratory	1
EDUC 330 Educational Psychology: Child Growth and Development	3
EDUC 440 Educational Psychology: Learning and Motivation	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	2
ELED 499 Student Teaching	9

Additional Requirements (General Education)

78 *

Composition (written communication)	6
Speech (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
General Linguistics (equivalent to ENGL501)	3
Humanities (equivalent to LAS420)	3
Computer Education (equivalent to EDCP500)	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 (must include at least nine upper-division hours)

Total

120

NOTE * Must include at least one three hour course in non-Western or third world cultures.

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 General Biology II	3
BIOL 316 Plant Diversity	2
BIOL 317 Plant Diversity Laboratory	1
BIOL 320 Animal Diversity	2

142 Elementary Education

BIOL 321 Animal Diversity Laboratory 1
BIOL 322 Ecology: Basic Principles 3
LAS 430 Investigations in Scientific Thought 3

*Select additional courses to total **eighteen** hours
from the following:*

Botany 3
Zoology 3
BIOL 430 Microbiology 3
BIOL 431 Microbiology Laboratory 1
BIOL 455 Ecology of Animal Behavior 3
BIOL 516 Human Genetics 3
BIOL 522 Ornithology 1
BIOL 523 Ornithology Laboratory 2

Chemistry

CHEM 308 General Chemistry II 3
CHEM 315 Analytical Chemistry 3
CHEM 316 Analytical Chemistry Laboratory 2
CHEM 322 Organic Chemistry Lecture 3
CHEM 323 Organic Chemistry Laboratory 1
CHEM 505 Environmental Chemistry 3
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 an additional course to total **eighteen** hours
from 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 additional courses to total **eighteen** hours
from 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 3

Select additional courses to total eighteen hours from the following:

Algebra 3
 Number Theory 3
 Computer Programming (no more than three semester hours) 3
 Discrete Mathematics 3

NOTE: * ELED464 is required for endorsement in mathematics at the junior high level.

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/learning, developmental psychology, experimental psychology, social psychology, and abnormal psychology.

Students with an interest in the area of mental health may pursue this concentration within the Psychology major. The mental health concentration focuses on recent trends and legislation to provide services in the community, 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.

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	3

Select additional courses to total eighteen hours from the following:

		Algebra	3
		Number Theory	3
		Computer Programming (no more than three semester hours)	3
		Discrete Mathematics	3

NOTE: * ELED464 is required for endorsement in mathematics at the junior high level.

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.

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Degree Requirements

Core Requirements	36
PSYC 310 Principles of Psychology	3
PSYC 410 Personality Theories	3
PSYC 422 Learning Cognition	3
PSYC 430 Abnormal Psychology	3
PSYC 440 History and Systems of Psychology	3
PSYC 445 Social 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
Additional Requirements	2 or 3
<i>Select at least two hours from the following:</i>	
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
Electives (Lower- and Upper-Division)	81-82
Total	120

Mental Health Concentration

Core Requirements (See Psychology.)	36
Concentration Requirements 16-18	
PSYC 412 Laboratory in Transactional Analysis	2
PSYC 446 Psychological Issues and Values	3
<i>Select at least three hours:</i>	
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
<i>Select three hours:</i>	
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

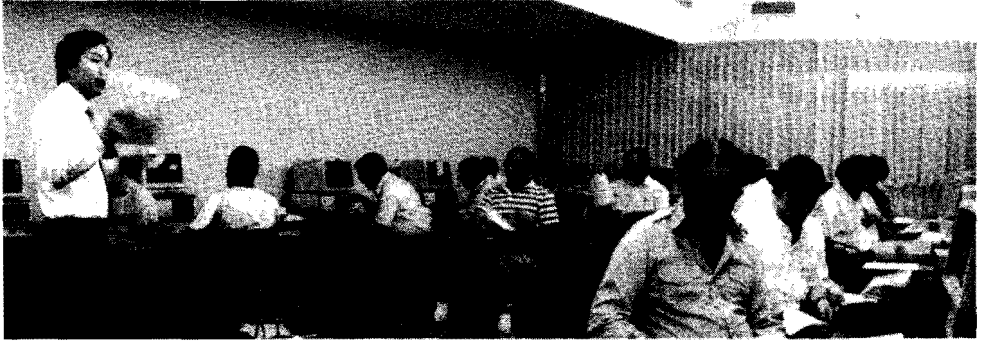
<i>Select three hours:</i>		
PSYC 510	Adolescence	3
PSYC 514	Understanding Men	3
PSYC 515	Adulthood	3
PSYC 519	Psychosocial Aspects of Aging	3
PSYC 529	Psychology of Women	3
<i>Select at least two hours:</i>		
PSYC 506	Laboratory in Personal Stress Management	2
PSYC 532	Laboratory in Assertiveness Training	2
PSYC 538	Laboratory in Feelings and Meanings	3
PSYC 573	Laboratory in Alternative Lifestyles and the Helping Professions	3
Electives (Lower- and Upper-Division)		66-68
Total		120

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

PSYC 310	Principles of Psychology	3
<i>Select three hours:</i>		
PSYC 510	Adolescence	3
PSYC 512	Child Development	3
PSYC 515	Adulthood	3
PSYC 519	Psychosocial Aspects of Aging	3
<i>Select three hours:</i>		
PSYC 410	Personality Theories	3
PSYC 430	Abnormal Psychology	3
PSYC 435	Personality and Patterns of Adjustment	3
<i>Select three hours:</i>		
PSYC 340	Industrial Psychology	3
PSYC 445	Social Psychology	3
<i>Select three or four hours:</i>		
PSYC 422	Learning Cognition	3
PSYC 523	Cognitive Development	4
PSYC 536	Motivation and Emotional Development	4
<i>Select three hours:</i>		
PSYC 524	Principles of Behavior Change	3
PSYC 560	Research Methodology	3
STAT 468	Statistics	3
Total		18 or 19



College of Health Professions

Communication Disorders (B.H.S.)

Health Administration (B.H.A.)

Medical Technology (B.H.S.)*

Nursing (B.S.)

Social Work (B.S.W.)

Minor

Alcoholism and Drug Abuse Sciences

NOTE: * Governors State University is not planning to admit students to the B.H.S. in Medical Technology. At the time of publication of this *Catalog*, the university's governing board was considering a recommendation affecting this program. Students seeking additional information about the B.H.S. in Medical Technology should contact the dean's office, College of Health Professions.

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

Accreditations and Certifications

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

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

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

Collegial Policies

General Admission and Degree Requirements

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

Major Specific Requirements

Following are detailed requirements for the undergraduate majors and minor in the College of Health Professions. The information presented for each major reflects the total hours required for the baccalaureate degree. Some majors have special admission requirements in addition to university requirements. These admission requirements are noted where they apply. The specific degree requirements for each major and minor are noted as well.

Student Study Plans

Students will develop a study plan during the first term of enrollment. Credits earned before admission will be applied toward degree requirements where equivalencies exist, or as elective credit, as outlined in the policy on transfer credit. After application of transfer credit, proficiency credit, and/or experiential learning credit, the study plan details the courses/credits remaining which are required to graduate with the specific major. It is the responsibility of the student to enroll, in the proper sequence, in courses which fulfill the requirements of the approved study plan. Courses in which the student enrolls that are not on the study plan may not be applicable to degree requirements. Any changes in the study plan must be approved by the advisor and division chairperson. Students should consult advisors and this *Catalog* for prerequisite, specific major, and university degree requirements.

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

ADAS 500	Substance Abuse: Current Concepts	3
ADAS 501	Alcoholism and Subcultures	3
ADAS 505	Alcoholism and Drug Abuse: Recovery Process	3
ADAS 515	Alcoholism and Drug Abuse: Self-Help Groups	3
ADAS 518	Alcoholism and Drug Abuse: A Systems Approach	3
ADAS 522	Clinical Skills in Substance Abuse	3

Total

18

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 is also offered to give the student basic knowledge concerning disorders of speech, language, and hearing and approaches to their assessment and remediation. Education at this level is considered prerequisite to a graduate degree program.

As a preprofessional curriculum, the undergraduate major does not qualify students for state 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, General Education Requirements, and Professional 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 under "Degree Requirements."

Recommended Preparation

To graduate with 120 hours as noted, students should have completed at least 26 of the 39 hours of "Additional Requirements" listed below.

Degree Requirements

Core Requirements

47

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	350	Analysis of Verbal Behavior	1
CDIS	401	Articulation Disorders	3
CDIS	410	Introduction to Clinical Audiology	3
CDIS	420	Introduction to Aural Rehabilitation	3
CDIS	430	Diagnostic Methods in Communication Disorders	3
CDIS	435	Introduction to Childhood Language Disorders	3
CDIS	440	American Dialects: Issues and Educational Implications	3
CDIS	515	Neurological Bases of Speech and Language	1
SPED	510	Survey of Exceptional Students	3
PSYC	512	Child Development	3
STAT	468	Statistics	3
<i>Select three hours:</i>			
PSYC	410	Personality Theories	3
PSYC	430	Abnormal Psychology	3
PSYC	544	Theories and Treatment of Life Problems	3

Additional Requirements	39
Communication (written or oral)	6
Humanities and Arts	6
Science and Mathematics (including a science laboratory course)	6
Social Sciences	6
Any combination of the above	15 *
 Electives	 34 *
 Total	 120

NOTE: * Students who plan to pursue the Standard Special Certificate in Speech and Language Impaired should substitute the required general education and professional education courses as specified in the "Teacher Certification" section of this *Catalog*.

Health Administration

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

Degree Requirements

In addition to meeting university requirements, students must achieve a grade of "C" or better in all core courses and selective upper-division courses.

Core Requirements	42
HLAD 325 Health Care Organization	3
HLAD 330 Ethics for the Health Manager	3
HLAD 340 Medical Sociology	3
HLAD 355 Health Care and Politics	3
HLAD 450 Health Planning	3
HLAD 460 Health Care Economics	3
HLAD 465 Legal Aspects of Health Care	3
ACCT 301 Financial Accounting	3
ACCT 402 Management Accounting for Health Care Organizations	3
MGMT 301 Principles of Management	3
MGMT 320 Human Resource Management	3

STAT 361 Statistics for Management I	3
MIS 301 Introduction to Management Information Systems	3
HLAD 490 Health Administration Practicum	3
Additional Requirements	12
Principles of Economics (ECON301 or equivalent)	3
Speech (COMS460 or equivalent)	3
<i>Select six hours from among the following management and policy application courses:</i>	
HLAD 430 Ambulatory Care System Management	3
HLAD 445 Mental Health Administration	3
HLAD 455 Management in the Hospital Setting	3
HLAD 468 Institutional Management	3
HLAD 520 Introduction to Long-Term Care	3
HLAD 525 Nursing Home Administration	3
Electives (Lower- and Upper-Division)	66
Total	120

Medical Technology*

NOTE: *Governors State University is not planning to admit students to the B.H.S. in Medical Technology. At the time of publication of this *Catalog*, the university's governing board was considering a recommendation affecting this program. Students seeking additional information about the B.H.S. in Medical Technology should contact the dean's office, College of Health Professions.

Nursing

The Nursing major 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 criteria, applicants must

1. Have earned at least twenty-six hours of lower-division nursing credits with a grade of "C" or better. Applicants with an associate's degree in nursing may transfer this credit; applicants who have graduated from a diploma program may receive this credit by taking the American College Testing (ACT) Proficiency Examinations in Maternal and Child Nursing (AA#453), Adult Nursing (AA#554), and Psychiatric/Mental Health Nursing (AA#503). These examinations must be passed with a standard score of 45 or better. Examination reports reflecting acceptable scores on each examination must be on file before admission to the major. These examinations are administered at GSU by the Office of Student Development.
2. Have earned at least thirty-four additional lower-division hours as follows: four hours of anatomy and physiology, four hours of microbiology, four hours of general chemistry, four hours of organic chemistry, three hours of English composition, three hours of rhetoric, three hours in a humanities elective, three hours of general psychology, three hours of general sociology, and three hours in a social sciences elective. Applicants with an associate's degree in nursing may be admitted conditionally pending completion of any identified deficiencies in these courses; diploma program graduates must have completed the course work before admission to the program. Applicants lacking this credit are encouraged to take the College Level Examination Program (CLEP) tests in these areas. These examinations are administered at various institutions of higher education throughout the Chicago metropolitan area.
3. 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. Successfully complete the Competency Assessment for Admission Test (CAAT) with a standard score of 53 (66th percentile) on the Test of Clinical Nursing Knowledge Base and a standard score of 23 (66th percentile) on the Test of Clinical Nursing Skills. These tests will be administered through the Division of Nursing.
5. Be currently licensed as a registered nurse in the State of Illinois.
6. 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 credentials must be submitted to the Office of Admissions. No applicant can be fully admitted to the program until all required credentials are on file in the Office of Admissions.

Degree Requirements

In addition to university requirements, a student must earn a grade of "C" or better in each nursing course. 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.

Core Requirements

67

	Lower-Division Nursing Course Work	26
NURS 304	Nursing: Concepts and Processes	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

Additional Requirements

56

	English Composition	3
	Rhetoric	3
	Humanities	3
	General Psychology	3
	General Sociology	3
	Social Sciences	3
	Anatomy and Physiology	4
	Microbiology	4
	General Chemistry	4
	Organic Chemistry	4
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
PHIL 386	Logic	3
ANTH 310	Cultural Anthropology	3
STAT 468	Statistics	3
CHEM 544	Biochemistry: Lecture	3
CHEM 545	Biochemistry: Laboratory	1
	Upper-division liberal education course	3

Electives (Upper-Division)

3

Total

126

Social Work

The undergraduate Social Work major 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 are also 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.

Recommended Preparation

To graduate with 120 hours, students should have completed the following lower-division course work before admission: three hours of oral communication, six hours of composition, three hours of English or American literature, three hours of logic, three hours of human biology, three hours of humanities or the arts, three hours of cultural or social anthropology, three hours of American history, three hours of U.S. government, three hours of macroeconomics, three hours of course work in sociology of the family, contemporary social problems or social change theory, and three hours of course work in developmental psychology, abnormal psychology, or mental health issues.

Applicants should have earned a "C" or better in the required course work in oral communication, composition, human biology and logic, and have a GPA of 2.00 or better in all other course work listed above.

Special Admissions Requirements

Students are normally admitted to the major during the fall trimester. A limited number of part-time students are admitted during the year.

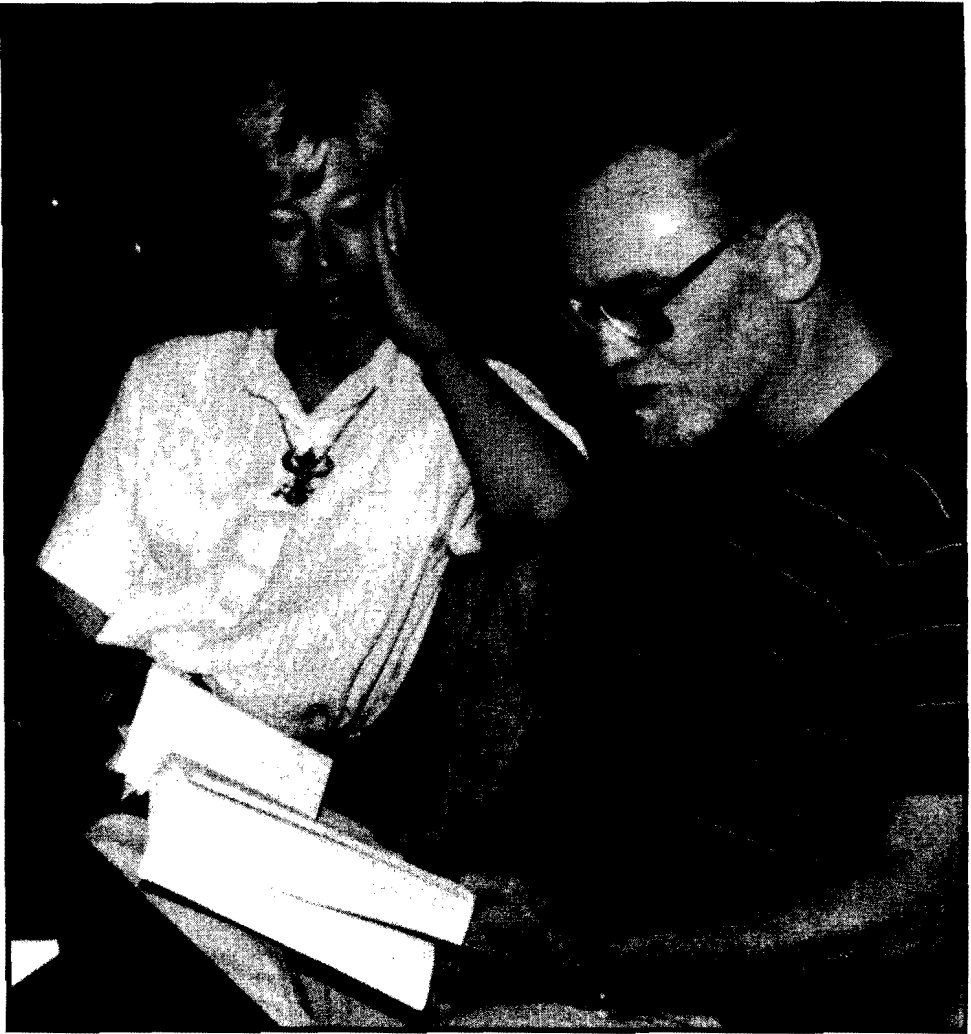
Before admission, students must submit two letters of recommendation from former instructors, advisors, employers, or supervisors and participate in an interview that will review academic preparation and appropriateness of a social work career choice.

Degree Requirements

In addition to meeting university requirements, students must 1) maintain a GPA of 2.0 or better; 2) have no grade below a "C" in social work courses; and 3) complete supervised practicum experiences totaling 430 clock-hours in approved human service organizations.

Applicants may petition for credit by proficiency examination in selected 300-level social work courses.

Core Requirements	43
SOCW 320 Social Welfare Services and Professional Roles	3
SOCW 350 Social Work Perspectives on Human Behavior	3
SOCW 380 Social Work Practice: Values, Interviewing, and Problem Assessment	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
ADAS 500 Substance Abuse: Current Concepts	3
 Additional Requirements	 51
Oral Communication	3
English Composition	6
American or English Literature	3
Human Biology	3
Humanities or the Arts	3
Logic	3
Cultural or Social Anthropology	3
American History	3
U.S. Government	3
Macroeconomics	3
Course work in sociology of the family, contemporary social problems, or social change theory	3
Course work in developmental psychology, abnormal psychology, or mental health issues	3
Statistics (equivalent to STAT468)	3
 With approval of advisor, select nine hours from among the following courses or other courses that support student interests:	
SOCW 459 Law and 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
 Electives (Lower- and Upper-Division)	 26
Total	120



GRADUATE STUDIES

Graduate Studies

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

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

Graduate Degree-Seeking Students are those who meet the established admission requirements of the university and college as well as those for the specific master's degree sought. Admission to a graduate major does not carry with it, nor guarantee, admission to degree candidacy in the major.

Master's Degree Candidates are those degree-seeking students who have completed an approved graduate study plan; completed the specified programmatic requirements; applied for and been admitted to candidacy; and have had the date of program approval filed with the Registrar's Office for inclusion in the candidate's academic record.

Master's Final Project

A master's degree candidate shall prepare a thesis or project, do a practicum/ internship, or in some other way demonstrate an integration of his/her work (as described below) that is accepted by a committee of three approved faculty. Each major shall provide students a copy of detailed procedures and specify appropriate manuals of style for the final project alternatives required in the major.

Final alternatives may vary by major; however, each major shall require one or more of the following:

1. **Master's Thesis**—The master's thesis must present evidence of (a) a thorough review and understanding of the literature germane to the subject, (b) the ability to do independent research, and (c) the preparation of a manuscript which conforms to generally recognized standards of scientific and scholarly writing in the discipline. Upon completion of the master's thesis, two copies will be sent to the University Library.
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 (thesis) nor an internship (for example, creative projects in the fine and performing arts). However, it must provide evidence of the ability and effort to carry out a major application of theory or advanced methods relative to master's level work in the profession or discipline.
3. **The Graduate Practicum/Internship**—The graduate practicum/internship is designed to provide an important and new learning experience to the student that is in some way complementary to the academic course work which it follows. The practicum/internship should provide an opportunity for the student to evaluate the relevance of theoretical and academic perspectives in the professional field.
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 project alternatives may be designated as a master's final project alternative.

Graduate Degree Programs Offered

Major	Degree Offered	College
Alcoholism and Drug Abuse Sciences (M.H.S.)	Master of Health Science	Health Professions
Analytical Chemistry	Master of Science (M.S.)	Arts and Sciences
Art	Master of Arts (M.A.)	Arts and Sciences

Business Administration	Master of Business Administration (M.B.A.)	Business and Public Administration
Communication Disorders	Master of Health Science (M.H.S.)	Health Professions
Communication Studies	Master of Arts (M.A.)	Arts and Sciences
Computer Science	Master of Science (M.S.)	Arts and Sciences
Counseling	Master of Arts (M.A.)	Education
Education	Master of Arts (M.A.)	Education
Educational Administration	Master of Arts (M.A.)	Education
English	Master of Arts (M.A.)	Arts and Sciences
Environmental Biology	Master of Science (M.S.)	Arts and Sciences
Health Administration	Master of Health Administration (M.H.A.)	Health Professions
Instructional and Training Technology	Master of Arts (M.A.)	Arts and Sciences
Media Communications	Master of Arts (M.A.)	Arts and Sciences
Multicategorical Special Education	Master of Arts (M.A.)	Education
Music*	Master of Arts (M.A.)	Arts and Sciences
Nursing	Master of Science (M.S.)	Health Professions
Political Studies	Master of Arts (M.A.)	Arts and Sciences
Psychology	Master of Arts (M.A.)	Education
Public Administration	Master of Public Administration (M.P.A.)	Business and Public Administration
Sociology	Master of Arts (M.A.)	Arts and Sciences

NOTE: * Governors State University is not planning to admit students to the M.A. in Music. At the time of publication of this *Catalog*, the university's governing board was considering a recommendation affecting this program. Students seeking additional information about the M.A. in Music should contact the dean's office, College of Arts and Science.



College of Arts and Sciences

Analytical Chemistry (M.S.)
Art (M.A.)
Communication Studies (M.A.)
Computer Science (M.S.)
English (M.A.)
Environmental Biology (M.S.)
Instructional and Training Technology (M.A.)
Media Communications (M.A.)
Music (M.A.)*
Political Studies (M.A.)
Sociology (M.A.)

NOTE: * Governors State University is not planning to admit students to the M.A. in Music. At the time of publication of this *Catalog*, the university's governing board was considering a recommendation affecting this program. Students seeking additional information about the M.A. in Music should contact the dean's office, College of Arts and Science.

The graduate curricula of the College of Arts and Sciences provide a variety of opportunities for students seeking career advancement or personal enrichment. In general, the curricula consist of a combination of advanced 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 the following: computer, biology, and chemistry laboratories; 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.

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

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

Collegial Policies

General Admission and Degree Requirements

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

Major Specific Requirements

Following are detailed requirements for all the graduate majors in the College of Arts and Sciences. Some majors have special admission requirements in addition to university requirements. These admission requirements are noted where they apply. Specific degree requirements for each major are noted as well.

Student Study Plans

Student study plans are developed with the student advisors during the first trimester of enrollment. Students must have an approved study plan, signed by an advisor, on file to register for a subsequent trimester.

Candidacy Requirement

After admission as a degree-seeking student, graduate students must also apply for candidacy. Application forms are available in the college office.

Analytical Chemistry

The Master of Science degree in Analytical Chemistry prepares students for employment as analytical chemists in a wide range of public and private laboratories that specialize in the application of wet chemical and instrumental 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, and bio-organic chemistry.

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

(CHEM322, CHEM323, CHEM522, CHEM523); three hours of biochemistry (CHEM544); 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 University.

Admission to Candidacy

To qualify for degree candidacy, students must 1) complete the prerequisite course work listed above with a grade of "C" or better in each course, and 2) complete at least half of the courses listed under "Degree Requirements" below with a GPA of at least 3.0 or better.

Degree Requirements

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, usually related to a faculty member's research, 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, the student completes additional course work in an area of interest, e.g., computer science, education, biology, or business. In addition the student completes a master's project in conjunction with a faculty member; however, the student is not required to complete a thesis manuscript or give a formal thesis presentation.

Core Requirements	18
CHEM 622 Chromatography	3
CHEM 623 Chromatography Laboratory	1
CHEM 666 Spectrochemistry	3
CHEM 667 Spectrochemistry Laboratory	1
CHEM 744 Analytical Biochemistry	2
CHEM 745 Analytical Biochemistry Laboratory	1
CHEM 822 Gas Chromatography/Mass Spectrometry	2
CHEM 823 Gas Chromatography/Mass Spectrometry Laboratory	1
CHEM 855 Electrochemistry	3
CHEM 856 Electrochemistry Laboratory	1
Additional Requirements	15 or 23
MATH 610 Treatment of Experimental Data	3
<i>Select one of the following:</i>	
CHEM 604 Qualitative Organic Analysis	2
CHEM 606 Qualitative Inorganic Analysis	2

<i>Select six hours:</i>	
CHEM 646 Radiochemistry	3
CHEM 810 Special Topics	3
CHEM 862 Photochemistry	3
CHEM 866 Chemical Equilibrium Theory	3
BIOL 640 Toxicology	3
<i>Select one of the following options:</i>	
Thesis Option:	
CHEM 890 Graduate Thesis/Project	3
CHEM 899 Thesis Presentation in Chemistry	1
Non-Thesis Option:	
CHEM 890 Graduate Thesis/Project	3
Plus nine hours additional course work as approved by degree committee	9
Total with Thesis Option	33
with Non-Thesis Option	41

Art

The Art major at Governors State University 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. Courses in art history treat art objects as historical documents related in subject, style, technique, and material to other works of art and interpret their context and purpose. Courses range from contemporary, international, and regional artistic expressions to those of ancient America, Africa, and Asia.

The M.A. in Art enables students to become either 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 Art major until the proposal reflecting potential for graduate work has been approved by the degree program advisor.

Degree Requirements**Core Requirements**

15

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

Additional Requirements

17

Select at least three hours from any non-Western art course:

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

Select fourteen hours from one of the following five areas:

Painting and Drawing

ART	501	Drawing: Life Study	2,3
ART	502	Drawing: Combined Media	3
ART	555	Painting Composition	2,3
ART	558	Painting and Drawing Composition	2,3
ART	561	Painting: Development of a Theme	2,3
ART	563	Painting: Multi-Level	2,3
ART	855	Graduate Painting Composition	2,3

Printmaking/Design

ART	571	Printmaking: Lithography	3
ART	572	Printmaking: Waterbase Silkscreen	3
ART	573	Printmaking: Woodcut	3
ART	574	Printmaking: Intaglio	3
ART	581	Printmaking: Advanced Studio	2,3
ART	582	Printmaking: Combined Media	3
ART	860	Graduate Printmaking	2,3

Photography

PHOT	500	History of Photography	3
PHOT	530	Color Photography: Positive Processes	3
PHOT	531	Color Photography: Negative Processes	3
PHOT	535	Non-Silver Photographic Processes	3
PHOT	541	Photography: Graphic Applications	3
PHOT	546	Electronically Enhanced Photographic Imagery	3
PHOT	555	Documentary Photography	3
PHOT	560	Photographic Equivalence Studies	3
PHOT	760	Photographic Criticism	3
PHOT	780	Internship: Curatorial Studies	1
PHOT	830	Graduate Photography	3
PHOT	895	Photographic Portfolio	3
ART	870	Graduate Research	3

Sculpture	
ART	532 Sculpture: Multi-Level 3
ART	533 Sculpture: Combined Media 3
ART	535 Metal Sculpture 3
ART	541 Wood Sculpture 3
ART	543 Ceramic Sculpture 3
ART	545 Figure Sculpture 3
ART	610 Advanced Studio: Sculpture/Ceramics 3
Art History	
ART	514 American Art and Architecture 3
ART	516 Great Artists 3
ART	518 Women Artists 3
ART	520 Art in Context 3
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
PHOT	500 History of Photography 3

Total

32

Communication Studies

The graduate degree in Communication Studies emphasizes an in-depth, specialized understanding of communication theories and research, as well as applications and skills pertinent to various careers in social and professional situations. Beyond the core requirements, the degree is adapted to the student’s individual needs and academic background. Each student plans a program in consultation with an advisor and may enhance or develop communication knowledge and applications in such career areas as government, education, personnel management (administration), advertising, marketing/sales, public relations, counseling/health care, and related helping professions. The major also prepares students for further graduate study in communication.

Recommended Preparation

While admission to the major does not require an undergraduate major in communication or a related field, students must have demonstrable competence in oral and written communication skills. Students who have not taken Concepts in Communication (COMS310) and Communication Research (COMS420) or equivalents must take these courses in addition to the degree requirements listed below.

Degree Requirements

Core Requirements	19
COMS 635 Interpersonal Communication	3
COMS 650 Organizational Communication, Change, and Development	3
COMS 810 Communication Theory	3
COMS 820 Graduate Communication Research	3
COMS 860 Communication Training	3
<i>Select four hours:</i>	
COMS 880 Internship	4
COMS 890 Graduate Thesis/Project	4
Additional Requirements	13
<p>In consultation with advisor, select at least thirteen hours from advanced communication courses or other courses outside the major that will serve to enhance or develop knowledge and applications related to the student's career area or personal interests.</p>	
Total	32

Computer Science

The Master of Science degree in Computer Science is an applications focused program with a significant 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 regular and special topics courses that are offered at the masters 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.

Recommended Preparation

The graduate major is based upon the undergraduate major in Computer Science at Governors State University, which also possesses a significant software engineering orientation. A bachelor's degree in computer science, however, is not required for admission into this 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 masters degree.

Essentially, applicants should have completed the equivalent of the following courses with a grade of "C" or better in each course.

- MATH 340 Discrete Mathematics
- MATH 355 Applied Calculus
- CPSC 340 Computer Programming: Pascal or CPSC 345, Computer Programming: C
- CPSC 360 Computer Programming: Basic Assembly Language*
- CPSC 400 Programming Methodology
- CPSC 415 Data Structures
- CPSC 420 Software Engineering
- CPSC 435 Operating Systems
- CPSC 445 Database Systems

NOTE: * A course in the assembly language for any computer will satisfy this requirement.

Other courses may appear among the prerequisites for specific elective courses and therefore may be required depending upon the student's interests.

Admission to Candidacy

To qualify for degree candidacy, students must complete the prerequisite course work listed above with a grade of "C" or better in each course, and complete at least half of the courses listed under "Degree Requirements" below with a GPA of at least 3.0 or better.

Degree Requirements

In this curriculum, a student may choose a thesis or non-thesis option. In the non-thesis option a student completes nine more hours of course work in addition to completing a masters project in conjunction with a faculty advisor. This option is appropriate for those students who wish to take more course work to broaden their experience, or to gain more depth in a particular area of computer science in preparation for employment.

In the thesis option, a student completes a masters project, usually related to a faculty advisor's research, 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.

Core Requirements

18

CPSC 735 Comparative Operating Systems	3
CPSC 810 Mathematical Structures and Concepts for Computer Science	3
CPSC 840 Data Structures and Algorithms	3
CPSC 890 Graduate Thesis/Project	3
<i>Select three hours:</i>	
CPSC 820 Planning and Management of Software Projects	3
CPSC 845 Advanced Database Theory	3

Select **three** hours:

CPSC	630	Computer Architecture	3
CPSC	660	Artificial Intelligence	3

Additional Requirements

15-24

*With advisor's approval, students completing the thesis option may select **fifteen** hours and students completing the non-thesis option may select **twenty-four** hours from advanced computer science courses, including the above and the following:*

CPSC	700	Software Development Tools	3
CPSC	710	Fourth-Generation Languages and Beyond	3
CPSC	730	Comparative Computer Architecture	3
CPSC	745	Database Development and Environments	3
CPSC	760	Computational Linear Algebra	3
CPSC	770	Numerical Analysis	3
CPSC	777	Advanced Computer Graphics	3
CPSC	779	Computer-Aided Design	3
CPSC	780	Scientific Computation	3
CPSC	790	Special Topics	3
CPSC	812	Design of Compilers	3
CPSC	815	Natural Language Processing	3
CPSC	825	Expert Systems and Knowledge Engineering	3
CPSC	830	Microcomputer Architecture	3
CPSC	835	Operating System Programming	3
CPSC	860	Advanced Artificial Intelligence	3
CPSC	880	Internship	3

Total with Thesis Option

33

with Non-thesis Option

42

English

The master's degree in English leads to concentrated knowledge and understanding of civilization and culture as manifested in literature. The curriculum explores and analyzes major works in their critical contexts, their social origins and implications, and their differing cultural, historical, and philosophical perspectives. The student gains not only a comprehensive grasp of great literature in English, but also a variety of skills that can be applied to 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.

Degree Requirements

Core Requirements	21
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

Additional Requirements	12
With advisor's approval, students will select at least four courses in literature, writing, linguistics, or closely related fields. Generally, the graduate thesis or project will not be done until after completing the other core courses and the four additional courses.	

Total	33
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Environmental Biology

The Master of Science degree in Environmental Biology prepares students as professional biologists with a strong environmental emphasis. Required courses cover the spectrum of environmental biology from 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. Past graduates have obtained employment in biological and related fields or have pursued advanced degrees. A number of former 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 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, eight hours of general chemistry, four hours of organic chemistry with lab (CHEM322, CHEM323); three hours of basic principles of ecology (BIOL322), four hours of animal physiology with lab (BIOL450, BIOL451), three hours of ecology of animal behavior (BIOL455), four hours of plant physiology with lab (BIOL460, BIOL461), 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.

Admission to Candidacy

To qualify for degree candidacy, students must 1) complete the prerequisite course work listed above with a grade of "C" or better in each course, and 2) complete at least half of the courses listed under "Degree Requirements" below with a GPA of at least 3.0 or better.

Degree Requirements

As part of this degree program, students may choose either a thesis or non-thesis option. In the thesis option, a student carries out a formal research study under the supervision of a committee, prepares a final manuscript, and makes a formal presentation. In the non-thesis option, a student carries out a more limited research project, typically under the supervision of a single faculty member, and is not required to complete a formal manuscript or presentation. However, an additional nine units of course work, beyond the basic 32 units, are required for this option. These nine hours are subject to committee approval.

Core Requirements

25

BIOL	620	Ecological Methods	2
BIOL	621	Ecological Methods Laboratory	1
BIOL	632	Aquatic Ecology	2
BIOL	633	Aquatic Ecology Laboratory	1
BIOL	655	Animal Behavior Field Studies I	2
BIOL	656	Animal Behavior Field Studies I Laboratory	1
BIOL	666	Plant Microenvironments	2
BIOL	667	Plant Microenvironments Laboratory	1
BIOL	740	Comparative Animal Physiology	2
BIOL	741	Comparative Animal Physiology Laboratory	1
BIOL	822	Population Biology	4
BIOL	855	Experimental Design for Laboratory and Field	3
<i>Select three hours:</i>			
BIOL	755	Field Studies: Animal Ecology	3
BIOL	766	Field Studies: Plant Ecology	3

Additional Requirements **7 or 15**

Select one of the following options:

Thesis Option:

BIOL	890	Graduate Thesis/Project	4
BIOL	899	Thesis Presentation in Biology	1

Select two hours:

BIOL	856	Seminar in Animal Ecology	2
BIOL	866	Seminar in Plant Ecology	2

Non-Thesis Option:

BIOL	856	Seminar in Animal Ecology	2
BIOL	866	Seminar in Plant Ecology	2
BIOL	890	Graduate Thesis/Project	2
Plus nine hours additional course work as approved by degree committee			9

Total with Thesis Option	32
with Non-Thesis Option	40

Instructional and Training Technology

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

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

Recommended Preparation

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

Degree Requirements

Core Requirements **22**

I&TT	510	Introduction to Instructional and Training Technology	1
I&TT	520	Training Product Design	3
I&TT	755	Computer Based Training I	3
I&TT	815	Training Techniques	3
I&TT	847	Evaluation/Cost Benefit Analysis in Instructional and Training Technology	3
I&TT	856	Consulting and Teamwork in Instructional and Training Technology	3

I&TT	860	Seminar: Instructional and Training Technology in Business	1
I&TT	891	Instructional and Training Technology Master's Project I	2
I&TT	892	Instructional and Training Technology Master's Project II	2
<i>Select one hour:</i>			
I&TT	865	Advanced Field Project	1
I&TT	880	Internship	1

Additional Requirements **14**

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

I&TT	760	Computer Based Training II	3
I&TT	810	Training Course Development	3
I&TT	820	Principles of Message Design	3
I&TT	821	Scriptwriting for Instruction and Training	3
I&TT	825	Research in Instructional and Training Technology	3
I&TT	852	Solving Performance Problems	3
I&TT	858	Project Management in Instructional and Training Technology	3
COMS	650	Organizational Communication, Change, and Development	3
MCOM	535	Television: Remote Control Techniques	3
MCOM	539	Advanced Color Television Production	4
MCOM	730	Television Directing	4

Total **36**

Media Communications

The graduate program in Media Communications prepares graduates to be sophisticated and intelligent producers, managers/administrators, and analysts of media communications. The program combines theory and practice and conceptual and professional courses in print and video media.

At the M.A. level, the emphasis on critical thinking, on analysis, and research prepares graduates for careers. Students can stress either media management or production (i.e., for advanced professional positions at newspapers, for television, or cable systems). The program also serves teachers who need certification to teach media communications.

Graduate seminars in contemporary issues are an essential ingredient of study and are designed to explore the current concerns and theories of the discipline. Students may include advanced production or graduate research in their individualized study plans.

Recommended Preparation

Admission to the graduate program in Media Communications does not require a specific undergraduate major. However, students should have completed the following prerequisite course work 1) MCOM420, Media and Society or the equivalent; and either 2) undergraduate production course work, or 3) COMS420, Communication Research or the equivalent. Students who have not completed the appropriate undergraduate course work must complete the necessary prerequisites in addition to other degree requirements listed before enrolling in the corresponding graduate courses. Several management courses have prerequisites.

Degree Requirements

In addition to university requirements, students must maintain a "B" grade point average in the core requirements.

Core Requirements	15
MCOM 740 Trends in Communications Technologies	3
MCOM 803 Contemporary Issues	3
MCOM 830 Graduate Seminar in Media Communications	3
MCOM 845 Graduate Media Research	3
MCOM 890 Graduate Thesis/Project	3
 Additional Requirements	 18
<i>Select nine hours:</i>	
MCOM 535 Television: Remote Color Techniques	3
MCOM 544 Video Production Editing	3
MCOM 550 Newswriting and Reporting	3
MCOM 631 Writing for Film/Video	3
MCOM 651 Investigative and Specialized Reporting	3
MCOM 730 Television Directing	4
MCOM 750 Feature and Review Writing	3
MCOM 755 Media Management	3
Select nine additional hours of which at least six hours must be in media	
Total	33

Music*

NOTE: * Governors State University is not planning to admit students to the M.A. in Music. At the time of publication of this *Catalog*, the university's governing board was considering a recommendation affecting this program. Students seeking additional information about the M.A. in Music should contact the dean's office, College of Arts and Science.

Political Studies

The M.A. 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 M.A. in Political Studies 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 GSU or another accredited university: Principles of Political Science (POLS301); and Social Science Research: Design and Methodology (SOSC450). Students may substitute POLS505, Principles and Theories in Political Studies, for undergraduate course work in principles of political science. Completion of preparatory course work, including POLS505, is required in addition to the degree requirements listed below.

Admission to Candidacy

To qualify for degree candidacy in this major, the student must 1) successfully complete POLS815, POLS820, POLS821, POLS830, and POLS841 with an average grade of "B" or better; and 2) file an application for candidacy with the appropriate graduate advisor.

Degree Requirements

In addition to university requirements, students must complete thirty trimester hours of course work beyond the bachelor's degree plus a three-hour thesis or six hours of additional course work with a comprehensive examination in the last trimester of study. Students must successfully complete the core requirements with an average grade of "B" or better.

Core Requirements	18 or 21
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

Select *one* of the following options:

Thesis Option:
 POLS 890 Graduate Thesis/Project3

Non-Thesis Option:
 POLS 869 Directed Readings6
 (This course is offered for three credit hours.
 Students are to enroll in the 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.)

Additional Requirements

15

In consultation with an advisor, select at least **fifteen** hours from the following areas. 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.

American Politics

POLS 538 Urban Politics3
 POLS 610 Race, Class, and Politics3
 POLS 715 U.S. Foreign Policy3
 POLS 725 American Political Behavior3
 POLS 824 Intergovernmental Relations3
 HIST 516 Modern U.S. History: WWII-Present3

Public Policy

POLS 705 Law, Society, and Public Policy3
 POLS 718 Public Opinion and American Democracy3
 POLS 750 Survey Research I: Theory3
 POLS 751 Survey Research II: Application3
 POLS 835 Topics in Policy Analysis3

Comparative Politics/International Relations

POLS 536 Problems in International Politics3
 POLS 735 Third World in Global Development3
 POLS 737 Political Geography3
 POLS 831 Comparative Political Systems II3
 POLS 845 International Law and Organization3
 HIST 505 Modern African History3
 HIST 547 Latin American History3

Total with Thesis/Project

33

with Additional Course Work and Examination

36

Sociology

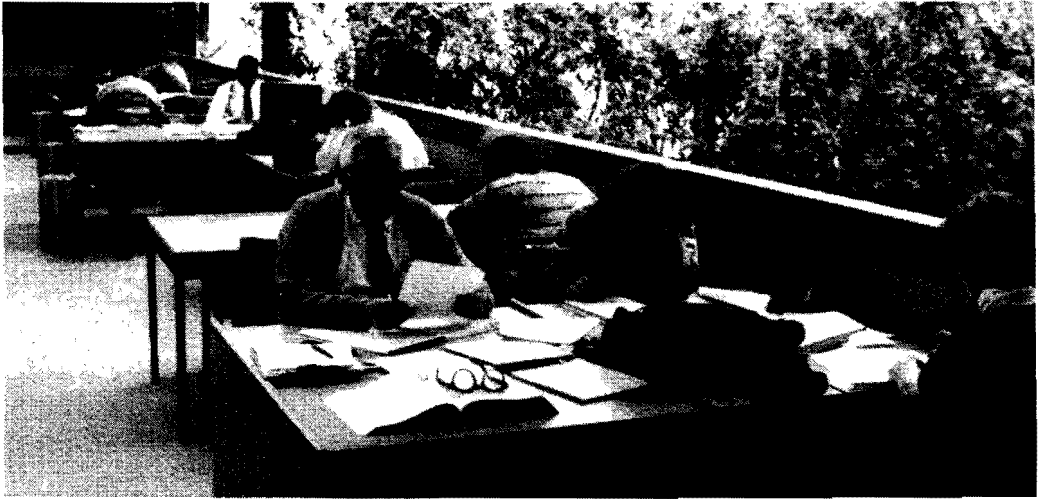
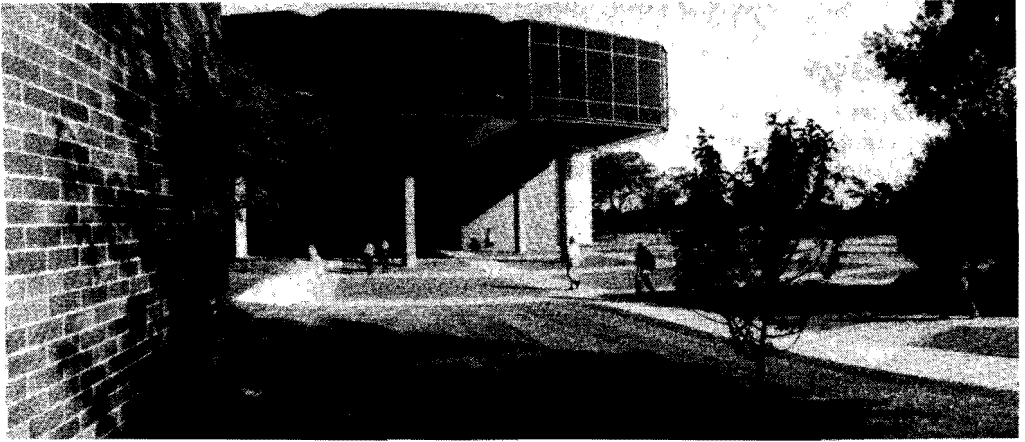
The master's degree in Sociology is designed to accommodate students from diverse backgrounds who seek to broaden or intensify their knowledge and understanding of the complex social realities within which they exist. The degree seeks to provide adult and career-oriented students with an advanced understanding of social organization and institutions, social change and modernization, and the ability to conduct, analyze, interpret, and apply social research in a variety of settings. From a core focused on theory and methods, students are encouraged to develop their own program of study in concert with a faculty advisor.

Recommended Preparation

In addition to basic university admission requirements, an undergraduate major in sociology, social sciences, history, anthropology, political science, or course work in social theory, methods, and research is strongly recommended. Students not having an undergraduate major in one of these fields may be required to take prerequisite courses. Such prerequisite requirements will be based upon an individual evaluation of previous educational experience.

Degree Requirements

Core Requirements	18 or 21
SOC 805 Seminar: Sociological Theory	3
SOC 815 Seminar: Social Organizations and Institutions	3
SOC 825 Seminar: Social Change and Modernization	3
SOC 835 Seminar: Sociological Research	3
SOC 870 Graduate Research	3
<i>Select one of the following:</i>	
SOC 890 Graduate Thesis/Project	3
or	
Six credit hours of additional course work plus comprehensive examinations in theory, research methods, and an area/field chosen by the student	6
Additional Requirements	15
In consultation with an advisor, students will select fifteen credit hours of advanced study in areas such as research methods and computers, urban and community studies, family studies, social psychology, social institutions, and intercultural analysis.	
Total	33 or 36



College of Business and Public Administration

Business Administration (M.B.A.)

Public Administration (M.P.A.)

The College of Business and Public Administration presents strong theoretical and pragmatic programs at the graduate level which will prepare students for careers in business, government, and industry. The majors are designed with the understanding that students enrolled in the college are pursuing management degrees for careers in the public or private sector. Accordingly, the college offers rigorous programs of study which will challenge students and provide them with the preparation to assume positions of leadership and responsibility. To this end, the college emphasizes clearly defined instructional methods and a curriculum that reflects 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. The college offers graduate courses leading to the Master of Business Administration and the Master of Public Administration.

Collegial Policies

General Admission and Degree Requirements

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

Major Specific Requirements

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

Student Study Plans

Student study plans are developed with the student advisors during the first trimester of enrollment. Students must have an approved study plan, signed by an advisor, on file, to register for a subsequent trimester.

Candidacy Requirement

After admission to the college as a degree-seeking student, graduate students must also apply for candidacy. Application forms are available in the college office. Candidacy status is granted if the following requirements have been met:

1. satisfaction of any conditions of admission;
2. satisfaction of the college policy on proficiency examinations;
3. completion of all preparatory courses with at least a "C" grade in each course;

4. GPA of at least 3.0 for all GSU course work completed as a graduate student;
5. completion of a minimum of nine credit hours of core requirements; and
6. completion of a maximum of fifteen hours of degree requirements beyond any necessary preparatory course work.

Students who complete more than fifteen hours of degree requirements before attaining candidacy status will be required to complete eighteen hours, approved by the dean, as a candidate before being approved for graduation by the college.

Announcements

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

Proficiency Examinations

Proficiency examinations in written communication and intermediate algebra are required for all CBPA graduate students. It is advisable for students to review English and/or algebra before testing. Examinations cannot be repeated. Students unsure of their status regarding these examinations should contact the college office. These examinations are administered by collegial personnel twice each trimester. Test dates will be published. Students are responsible for registering for the first available test date.

Students unsuccessful in passing the competency examinations will be required to enroll in appropriate courses during their next trimester of enrollment and must elect the pass/no credit option in these courses.

Transfer Credit

A maximum of nine hours with an earned grade of "B" or better will be approved for transfer from another institution. Graduate students will be expected to complete the M.B.A. and M.P.A. core (twenty-one hours) in the College of Business and Public Administration. Credit earned more than five years before the request for transfer will not be accepted.

Credit for Experiential Learning

The College of Business and Public Administration does not grant or accept graduate credit for experiential learning toward graduate degree requirements. Exceptions to this policy must be approved by the dean of the college.

Readmission

Governors State University credit earned more than five years before readmission will not apply toward graduate degree requirements unless approved by petition to the dean.

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.

Grading

Students classified as graduate students must earn a "C" grade or better in all courses to receive credit towards graduation.

Course Substitution

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

Application to Degree Requirements

The combined number of credits earned in independent study courses, internships, and practicums applied toward degree requirements may not exceed six hours. Exceptions to this policy must be approved by the dean of the college.

Independent Study

Students who have not successfully completed the proficiency examinations in algebra and written communication or who have not successfully completed the required courses will not be allowed to register for independent study courses. Only CBPA graduate students who have completed 21 hours should apply for independent study. The dean of the college, in addition to the faculty sponsor and the division chairperson, must approve all applications for independent study.

Internships

Graduate students will be allowed a maximum of three hours of internship toward completion of degree requirements. All internships will be coordinated by the designated faculty in the College of Business and Public Administration after approval by the division chair and the dean.

Repeating Courses

A student who has enrolled in the same course three times without receiving a passing grade is required to receive permission from the dean before registration for that course a fourth time.

Electives

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

Business Administration

The College of Business and Public Administration offers a graduate major in Business Administration leading to the degree of Master of Business Administration (M.B.A.). The Master of Business Administration major provides a student the opportunity to prepare for positions of executive leadership. The M.B.A. degree provides a general management program of study designed primarily, but not exclusively, for students with business undergraduate degrees. The major is also designed to accommodate those with undergraduate degrees in the liberal arts, sciences, engineering, education, and other disciplines by providing the necessary

preparatory course work. In the M.B.A. degree program, the student studies a broad core of courses designed to provide an understanding of business operations and management. In addition, elective courses may be used to undertake a modest degree of concentration in a single functional area if desired.

Special Admission Requirements

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 x 200 + GMAT score > 950. A cumulative graduate GPA can be substituted in the above formula for those students who have earned a graduate degree.

Applicants who have not taken the GMAT but who have a 2.75 or higher undergraduate grade point average will be admitted conditionally pending 1) receipt of the GMAT score by no later than the end of the subsequent trimester, and 2) attainment of a score of 950 or higher based on the above formula. Applicants who have not taken the GMAT and who have less than a 2.75 undergraduate grade point average may be considered for conditional admission.

A conditionally admitted applicant who does not submit a GMAT score on time or who fails to attain a score of at least 950 using the above formula may be refused enrollment for subsequent trimesters.

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 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

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
MGMT	301	Principles of Management	3
MGMT	510	Foundations of Managerial Statistics or STAT361 and STAT362	3
MIS	301	Introduction to Management Information Systems	3
MKTG	301	Principles of Marketing	3

Degree Requirements

In addition to university requirements, students must successfully pass proficiency examinations in intermediate algebra and written communication or must complete appropriate courses in algebra and/or written communication.

A thesis is optional for M.B.A. students. The thesis option provides an opportunity for intensive study of a problem chosen by the student. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Each student selecting the thesis option will be required to submit a thesis proposal to a faculty member. If the proposal is approved, a thesis advisor and examining committee will be appointed by the dean or his designee. A candidate who is approved for the thesis option will be required to take a research methods course as approved by advisor and defend the thesis orally.

Core Requirements	24
ACCT 801 Accounting for Administrative Control	3 *
ECON 801 Problems in Managerial Economics	3
FIN 801 Problems in Financial Management	3
MGMT 810 Problems in Organizational Behavior	3
MGMT 840 Problems in Production Management	3
MGMT 849 Business Policy and Strategy	3
MGMT 860 Issues in Public and Private Management	3
MKTG 801 Problems in Marketing Management	3
Additional Requirements	9
Select nine hours from among courses numbered 500 or above with approval of advisor. A graduate thesis may be elected with approval of dean. Students electing to take the thesis will be required to take a research course as approved by advisor.	
Total	33

NOTE: * Students with an accounting background must take ACCT850 instead of ACCT801 to satisfy the M.B.A. core requirement in accounting.

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 graduate Public Administration major prepares middle- and upper-level managers in the public sector with the techniques and methods of personnel work, budgeting, organizing, and other functions necessary for further promotion. Students pursuing 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 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
ACCT	301 Financial Accounting	3
ECON	405 Public Finance	3
MIS	370 Business Microcomputer Applications	3
PADM	301 Introduction to Public Administration	3
POLS	302 American National Government or POLS320, Local Governmental Systems	3
STAT	361 Statistics for Management I	3

Degree Requirements

In addition to university requirements, students must successfully pass proficiency examinations in intermediate algebra and written communication or complete appropriate courses in intermediate algebra and written communication.

Core Requirements		30
MGMT	810 Problems in Organizational Behavior	3
MGMT	860 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 *
<i>Select one of the following:</i>		
PADM	855 Master's Research Paper	3
or		
PADM	867 Practicum	3 **

Additional Requirements	3
Select three credit hours, with advisor's approval, from the areas of social sciences, communications, health, or other areas appropriate to the student's career and educational goals.	
Total	33

NOTES: * Students with career experience in the public sector may substitute for PADM880 three hours of course work in social studies, communications, health, or other areas appropriate to the student's career and educational goals subject to approval of advisor.

** PADM867, Practicum, is optional for M.P.A. students. The practicum is a demonstration of the student's ability to apply advanced management knowledge and skills through the accomplishment of a substantial project, task, or set of tasks in an administrative agency. It requires both performance of the task or functions and a major written report thereon approved by a committee of three faculty members. A practicum may be initiated only by faculty approval of a formal written proposal analogous to a master's research paper proposal.

College of Education

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

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

The college offers graduate majors in Education, Counseling, Psychology, and Multicategorical Special Education. In addition, the college offers a master's degree and certification programs in Educational Administration in partnership with Chicago State University and Northeastern Illinois University.

Certification

State certification is available in the following areas: general administration, special education, school counseling, and school psychology.

Collegial Policies

General Admission and Degree Requirements

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

Major Specific Requirements

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

Student Study Plans

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

Candidacy Requirement

After admission as a degree-seeking student, graduate students must also apply for candidacy. Application forms are available in the college office.

Counseling

The Counseling major prepares individuals to enter counseling and psychology-related professions with a special focus on urban community settings. Students interested in agency counseling may receive skill preparation for direct service to

clients; for diagnostic, consultative, and evaluative services; and for community intervention. The major also offers course work in school counseling for students interested in certification as a school counselor. 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.

Certification

The Illinois State Board of Education (ISBE) has approved course work offered through this major that leads to the School Service Personnel Certificate with an endorsement in Guidance and Counseling. Applicants for this certificate must hold, or be eligible for, a standard Illinois teaching certificate.

Qualification for the Illinois State Teacher Certification is needed to obtain the Illinois School Service Personnel Certificate with an endorsement in Guidance and Counseling upon completion of the program. Students must also pass the Illinois certification test in guidance and satisfy the Basic Skills test policy before gaining certification.

Special Admissions Requirements

In addition to meeting university admission requirements, applicants must have a GPA of 2.5 (A=4) for all undergraduate work attempted or a GPA of 2.75 for the last sixty hours of undergraduate work attempted or a GPA of 2.25 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.

An on-campus visit with faculty is required for the purpose of assessing oral communication, writing, and interpersonal skills of the applicant and to determine the applicant's potential in the counseling field.

Applicants interested in ISBE certification in guidance and counseling should have completed the following course work: a course in statistics (STAT468); a course in research methodology (PSYC560); a course in adolescence (PSYC510); and a course in child development (PSYC512).

Applicants interested in agency counseling 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, PSYC519, or PSYC529); and a course in abnormal psychology (PSYC430).

Admission to Candidacy

Students may apply for degree candidacy only after they have earned at least a grade of "B" in the prerequisite courses listed above. Degree candidacy status is contingent upon a student's earning a grade of "B" or better in COUN630, COUN633, COUN810, and COUN847 and upon receiving the positive recommendation of the candidacy committee (see *Division of Psychology and Counseling Student Handbook* for details). Students must apply for candidacy within two weeks of the start of the trimester in which degree candidacy is sought. The candidacy committee will inform students of their candidacy status within six weeks. Students should refer to the *Division of Psychology and Counseling Student Handbook* for further details.

Degree Requirements

Beyond meeting university requirements, students must complete an internship sequence at an approved site and receive a positive recommendation. Enrollment in COUN844, COUN845, COUN852, or COUN856 requires prior admission to candidacy and meeting other requirements outlined in the *Division of Psychology and Counseling Student Handbook*. Application deadlines for internship are as follows: fall trimester, July 15; winter trimester, November 15; spring/summer trimester, March 15. The internship is typically a two-trimester course sequence.

Core Requirements **33**

PSYC 610	Measurements and Evaluation	3
PSYC 720	Cultural Foundations and Life Span Development	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

Additional Requirements **15 or 18**

	Counseling Sequence Courses	9 or 12
	<i>Select one of the counseling sequences listed below or, with advisor's approval, other courses.)</i>	
	<i>With advisor's approval, select six hours from:</i>	
COUN 844	Practicum in Individual Counseling: Child and Adolescent	3
COUN 845	Practicum in Individual Counseling: Adult	3
COUN 852	Practicum in Group Counseling: Child and Adolescent	3
COUN 856	Practicum in Group Counseling: Adult	3

Total **48 or 51**

Counseling Sequences

Students are to select one of the following counseling sequences or, with the advisor's approval, select nine hours from courses listed below.

Employee Assistance

ADAS 500	Substance Abuse: Current Concepts	3
COUN 837	Management of Counseling Programs	3
COUN 838	Counseling Employees in the Workplace	3

Family Counseling

COUN 853	Parent Education: Prevention and Intervention	3
COUN 859	Family Therapy Techniques	3
COUN 860	Marriage and Couple Therapy	3

Individual and Group Counseling*Select three of the following:*

COUN 840	Advanced Techniques	3
COUN 844	Practicum in Individual Counseling: Child and Adolescent	3
COUN 852	Practicum in Group Counseling: Child and Adolescent	3
COUN 855	Advanced Individual Therapy Techniques: Adult	3
COUN 857	Behavior Therapy	3
COUN 862	Life Style Analysis	3
PSYC 827	Human Sexuality	3
PSYC 857	Individual Assessment II: Personality	3

Substance Abuse

ADAS 505	Alcoholism and Drug Abuse: Recovery Process	3
ADAS 610	Psychopharmacology	3
ADAS 815	Treatment Issues in Alcoholism and Drug Abuse	3

School Counseling

COUN 639	Behavior Problems	3
COUN 851	Consultation and School Staff Development	3
COUN 853	Parent Education: Prevention and Intervention	3
COUN 858	Administration of Student Personnel Services	3

Education

This major provides for professional development of teachers at all levels, early childhood through adult education. Core 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 Education Advising Office.

Certification/Endorsement

Completion of the degree program does not lead to certification in the State of Illinois.

Admission Requirements

Additional requirements In addition to meeting university requirements, applicants must have earned a 2.75 GPA or better in the last sixty hours of undergraduate courses and a 3.0 GPA in any graduate work attempted.

Admission to Candidacy

To qualify for degree candidacy, students must 1) complete prerequisites for courses in the specialization; 2) complete twelve hours including EDUC630, Issues and

Trends in Education; EDUC810, Educational Research; and six additional graduate hours with no grade below a "C" and a GPA of 3.0 or better; and 3) pass a qualifying examination which is offered on Saturday of the eleventh week of each trimester. The qualifying examination must be passed before completion of fifteen hours.

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 taken again 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 Education Advising Office. The application certifies that all candidacy requirements have been met. Application forms are available in the Education Advising Office.

Transfer Credit

Up to six hours of course credit earned from other accredited institutions or as a student-at-large may be applied toward the degree, subject to approval by the coordinator of graduate studies.

Program Options

Candidates for the Master of Arts degree in Education, may pursue one of two options. 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. Thesis students must complete their projects within one calendar year, and research projects must be completed within six months. The thesis option is limited to students who have a 3.5 GPA or better 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. Additional information about these options is available from the coordinator of graduate studies.

Degree Requirements

1. All course work, including transfer credits, must be completed within six (6) calendar years.
2. Students must maintain a GPA of 3.0 or better with no grade less than "C" in all courses in the major.
3. Credit hours earned in EDPD courses cannot be applied toward degree requirements.
4. The combined number of transfer credits and credits earned as a student-at-large applied toward degree requirements may not exceed six hours and must be approved by the coordinator of graduate studies.
5. Students in the research project option must pass written comprehensive exams. Students may take these examinations after completing thirty-three hours of degree course work. Students in the thesis option will make an oral defense of their research acceptable to their respective committees.

Core Requirements	15 or 21
EDUC 630 Issues and Trends in Education	3
EDUC 810 Educational Research	3
EDUC 816 Applied Educational Psychology	3
EDUC 825 Curriculum Development	3

Select one of the following options:

Thesis Option:

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:

EDUC 869 Research Project in: (Specialization)	3
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Additional Requirements	15 or 24
Specialization	15 or 18

Students selecting the research project option will select six or nine hours of additional course work as approved by their advisor and the coordinator of graduate studies 6 or 9

Total with Thesis Option	36
with Research Project Option	39

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.

Computer Education

EDCP 610 Evaluating Software for Instruction	3
EDCP 850 Integrating Microcomputer-Based Education	3
EDCP 860 Practicum in Microcomputer Education	3

Choose one of the following: Applications or Programming. 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
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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:

EDCP	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	9

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

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
	<i>Select one of the following:</i>	
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
EDCP 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 and Resources for Teaching School Geometry	3
EDUC 833	Teaching Mathematics to Mathematically Able Students	3
PSYC 806	Cognitive Development: Instructional Implications	3
	<i>Select one of the following:</i>	
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
	<i>Select one of the following:</i>	
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
or
 Course work in 500-level physics (PHYS) courses
 except for PHYS525 3

Educational Administration

The Educational Administration program 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 a school business manager, an elementary or secondary school principal, a supervisor, a curriculum consultant, a department chairperson, or a community college administrator. The curriculum includes a number of courses that provide essential knowledge and skills for continued growth in positions of educational leadership.

Students admitted to the master of arts degree program must elect one of three concentrations: educational administration, chief school business official, or community college administration.

Teacher Certification

Completion of this program and compliance with other requirements presented in the section "Teacher Certification" elsewhere in this *Catalog* leads to the Illinois Administrative Certificate with the General Administrative or Chief School Business Official Endorsement, depending on the concentration completed. 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 Education Advising Office.

Completion of the concentration in community college administration does not lead to certification.

Special Admission Requirements

In addition to meeting university admission requirements, applicants must have 1) a GPA of 2.75 (A=4) for the last sixty hours of undergraduate study and a GPA of 3.0 in any graduate work attempted and 2) written recommendations from two school administrators or supervisors familiar with the applicant’s work. Admission to the educational administration concentration 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. Admission to the chief school business official concentration requires written verification by a district superintendent, personnel officer, or chief school business official that the applicant has two years business management experience in schools meeting criteria listed above. Note: Verification of experience in District No. 299 must be provided by the Chicago board director of personnel. Admission to the community college administration concentration does not require previous teaching or administrative experience, but such experience is highly recommended.

Admission to Practicum

In addition to meeting all prerequisite course work for the practicum, all students seeking certification must present evidence of having passed the “Basic Skills” portion of the teacher certification examination administered by the Illinois State Board of Education.

Degree Requirements

Students must complete two courses (six semester hours) of course work applicable to the degree offered by Chicago State or Northeastern Illinois University. In addition, students must successfully complete supervised practica, a comprehensive examination, and the Illinois and United States Constitution examinations and must meet all other requirements presented in the *Student Handbook for the Cooperative Program in Educational Administration*.

Chief School Business Official Concentration

Core Requirements

30

EDAD 621 Foundations of School Administration and Organization	3
EDAD 713 Human Relations and Leadership	3
EDAD 729 Research in Educational Administration	3
EDAD 731 Community Relations	3
EDAD 832 School Finance	3
EDAD 833 School Law	3
EDAD 836 Administration of School Personnel.....	3
EDAD 838 Collective Negotiations	3
EDAD 845 Practicum in School Business Management	3
EDCP 770 Administrative Uses of Microcomputers	3

Additional Requirements	6
<i>Select six hours of electives with advisor's approval from the following courses or other courses approved by the Cooperative Educational Administration Coordinating Council:</i>	
EDAD 601 Curriculum Development and Learning Theories	3
EDAD 618 The Adult Learner	3
EDAD 724 School Supervision	3
EDAD 822 Elementary and Secondary School Administration Supervision	3
EDAD 850 Seminar: Educational Policies and Issues	3
SPED 805 Administration and Supervision of Special Education	3
Total	36

Community College Administration Concentration

Core Requirements	30
EDAD 618 The Adult Learner	3
EDAD 621 Foundations of School Administration and Organization	3
EDAD 713 Human Relations and Leadership	3
EDAD 729 Research in Educational Administration	3
EDAD 731 Community Relations	3
EDAD 820 The Community College	3
EDAD 823 Community College Administration	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

Additional Requirements	6
<i>Select six hours of electives with advisor's approval from the following courses or other courses approved by the Cooperative Educational Administration Coordinating Council:</i>	
EDAD 601 Curriculum Development and Learning Theories	3
EDAD 724 School Supervision	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

Total	36
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Educational Administration Concentration

Core Requirements	30
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
Additional Requirements	6
<i>Select six hours of electives with advisor's approval from the following courses or other courses approved by the Cooperative Educational Administration Coordinating Council:</i>	
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
Total	36

Multicategorical Special Education

The major 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 Education Advising Office.

Certification

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 elsewhere in this *Catalog*.

Special Admission Requirements

In addition to meeting university requirements, applicants must 1) possess a standard teaching certificate; 2) have a 2.75 GPA or better in the last sixty hours of undergraduate study and a 3.0 GPA in all graduate work attempted; and 3) complete SPED510, Survey of Exceptional Students, or an equivalent course.

Within one year of admission students must present evidence of having passed the "Basic Skills" portion of the teacher certification examination administered by the Illinois State Board of Education.

Admission to Candidacy

To qualify for degree candidacy, students must 1) complete prerequisites for courses in the major; 2) complete twelve hours that include EDUC810 and SPED820 with no grade below "C" and a GPA of 3.0 or better; and 3) pass a qualifying exam which is offered on Saturday of the eleventh week of each trimester. The qualifying examination must be passed before completion of fifteen hours required in the program.

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 exams on the next attempt. Qualifying exams can be retaken only once. Students failing the examination twice will not be permitted to register for 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 Education Advising Office.

Transfer Credit

Up to six hours of course credit from other accredited institutions may be applied toward the degree, subject to approval by the faculty advisor and the coordinator of graduate studies.

Degree Requirements

1. All course work, including transfer credits, must be completed within six (6) calendar years.
2. Students must maintain a GPA of 3.0 or better with no grade below "C" in all course work in the major.
3. The combined number of transfer credits and credits earned as a student-at-large applied toward degree requirements may not exceed six hours and must be approved by the coordinator of graduate studies.
4. During their last semester, all degree candidates must pass written comprehensive exams covering all course work.

Core Requirements	37
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
Total	37

Psychology

The College of Education offers graduate study in psychology leading to the Master of Arts degree in Psychology. Students electing this major will be prepared for 1) employment as researchers and evaluators in public and private settings; 2) teaching in community colleges and high schools (if appropriately certified); and 3) certification as a school psychologist in Illinois. The program requires study in the traditional areas of psychology and permits intensive study in students' area(s) of interest. Students pursuing goals other than school psychology prepare a thesis under close faculty supervision.

Students pursuing preparation in school psychology follow a rigorous program of studies in traditional areas of psychology, assessment, and other selected areas to provide appropriate knowledge and skill to identify, evaluate, and assist in remediating problems exhibited by both "normal" and "handicapped" school children. In addition to specified courses, students pursuing this option complete a practicum and a post-graduate internship. The school psychology option requires extensive preparation and typically requires a two-and-a-half year commitment in addition to the yearlong internship.

Certification

The school psychology option under this major is approved by the Illinois State Board of Education and leads to the School Service Certificate endorsed in School Psychology. Recommendation for the certificate is contingent upon satisfactory completion of a post-graduate internship in school psychology (PSYC920).

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. 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).

Admission to Candidacy

Students may apply for degree candidacy only after they have earned at least a grade of "B" in prerequisite courses: PSYC410, PSYC422, PSYC430, PSYC445, PSYC512, PSYC524, PSYC560, and STAT468. These courses may not be used to fulfill degree requirements and may be taken at the undergraduate level or at another institution (see *Division of Psychology and Counseling Student Handbook* available from the degree program advisor). The award of degree candidacy status for a student seeking certification as a school psychologist is contingent upon a student's earning a grade of "B" or better in PSYC605 or PSYC610, COUN630, COUN810, and PSYC826 or PSYC853. The award of degree candidacy status for a student selecting the thesis option is contingent upon a student's earning a grade of "B" or better in PSYC821, PSYC828, PSYC829, and STAT860. Students must apply for candidacy within two weeks of the start of the trimester in which degree candidacy is sought. The candidacy committee will inform students of their candidacy status within six weeks. 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 these programs in the student handbook which is 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 spring/summer trimester. The practicum requires at least one full day per week at an assigned site during the trimester. Priority in assignments is based on the date of achieving candidacy.

Degree Requirements

In addition to university requirements, students must 1) maintain at least a 3.0 GPA with no more than two "C"s in required courses; 2) if seeking certification as school psychologists, complete PSYC845 and PSYC865, or if not seeking such certification, complete STAT860 and PSYC890; 3) receive positive endorsement from the practicum supervisor or the thesis/project committee; and 4) if seeking certification as a school psychologist, complete in addition COUN630, COUN639, COUN810, COUN844 or COUN853, COUN851, SPED510 or SPED805, and SPED619.

Core Requirements 22

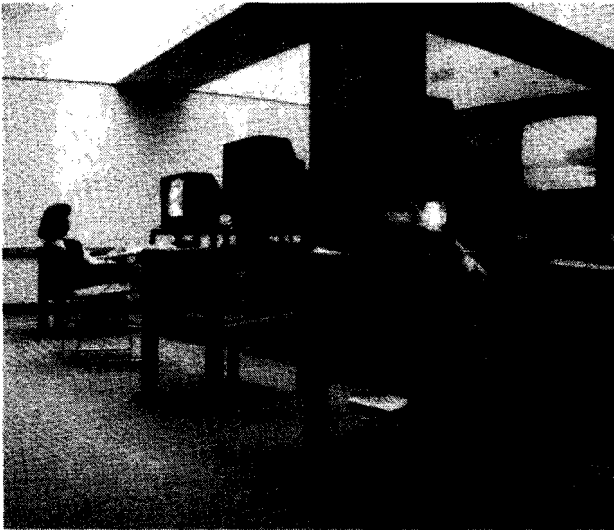
PSYC	821	Graduate Seminar in Abnormal Psychology	3
PSYC	826	Graduate Seminar in Social Psychology	3
PSYC	828	Graduate Seminar in Cognitive Psychology	3
PSYC	829	Graduate Seminar in Human Development	3
PSYC	853	Human Neuropsychology I: Brain Function	3
<i>Select one of the following options:</i>			
Thesis Option:			
STAT	860	Advanced Statistics in Behavioral Science	3
PSYC	890	Graduate Thesis/Project	4
School Psychology Certification Option:			
PSYC	845	Psychoeducational Assessment of Preschool Children	3*
PSYC	865	Practicum in School Psychology	4*

Additional Requirements 12

<i>Select twelve hours:</i>			
PSYC	555	Introduction to Therapy with Children	4
PSYC	558	Introduction to Therapy with Adults	4
PSYC	605	Tests and Measurements (or PSYC610)	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	854	Human Neuropsychology II: Clinical Assessment	3
PSYC	855	Individual Assessment I: Intelligence	3*
PSYC	855A	Individual Assessment I: Intelligence-Laboratory	1*
PSYC	857	Individual Assessment II: Personality	3*
PSYC	858	Advanced Seminar in Individual Assessment	2*
COUN	826	Research Literature in Counseling and Psychotherapy	3
COUN	843	Advanced Theories in Counseling and Therapy	3

Total with Thesis Option		34
	with School Psychology Certificate Option	55

NOTE * Students seeking certification in addition to completing all asterisked courses must also complete the following courses: COUN630, COUN639, COUN810, COUN844 or COUN853, COUN851, SPED510 or SPED805 and SPED619 as well as meeting all other requirements as stated in the *Division of Psychology and Counseling Student Handbook*. After completing the degree, students must complete a post-graduate internship, PSYC920, pass the Illinois certification test in school psychology, and satisfy the Basic Skills test policy before gaining certification.



College of Health Professions

Alcoholism and Drug Abuse Sciences (M.H.S.)

Communication Disorders (M.H.S.)

Health Administration (M.H.A.)

Nursing (M.S.)

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 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. The college also provides credit and noncredit continuing education courses and workshops for health professionals at many off-campus locations throughout the Chicago region.

Certifications and Accreditations

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.

The graduate Nursing major is accredited by the National League for Nursing.

Collegial Policies

General Admission and Degree Requirements

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

Major Specific Requirements

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

Student Study Plans

Students must develop a study plan during their first trimester of enrollment. This is the first step toward achieving graduate candidacy status. Once the study plan has been approved and signed by the advisor and division chairperson, the advisor's signature will not be required on the registration form. (Courses which

require permission of the instructor will require that instructor's signature on the "written permission" line of the registration form.) It is the responsibility of the student to enroll, in the proper sequence, in courses that fulfill the requirements of the approved study plan. Courses in which the student enrolls that are not on the study plan may not be applicable to degree requirements. Any changes in the study plan must be approved by the advisor and division chairperson. Students should consult advisors and this *Catalog* for prerequisite, specific major, and university degree requirements.

Candidacy Requirement

After admission as a degree-seeking student, graduate students must also apply for candidacy. Application forms are available in the college office.

Alcoholism and Drug Abuse Sciences

The Alcoholism and Drug Abuse Sciences major is designed to prepare individuals for leadership careers in the prevention and treatment of substance abuse. The curriculum is based on the premise that alcohol and drug abuse 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 alcoholism and drug 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 requirements, applicants must meet the following minimum requirements: a cumulative GPA of 2.5 on a 4.0 scale for all undergraduate courses; 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.

Applicants must have also completed the following courses or their equivalent: three hours in Substance Abuse Recovery Process (ADAS505), three hours in Alcoholism and Drug Abuse: A Systems Approach (ADAS518), and three hours in Substance Abuse Clinical Skills (ADAS522). Applicants should provide documentation of equivalent course work to the advisor before admission to the program. Applicants who do not fulfill these criteria will be admitted to the major only upon petition to the program.

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

To qualify for degree candidacy in this major, a student must have 1) a minimum cumulative GPA of 3.0 for all graduate courses attempted, 2) completed the following core courses with no more than one grade of "C"; ADAS610, ADAS720, ADAD815, ADAS825, ADAS835, ADAS845, and ADAS855; 3) demonstrated adequate oral and written communication abilities appropriate for the profession; and 4) demonstrated adequate interpersonal skills appropriate for the profession. Skill levels noted in items 3 and 4 above are evaluated based on the professional judgment of the faculty through regular review of student progress.

Until degree candidacy status is attained, a student will not be permitted to enroll in ADAS865, ADAS869, or ADAS880. Students should apply for candidacy at the beginning of the trimester they expect to fulfill the candidacy requirements. More detailed candidacy information is available through the division office or the student's advisor.

Degree Requirements

Credit hours earned in ADPD courses cannot be applied toward degree requirements.

Core Requirements	26
ADAS 610 Psychopharmacology	3
ADAS 720 Substance Abuse Prevention	3
ADAS 815 Treatment Issues in Alcoholism and Drug Abuse	3
ADAS 825 Etiology and Epidemiology of Substance Abuse	3
ADAS 835 Planning, Managing, and Evaluating Alcohol and Drug Abuse Programs	3
ADAS 845 Substance Abuse Intervention Techniques	3
ADAS 855 Seminar in Alcohol and Drug Abuse	3
ADAS 865 Internship Seminar in Alcoholism and Drug Abuse	1
ADAS 869 Comprehensive Examination	1
ADAS 880 Internship	3

Additional Requirements **6**

In consultation with advisor, select six hours from the following courses or other courses that are appropriate to the student's career or educational goals:

Business and Industry Settings	
ADAS 532 Alcoholism/Employee Assistance Program in Business and Industry	3
HLSC 62B Managing Health Behavior	3
HLAD 848 Health Care Marketing	3
Substance Abuse Treatment	
ADAS 501 Alcoholism and Subcultures	3
ADAS 515 Alcoholism and Drug Abuse: Self Help Groups	3
ADAS 571 Alcoholism: Dysfunctional Families	3
ADAS 625 Clinical Approaches to Substance Abuse	1-2
COUN 630 Counseling Theories and Ethics	3

Prevention

ADAS	726	Drugs in the Schools	3
SOCW	510	Social Welfare Policy: Issues and Processes	3
HLPE	810	Health Education Program Planning	3
HLPE	815	Assessment of Health Instruction	3

Total**32**

Communication Disorders

The graduate major in Communication Disorders prepares students to work as professional speech-language pathologists in a variety of settings, including schools, hospitals, mental health centers, and private practice. Preparation is accomplished through extensive academic and external practicum experience in both speech-language pathology and audiology.

Accreditation and 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 for licensure 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

In addition to meeting university criteria, applicants must 1) have a GPA of 2.75 or better on a 4.0 scale for all undergraduate work attempted before receiving the baccalaureate degree; and 2) submit three letters which 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.

All applicants will be admitted conditionally pending verification of adequate speech and hearing to function as a speech-language pathologist.

Any applicant without preprofessional preparation in communication disorders, who meets all other admission requirements, may enroll in the curriculum. All admitted students must complete all communication disorders undergraduate requirements, but may enroll in graduate courses after satisfactorily completing the prerequisites for those courses.

In addition to the above, students pursuing the Standard Special Certificate in Speech and Language Impaired should have completed the general education and professional education requirements specified in the "Teacher Certification" section in this *Catalog*.

Admission to Candidacy

In addition to university requirements, to qualify for degree candidacy in this major, the student must 1) apply for candidacy after earning a minimum of twelve, and a maximum of eighteen graduate credit hours, with a minimum cumulative GPA of 3.0 from at least two faculty in the major; 2) demonstrate adequate oral communication abilities; 3) demonstrate adequate auditory discrimination ability; and 4) demonstrate adequate interpersonal skills. Skill levels noted in items 2, 3, and 4 above are evaluated based on the professional judgment of faculty and administrators through regular reviews of student progress. Unsuccessful applicants will not be permitted to complete the degree program. More detailed candidacy information is available through the Division of Communication Disorders.

Program Options

Students may choose either a thesis or non-thesis option with permission of advisor. Comprehensive written examinations covering all communication disorders course work are taken during the last trimester of enrollment. The graduate thesis/project option is appropriate for students who have focused research interests or who intend to pursue doctoral study. More information about program options is available through the Division of Communication Disorders.

Degree Requirements

1. All degree requirements must be completed within five calendar years after beginning course work as a graduate degree-seeking student in communication disorders.
2. Students must satisfactorily complete all practicum requirements in a variety of disorder areas. Information about these requirements is available through the Division of Communication Disorders.
3. All degree candidates must pass written comprehensive examinations or complete a graduate thesis/project.

Core Requirements

49 or 52

CDIS	700	Clinical Observation in Communication Disorders	1
CDIS	810	Voice Disorders	3
CDIS	813	Language Disorders of Children	3
CDIS	816	History, Philosophy, and Professional Aspects of Communication Disorders	3
CDIS	818	Behavior Principles in Communication Disorders	3
CDIS	820	Auditory Assessment	3
CDIS	825	Fluency Disorders	3
CDIS	833	Motor Speech Disorders	3
CDIS	836	Aphasia	3

CDIS	838	Dysphagia	2
CDIS	840	Communication Disorders in Craniofacial Anomalies	2
CDIS	845	Advanced Aural Rehabilitation	3
CDIS	848	Research Seminar in Communication Disorders	3
CDIS	850	Practicum in Audiology: Assessment	1
CDIS	852	Practicum in Audiology: Rehabilitation	2
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
		<i>Select one of the following:</i>	
		Non-thesis Option:	
		Comprehensive Examination	
		Thesis Option:	
CDIS	890	Graduate Thesis/Project	3

Total with Non-Thesis Option	49
 with Thesis Option	52

Health Administration

The Health Administration major prepares students to assume middle management positions and, after the requisite years of experience, top executive positions in large health care institutions. The purpose of the major is to train administrators who will be able both to manage and develop various health service organizations and programs and also to facilitate improved health status and well being of individuals in their service area. Graduates of the master’s degree program find employment with hospitals, mental health institutions, and neighborhood health centers, as well as a variety of governmental and private health care programs, such as H.H.S. offices, health insurers, and health related professional associations.

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 on a 4.0 scale for the last sixty hours of undergraduate course work, or a minimum cumulative graduate GPA of 3.0 for nine or more hours of graduate credit; 2) must submit three standard evaluation forms which 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. All students must submit a completed division questionnaire. The questionnaire 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 without an appropriate background may enroll in the major but will be required to complete within the past five years undergraduate prerequisite courses as follows: three hours in Management Accounting for Health Care Organizations (ACCT402), three hours in statistics, three hours in economics (principles, micro, 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 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

In addition to meeting university requirements in qualifying for degree candidacy in this major, the student must 1) have earned a grade of "B" or better in five of the following six courses: HLAD701, HLAD705, HLAD710, HLAD715, HLAD718, and HLAD755; 2) have met all prerequisites; 3) apply for candidacy after earning a minimum of fifteen and a maximum of twenty-four graduate-level credit hours; 4) have demonstrated adequate oral and written communication abilities appropriate for the profession; and 5) have demonstrated adequate interpersonal skills appropriate for the profession.

Skill levels noted in Items 4 and 5 above are evaluated based on the professional judgment of the faculty and administrators through regular review of student progress. Unsuccessful applicants to candidacy will not be permitted further registration in courses in the degree program. More detailed candidacy information is available through the division office or the student's advisor.

Degree Requirements

Beyond meeting university requirements, a student 1) may apply no more than one course with a grade of "C" toward degree requirements; 2) must earn a grade of "B" or better in the practicum course (HLAD865 or HLAD880); and 3) must successfully pass the comprehensive examination. In meeting degree requirements, a student may retake any course or the comprehensive examination only once.

Core Requirements

45

HLAD 701 Health Care Sociology	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
HLAD 745 Organizational Theories in Health Administration	3
HLAD 755 Health Care Management I	3
MIS 825 Management Information Systems for Health Administration	3
HLAD 835 Health Care Human Resource Management	3

HLAD 837 Health Care Law	3
HLAD 840 Health Care Financial Management	3
HLAD 841 Health Care Financial Management:	
Advanced Topics	1
HLAD 850 Strategic Planning for Health Administration	3
HLAD 855 Health Care Management II	3
<i>Select five hours:</i>	
HLAD 865 Health Administration Field Experience	5
HLAD 880 Internship: Residency (multi-trimester, minimum of six months)	5

Additional Requirements

9

Select nine hours from health administration courses or any other courses in the university that are appropriate to the student's study plan with advisor's approval:

HLAD 520 Introduction to Long-Term Care	3
HLAD 525 Nursing Home Administration	3
HLAD 820 Health Care Program Evaluation	3
HLAD 823 Quality Assurance for Health Care	3
HLAD 828 Ambulatory Care: Issues and Problems	3
HLAD 848 Health Care Marketing	3
HLAD 860 Seminar in	3
ACCT 810 Accounting for Health Service Organizations	3

Total

54

Nursing

The graduate Nursing major 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 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 criteria, applicants must

1. have acquired 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. They should submit scores 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. Students must have letter(s) verifying employment from employer(s) forwarded to the Office of Admissions;
5. have current and valid licensure as a registered nurse in the State of Illinois;
6. have a cumulative GPA of 2.50 (4.0 scale) in all undergraduate courses and a 3.0 (4.0 scale) GPA with no grade less than "C" in all upper-division nursing courses;
7. carry current nursing malpractice/liability insurance;
8. submit three letters of recommendation 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 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 45 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).

Applicants whose credentials are from countries other than the United States must have their credentials evaluated through the Office of Admissions. These applicants will be required to take and pass the Test of English as a Foreign Language (TOEFL) with a score of 550 or above.

Applicants must assume all responsibility for fees associated with testing. All credentials must be submitted to the Office of Admissions. No applicant can be fully admitted to the program until all required credentials are on file in the Office of Admissions. Students not meeting admission criteria may petition for admission through the Office of Admissions. Admission to the program does not guarantee admission to degree candidacy.

Admission to Candidacy

In addition to university requirements to qualify for degree candidacy in this major, students must have 1) complied with all conditions of admission; 2) completed NURS710, NURS720, NURS730, NURS740, HLSC750, and NURS760; and 3) filed an application for candidacy that has been completed in conjunction with their graduate nursing advisor.

Admission to candidacy is required to enroll for courses in the nursing functional areas.

Degree Requirements

Beyond meeting university requirements, students must 1) pass, during the last trimester of the student’s program, an oral comprehensive examination over the major area of study (this examination may be repeated only once) and 2) complete all degree requirements within a three-year period from the date on which the student has been admitted to candidacy. Candidates who are unable to meet this requirement may petition to have their credentials and degree plans reevaluated. Such candidates must expect to meet any additional requirements implemented after their initial enrollment. Students may repeat only once a graduate nursing course in which they receive an “F.”

Core Requirements	32 or 35
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
HLSC 750 Pathophysiology	3
NURS 760 Critical Care Nursing	3
NURS 800 Seminar and Practicum in Critical Care Nursing	4
Nursing Functional Area Course Work	7
<i>(With advisor’s approval, students must select one of the nursing functional areas listed below.)</i>	
<i>Select one of the following options:</i>	
Thesis Option:	
NURS 890 Graduate Thesis/Project: (Functional Area)	3
Non-thesis Option:	
Six hours of course work as approved by advisor from courses which support the student’s educational career or interest	
	6
Additional Requirements	3
Select three hours with advisor’s approval from courses which support the student’s interest in a functional area.	
Total	35 or 38

Nursing Functional Area Course Work

Students are to select one of the following areas of functional role preparation with advisor's approval.

Clinical Specialist

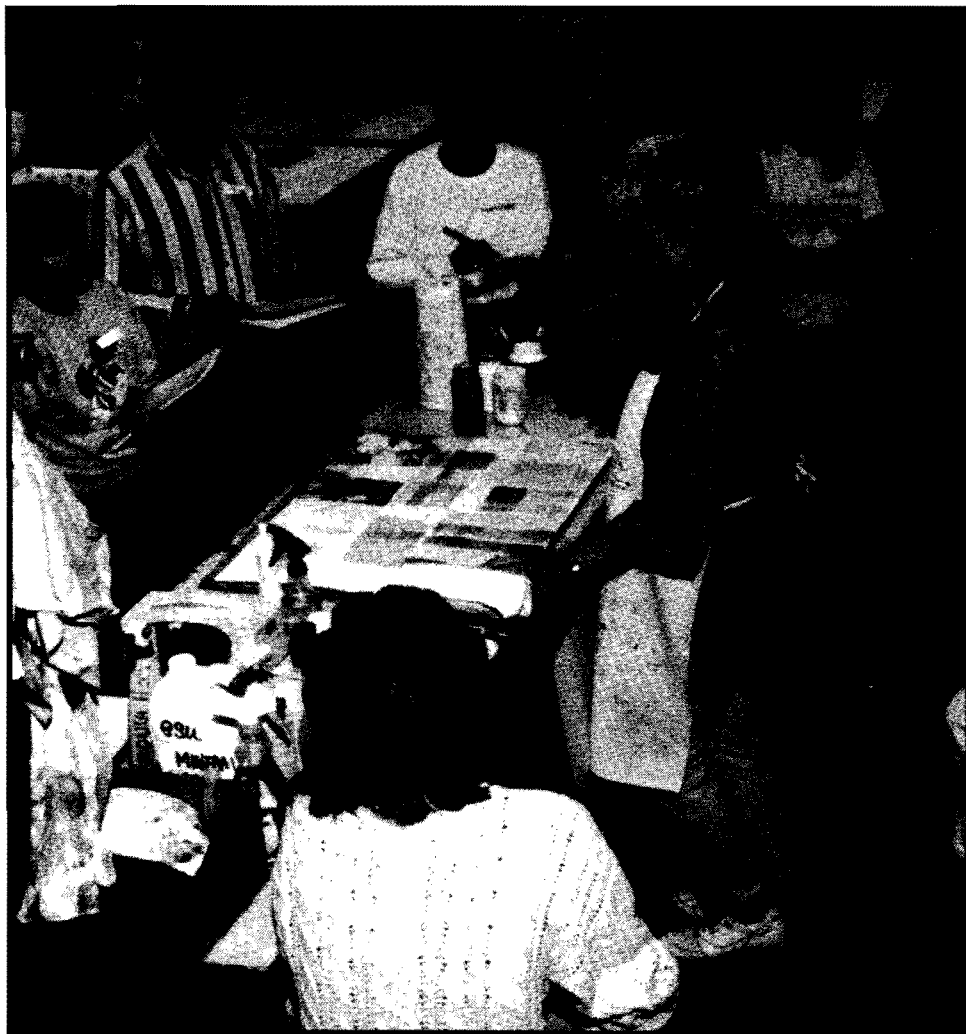
NURS 820 Clinical Specialist in Critical Care Nursing	3
NURS 845 Seminar and Practicum for Clinical Specialists	4

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



COURSE DESCRIPTIONS

Course Descriptions

The University uses a discipline-oriented course numbering system. Courses are identified by academic discipline (e.g., Accounting, Chemistry, Art, Biology). The *Catalog* is 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.

Samples:

ART 410 Artforms (3)

Designed for those desiring an upper-division introduction or review of the concepts, media, norms of criticism, and economics of art. Includes studio tours and museum assignments in addition to readings and classroom lectures.

PSYC 512 Child Development (3)

Course 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.



BIOL 522 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 equivalent; or permission of instructor.*

NURS 890 Graduate Thesis/Project: . . . (1-8)**

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.*

Each course listing has three or four elements.

1. **Boldface**-indicates course number, title, and credit hours. Credit hours are shown in parentheses following the course title. Where courses are offered for variable credit, the range of credit hours is shown. Credit hours followed by "****" are graded only on a pass/no credit basis. Courses marked with  may be offered in a televised format; those marked with  may be offered as correspondence courses; check the trimester schedule to determine the format in which sections are offered.
2. Following the title line of each course is a brief statement describing the content of the course.
3. Certain courses are offered in a self-instructional mode (SIM). Contact the appropriate division for further information.
4. Certain courses have special preparatory requirements; these are identified in italics following the word "prerequisite(s)." Students lacking specified prerequisites are not eligible to enroll in that course.

Accounting

ACCT 301 Financial Accounting (3)

Emphasizes the beginning accounting cycle. Integrates accounting principles and their applications to business objectives, financial statement preparation, flow of funds, current assets, noncurrent assets, short term liabilities, stockholders equities, inventory methods and evaluation, depreciation methods, and development of accounting principles.

ACCT 302 Managerial Accounting (3)

Course 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 or equivalent.*

ACCT 331 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 or equivalent.*

ACCT 332 Cost Accounting II (3)

An advanced study of cost accounting and decision-making concepts, objectives, and terminology essential to the cost accountant's role in business. 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.*

ACCT 351 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 or equivalent.*

- ACCT 352 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.*
- ACCT 353 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.*
- ACCT 370 Accounting Theory (3)**
Focuses on the study of problems in financial accounting measurement, including financial reporting of income taxes, leases, pensions, cash flow, financial statement disclosure, and interim and segment reporting. *Prerequisites: ACCT351 and ACCT352 or equivalents.*
- ACCT 402 Management Accounting for Health Care Organizations (3)** 
Course offered in televised format only. 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 undergraduates. No prerequisites for graduate students.*
- ACCT 410 Advanced Accounting (3)**
Application of accounting practice for an understanding of the complexities comprising business and finance. Examines corporate combinations and the special applications of measurement and realization principles in such matters as consolidations, conglomerates, pooling of interests, and international operations. *Prerequisite: ACCT353.*
- ACCT 421 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 or equivalent.*
- ACCT 422 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.*
- ACCT 435 Estate Planning (3)**
Covers basics needed for developing and updating an estate plan, its creation, conservation, and disposition. Includes topics on identifying and harmonizing life goals and life styles, investment options, life insurance, guardianships, trusts, wills, and federal estate and gift tax law. *Prerequisite: ACCT301 or equivalent.*
- ACCT 440 Audit Concepts and Standards (3)**
Deals with the standards, concepts, objectives, techniques, reports, and ethics of both the independent and internal auditor. Special attention is given to statements on auditing standards, auditing procedures, statistical sampling, and EDP in auditing. *Prerequisite: ACCT301 or equivalent.*

ACCT 441 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.*

ACCT 470 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.*

ACCT 480 Internship: . . . (3)

Designed to provide accounting students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

ACCT 530 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.*

ACCT 531 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.*

ACCT 801 Accounting for Administrative Control (3)

Offers an in-depth exposure to the management control process, including organizing and evaluating data for decision making under conditions of uncertainty. M.B.A. students with a cost accounting background must take ACCT850, Problems in Cost Accounting, to satisfy the M.B.A. accounting requirement. A student's requirement will be determined during advisement. *Prerequisite: ACCT301 or equivalent.*

ACCT 810 Accounting for Health Service Organizations (3)

Covers accounting applications as used in health service institutions. Includes contracting for goods and services, advanced reimbursement techniques, various applications of internal audit and control, performance reporting and analysis, and cost containment. Especially designed for health administration students and other students desiring special knowledge in this area. *Prerequisites: ACCT402 and HLAD840.*

ACCT 830 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 or equivalent; open only to students in professional careers in accounting series.*

- ACCT 840 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 non-profit entities. *Prerequisites: ACCT830 or equivalent; open only to students in professional careers in accounting series.*
- ACCT 850 Problems in Cost Accounting (3)**
 Exposure to a broad range of cost accounting concepts and cost accumulation. Includes cost accounting concepts for decision making and terminology essential to the cost accountant's role in business. *Prerequisite: ACCT331 or equivalent.*
- ACCT 855 Audit Theory and Philosophy (3)**
 Deals with the standards, concepts, objectives, techniques, reports, and ethics of both the independent and internal auditor. Special attention is given to fraud prevention/detection, internal controls, and social audit. *Prerequisites: ACCT301 and ACCT 801.*
- ACCT 860 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.*
- ACCT 870 Independent Study: . . . (3)**
 Independent study is intended to provide better students the opportunity to study a topic of their own choice in accounting under professional supervision. Only the student who is prepared to devote considerable time and effort should undertake an independent study. The student contemplating an independent study should first choose a definite area for investigation within accounting and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*
- ACCT 880 Internship: . . . (3)**
 Designed to provide accounting students with supervised practical experiences in applied settings. *Prerequisite: Permission.*
- ACCT 890 Graduate Thesis/Project: . . . (6)****
 Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing 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

- ADAS 340 Alcoholism: A Study of Addiction (3) ✉**
 Offered as a correspondence course only. Provides an overview of the far reaching problem of alcoholism in American society. Covers the causes, symptoms, manifestations and treatment of alcoholism. *Not open to alcoholism and drug abuse sciences majors.*

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- ADAS 500 Substance Abuse: Current Concepts (3)** 
Course 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 drug abuse treatment modalities and analyzes factors and institutions at the local, state, and national level that affect the delivery of drug abuse services. Includes legal and ethical issues in drug abuse.
- ADAS 501 Alcohol and Subcultures (3)** 
Course offered in televised format only. Prepares alcoholism counselors to work in a metropolitan area with persons from various cultures. Examines culturally determined values, lifestyles, and expectations underlying the behavior of clients.
- ADAS 505 Alcoholism and Drug Abuse: Recovery Process (3)**
The recovery process for the alcoholic is examined, tracing the stages from isolation through individual and group involvement. Within the context of the recovery process, the student learns the importance of human communication through enhanced awareness of self and others and has the opportunity to experience a simulated recovery process of the alcoholic. *Prerequisite: Permission.*
- ADAS 515 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 effectively refer family, friends, and/or clients to the appropriate self-help group. Other self-help groups will be reviewed briefly.
- ADAS 518 Alcoholism and Drug 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.
- ADAS 522 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.
- ADAS 532 Alcoholism/Employee Assistance Programs in Business and Industry (3)** 
Offered as a correspondence course and in a self-instructional mode (SIM). Contact the Division of Health and Human Services for additional information. Overviews alcohol 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.
- ADAS 571 Alcoholism: Dysfunctional Families (3)**
Examines the effects of alcoholism upon family relationships.
- ADAS 610 Psychopharmacology (3)**
Reviews the functions of the human nervous system before exploring the basic principles of psychopharmacology. For each classification of psychoactive drugs, students examine the historical patterns of use and development, the physiological mechanisms of action, and the various effects resulting from drug use. *Prerequisite: Permission.*

- ADAS 625 Clinical Approaches to Substance Abuse: . . . (1-2)**
Examines a current technique or emerging perspective to treatment. May include assessment, treatment planning, provision of services, and evaluation of outcomes. May be repeated for credit with a different topic. *Prerequisite: ADAS522.*
- ADAS 720 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.
- ADAS 726 Drugs in the School (3)**
Examines the prevalence of substance use and abuse in the schools; the etiology of such use/abuse; the pharmacology of abusable drugs as it relates to the physiological, psychological, and social development of youth; and methods of preventing, intervening, and/or treating substance use/abuse among youth and adolescents. Designed for teachers, counselors, and administrators in K-12 schools as well as parents and other interested members of the community.
- ADAS 815 Treatment Issues in Alcoholism and Drug Abuse (3)**
Examines issues related to treating alcoholics and other substance abusers. Focus is placed on the student's ability to discuss current issues on an informed basis, using alcoholism and drug abuse literature to shed light on selected treatment controversies. *Prerequisite: ADAS505 or ADAS518.*
- ADAS 825 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.
- ADAS 835 Planning, Managing, and Evaluating Alcohol and Drug 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.
- ADAS 845 Substance Abuse Intervention Techniques (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.*
- ADAS 855 Seminar in Alcoholism and Drug 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.*
- ADAS 865 Internship Seminar in Alcoholism and Drug Abuse (1)**
Problems and issues encountered by students during their internships are presented and constructively critiqued by students and faculty. *Prerequisites: Candidacy status and concurrent enrollment in ADAS880.*

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ADAS 869 Comprehensive Examination (1)**

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.*

ADAS 870 Independent Study: . . . (1-8)

Individual reading, research, and/or project in alcoholism and drug abuse sciences under the supervision of faculty. *Prerequisite: Permission.*

ADAS 880 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.*

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.

ADPD 530 Current Topics in Alcoholism and Drug Abuse: . . . (1-2)**

Examines current and emerging topics, issues, or trends in the substance abuse field. May be repeated for credit with different topic.

ADPD 560 Sobriety Planning (1)**

Focuses on development of a structured recovery program and teaching the patient recovery skills necessary in maintaining abstinence. Deals with responses and attitudes necessary for remission and the relationship between AA and the professional counselor. *Prerequisite: ADAS340 or equivalent.*

ADPD 563 Impact of Alcoholism in the Work Place (1)**

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 or equivalent.*

ADPD 568 How to Talk to Children about Drinking (1)**

Provides an approach to communicating with children about drinking problems. Concentrates on four areas: dealing with children's anger, how a parent can resolve conflict, getting children to listen, and being a consultant to your child. The parent effectiveness theory of Dr. Thomas Gordon forms the basis for this course. *Prerequisite: ADAS340 or equivalent.*

ADPD 570 Diagnosing Alcoholism: Practical Guidelines (1)**


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 or equivalent.*

ADPD 572 Treating Alcoholism: Clinical Skills Training (1)**

Develops treatment skills for use with alcoholism clients in clinical settings. *Prerequisite: ADAS340 or equivalent.*

- ADPD 573 Relapse Prevention (1)****
 Focuses on the conceptual knowledge and skills necessary for relapse prevention and intervention with substance abuse clients. *Prerequisite: ADAS522.*
- ADPD 574 Approaches to Family Recovery (1)****
 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 or equivalent.*
- ADPD 576 Workshop: Teenage Substance Abuse (1)****
 Focuses on understanding prevention and treatment of substance abuse in teenagers.
- ADPD 578 Educating the Alcoholism Patient (1)****
 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 or equivalent.*

Anthropology

- ANTH 310 Cultural Anthropology (3)**
 A cross-cultural survey of traditional knowledge and religious beliefs and their impact on everyday life. Focuses on both ancient and contemporary societies.
- ANTH 411 Urban Anthropology (3)**
 Emphasizes anthropological studies of people living in urban settings. Explores the potential use of cultural anthropological tools for understanding human life in urban settings in both developed and developing nations.
- ANTH 470 Independent Study: . . . (1-4)**
 Individual reading, research, and/or project in anthropology under the supervision of the faculty. *Prerequisite: Permission.*
- ANTH 500 Anthropology in Film (3)** 
 Course 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.
- ANTH 750 Cognitive Anthropology (3)**
 Examines the sociology of knowledge from a cross-cultural perspective, with emphasis upon social change and global environmental awareness.
- ANTH 870 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.

- ART 300 Interrelational Studies: Art and Music (2)**
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.
- ART 305 Drawing: . . . (3)**
Explores a variety of drawing media and techniques. Emphasis on representational drawing of the human form or on other drawing concepts and principles. May be repeated with approval of instructor.
- ART 325 Advanced Problems in Design (3)**
Examines advanced problems of two- and three-dimensional design. Studio assignments focus on problem solving within the various art media. *Prerequisite: Permission.*
- ART 360 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.
- ART 404 Pottery (3)**
Covers basic concepts of clay handling, including hand building, wheel methods, glaze formulation, and firing techniques. May be repeated with approval of instructor.
- ART 410 Artforms (3)**
Designed for those desiring an upper-division introduction or review of the concepts, media, norms of criticism, and economics of art. Includes studio tours and museum assignments in addition to readings and classroom lectures.
- ART 412 20th Century Art and Architecture (3)**
Surveys 20th century art and architecture and familiarizes the student with the art, philosophies, sociopolitical, and intellectual climate of the period. Analyzes paintings, sculpture, graphic arts, and architecture from different cultural perspectives.
- ART 426 Illustration/Typography (3)**
Deals with illustration and creative typography as important design tools. Students solve visual problems in an effective manner using drawing skills and design composition. *Prerequisite: ART325.*
- ART 470 Independent Study: . . . (1-4)**
Individual reading, research, and /or project in art under the supervision of the faculty. *Prerequisite: Permission.*
- ART 490 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.*

- ART 500 Topics in Art: . . . (1-3)**
In 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.*
- ART 501 Drawing: Life Study (2,3)**
Develops the student's ability to render the human form representationally and abstractly. Students will work in charcoal, various chinks, pencils, and inks. Course may be repeated with approval of instructor. *Prerequisite: Permission.*
- ART 502 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.*
- ART 503 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.
- ART 509 Computer Aided 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.*
- ART 512 Artworlds (3)**
Survey of the visual elements, principles of design, form, and content as they apply to specific Western and non-Western examples in art history. Course compares art objects from differing periods and diverse geographical world areas, and contrasts the aesthetic criteria and cultural circumstances in which the art was created.
- ART 514 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.
- ART 516 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.
- ART 518 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.

- ART 520 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.
- ART 521 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.
- ART 523 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.
- ART 525 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.
- ART 527 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.
- ART 530 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.
- ART 532 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.
- ART 533 Sculpture: Combined Media (3)**
Presents fabrication techniques for combined materials. Clay, metal, wood, and fiber will be explored. May be repeated with approval of instructor. *Prerequisite: Permission.*
- ART 535 Metal Sculpture (3)**
Explores the problems of metal sculpture, forming, and fabrication techniques. May be repeated with approval of instructor.
- ART 541 Wood Sculpture (3)**
Examines various carving and lamination techniques. May be repeated with approval of instructor.
- ART 543 Ceramic Sculpture (3)**
Explores sculptural forms using the clay medium. Examines various clay bodies and glazing techniques. May be repeated with approval of instructor.
- ART 545 Figure Sculpture (3)**
Explores structure and anatomy of the figure and its relationship to sculptural form. Techniques include armature building, clay handling, and final mold. May be repeated with approval of instructor. *Prerequisite: Permission.*

- ART 555 Painting Composition (2,3)**
For advanced painting students. Specifically emphasizes the problems of composition. Formal concerns of painting as well as other concerns of painting, such as content and stimulus, will be emphasized. Allows each student to pursue the maximum individual instruction permitted in a formal group course. Course may be repeated with approval of instructor. *Prerequisite: Permission.*
- ART 558 Painting and Drawing Composition (2,3)**
For advanced undergraduate and graduate students in painting and drawing. Emphasizes the problems of composition and the relationship between painting and drawing. Students are expected to present a written proposal on the content of their paintings. Course may be repeated with approval of instructor. *Prerequisite: Permission.*
- ART 561 Painting: Development of a Theme (2,3)**
Emphasizes the development of a theme or motif in drawing and painting to produce a consistent body of work. May be repeated with approval of instructor. *Prerequisite: Permission.*
- ART 563 Painting: Multi-Level (2,3)**
For students of varying levels of artistic development. Students expected to express themselves visually in their works and demonstrate ability to analyze and criticize their works and those of others through class discussions and individual proposals. May be repeated with approval of instructor. *Prerequisite: Permission.*
- ART 571 Printmaking: Lithography (3)**
Explores lithography techniques of crayon and wash, etching and printing procedures. Emphasis on the student's individual imagery. May be repeated with approval of instructor.
- ART 572 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.
- ART 573 Printmaking: Woodcut (3)**
Focuses on the development of original imagery with and through the process of woodcut. Emphasis placed on the planning, proofing, and reworking of the image as well as the resulting consistent edition of prints. May be repeated with approval of instructor.
- ART 574 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 resulting consistent edition of prints. May be repeated with approval of instructor.
- ART 581 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.*

- ART 582 Printmaking: Combined Media (3)**
Offers the advanced printmaking student 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.
- ART 610 Advanced Studio: Sculpture/Ceramics (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. *Prerequisite:* Permission.
- ART 615 Art Since 1945 (3)**
Examines artistic movements and theories of the Western world since 1945. Emphasizes the art of the European and American tradition with some attention to European cultures. Studies contemporary artists, their philosophies, and the sociopolitical and intellectual climate of the period. Analyzes paintings, sculpture, graphic arts, and architecture cross-culturally.
- ART 805 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.
- ART 810 Studies in Art: . . . (3)**
Offers graduate students the opportunity to do individualized research in a particular area of art history or art studio. *Prerequisite:* Permission.
- ART 820 Art Seminar: . . . (3)**
Focuses on research approaches, theory, techniques, and materials related to special topics. Designed to prepare students for a professional life and career in art. *Prerequisite:* Permission.
- ART 855 Graduate Painting Composition (2,3)**
Specifically emphasizes the student's ability to employ compositional elements and painting. The development of painting compositions will be achieved by a number of preparatory studies and sketches, and final compositions are presented in the paintings. Course may be repeated with approval of instructor. *Prerequisite:* Permission.
- ART 860 Graduate Printmaking (2,3)**
Allows the graduate student time to perfect skills from intermediate through advanced. Students work with the professor through class sessions and individual critiques to accomplish their printmaking goals. Individual student proposals determine the nature of the work undertaken. May be repeated with approval of instructor. *Prerequisite:* Permission.
- ART 870 Graduate Research: . . . (1-4)**
Individual reading, research, and/or project in art under the supervision of the faculty. *Prerequisite:* Permission.
- ART 890 Graduate Thesis/Project: . . . (1-3)**
Provides the art major the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in art. *Prerequisite:* Permission of advisor.

Bilingual-Bicultural Education- See Education-Bilingual-Bicultural

Biology

- BIOL 305 Biological Science Foundations I (3)**
Covers animal classification, cell structure, the concept of the life cycle, and the operations of meiosis and mitosis. Cellular respiration is also covered. Examines animal biology including structure, function, and embryonic development from conception to birth. Designed for non-science majors.
- BIOL 306 Biological Science Foundations II (3)**
Covers plant classification and plant life cycles; photosynthesis, Mendelian genetics, the structure and operations of DNA, the structure and function of flowering plants, and the fundamental principles of ecology and evolution. Designed for non-science majors.
- BIOL 307 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.*
- BIOL 308 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.
- BIOL 316 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, BIOL306, and BIOL307.*
- BIOL 317 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. *Prerequisite: Concurrent enrollment in BIOL316.*
- BIOL 320 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, BIOL306, and BIOL307; and concurrent enrollment in BIOL321.*

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- BIOL 321 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, BIOL306, and BIOL307; and concurrent enrollment in BIOL320 is required.*
- BIOL 322 Ecology: Basic Principles (3)**
Examines the major principles of ecology as applied to the functioning of natural ecosystems. Emphasizes population processes, the organization of biotic communities, energy flow, and nutrient cycling in natural environments. Designed for science majors. *Prerequisites: General biology or BIOL305 and BIOL306.*
- BIOL 340 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, CHEM322, and CHEM323.*
- BIOL 360 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, BIOL320, and BIOL321 or equivalent.*
- BIOL 361 Comparative Anatomy Laboratory (1)**
Examines in detail the structure of the vertebrate body. Emphasizes the dissection of a series of vertebrate types. *Prerequisite: Concurrent enrollment in BIOL360.*
- BIOL 370 Cell Biology (2)**
Emphasizes the ultrastructure, biochemical composition, metabolism, and proliferation of cells and considers research techniques used to study cell structure and function. *Prerequisites: General biology or permission of instructor, CHEM322, and CHEM323.*
- BIOL 371 Cell Biology Laboratory (1)**
Covers laboratory experiments and demonstrations associated with BIOL370. *Prerequisite: Concurrent enrollment in BIOL370.*
- BIOL 430 Microbiology (3)**
Considers the function of microbial organisms in natural and disturbed environments, and introduces the basic morphology and physiology of microorganisms found in soil, air, and water. Primary emphasis on the techniques for detecting, culturing, identifying, and controlling microorganisms. *Prerequisites: General biology and chemistry; concurrent enrollment in BIOL431.*
- BIOL 431 Microbiology Laboratory (1)**
Covers laboratory experiments associated with BIOL430. *Prerequisite: Concurrent enrollment in BIOL430.*
- BIOL 444 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; CHEM322 and CHEM323.*

- BIOL 445 Human Physiology I Laboratory (1)**
Covers laboratory experiments associated with BIOL444. *Prerequisite: Concurrent enrollment in BIOL444.*
- BIOL 446 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.*
- BIOL 447 Human Physiology II Laboratory (1)**
Covers laboratory experiments associated with BIOL446. *Prerequisite: Concurrent enrollment in BIOL446.*
- BIOL 450 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, BIOL371, CHEM322, and CHEM323.*
- BIOL 451 Animal Physiology Laboratory (1)**
Covers laboratory experiments and demonstrations associated with BIOL450. *Prerequisite: Concurrent enrollment in BIOL450.*
- BIOL 455 Ecology of Animal Behavior (3)**
Introduction to the biology of animal behavior with focus on its evolutionary and ecological bases. Provides concepts necessary for more advanced study in the area. *Prerequisite: General biology.*
- BIOL 460 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, CHEM322, and CHEM323.*
- BIOL 461 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. *Prerequisite: Concurrent enrollment in BIOL460.*
- BIOL 470 Independent Study: . . . (1-4)**
Individual reading, research, and/or project in biology under the supervision of the faculty. *Prerequisite: Permission.*
- BIOL 480 Internship: . . . (1-4)**
Designed to provide biology students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

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BIOL 516 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.

BIOL 522 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 equivalent; or permission of instructor.*

BIOL 523 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 equivalent; or permission of instructor.*

BIOL 555 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 or equivalent.*

BIOL 556 Mammalogy Laboratory (1)

Provides laboratory experiences associated with BIOL555. *Prerequisite: Concurrent enrollment in BIOL555.*

BIOL 560 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.*

BIOL 561 Plant Systematics Laboratory (1)

A study of the flowering plants of the Chicago region with emphasis on identification, classification, and nomenclature. *Prerequisite: Concurrent enrollment in BIOL560.*

BIOL 600 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 inservice course for teachers.

BIOL 601 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 inservice course for teachers. *Prerequisites: BIOL600 or equivalent.*

BIOL 603 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 inservice course for teachers. *Prerequisite: BIOL601 or equivalent.*

- BIOL 604 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 inservice course for teachers. *Prerequisite: BIOL601 or equivalent.*
- BIOL 620 Ecological Methods (2)**
Emphasizes principles and techniques used in the collection and analysis of ecological data. Exposes students to a variety of field methodologies and statistical tools for data analysis. *Prerequisites: BIOL322 and STAT520 or equivalent.*
- BIOL 621 Ecological Methods Laboratory (1)**
Provides students with extensive experience in the collection and analysis of ecological data. Thorn Creek Nature Preserve, a temperate, deciduous forest community, will be the principle study area. *Prerequisite: Concurrent enrollment in BIOL620.*
- BIOL 632 Aquatic Ecology (2)**
An integrated treatment of aquatic ecology, focusing on the chemical, physical, and biological processes which structure aquatic environments. *Prerequisite: BIOL322 or equivalent.*
- BIOL 633 Aquatic Ecology Laboratory (1)**
Provides a selected set of laboratory and field exercises aimed at illustrating the major processes occurring in aquatic systems. *Prerequisite: Concurrent enrollment in BIOL632.*
- BIOL 640 Toxicology (3)**
Emphasizes toxicological principles by examining biological and chemical factors influencing toxicity, toxicologic quantization and testing methods, the impact of natural and synthetic toxins on the environment and health, regulations, and risk assessment. *Prerequisites: BIOL370, BIOL371, CHEM322, and CHEM323 and either CHEM544, CHEM545 or BIOL450, BIOL451.*
- BIOL 655 Animal Behavior Field Studies I (2)**
Covers basic concepts and techniques underlying the study of animal behavior in the field. Focuses on techniques and research methods relevant to animal conservation and management. *Prerequisite: BIOL455.*
- BIOL 656 Animal Behavior Field Studies I Laboratory (1)**
Provides fieldwork experiences associated with BIOL655. *Prerequisite: BIOL655.*
- BIOL 666 Plant Microenvironments (2)**
Covers environmental and endogenous mechanisms controlling the various phases typical of the flowering plant life cycle such as seed germination, flowering, and fruit ripening. Studies the phenomenology of each phase together with the history and current state of research in each phase. *Prerequisites: BIOL460 and BIOL461; CHEM322 and CHEM323 strongly recommended.*
- BIOL 667 Plant Microenvironments Laboratory (1)**
Students participate in a series of laboratory and/or field activities appropriate to the topics covered in BIOL666. Each laboratory activity centers on the physiology of a specific phase in the flowering plant life cycle. *Prerequisite: Concurrent enrollment in BIOL666.*

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- BIOL 740 Comparative Animal Physiology (2)**
Emphasizes the comparative physiology of specialized adaptations including osmoregulation, thermoregulation, endocrinology, locomotion mechanics, energy expenditure, and sensory, respiration, circulatory, altitude and diving physiology. *Prerequisites: BIOL450 and BIOL451; organic chemistry strongly recommended.*
- BIOL 741 Comparative Animal Physiology Laboratory (1)**
Covers laboratory experiments and demonstrations associated with BIOL740. *Prerequisite: Concurrent enrollment in BIOL740.*
- BIOL 755 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: BIOL655 and BIOL656.*
- BIOL 766 Field Studies: Plant Ecology (3)**
Students develop an understanding of the history, vegetation, and geology of a natural wildlife habitat. The specific habitat is chosen by the instructor, and it may be terrestrial, aquatic, or marine. Emphasis is given to studies of plant ecology of the area, but its geology and human history are also examined. *Prerequisite: Permission.*
- BIOL 822 Population Biology (4)**
Studies the major current hypotheses of animal population regulation. Readings cover population dynamics, ecology of predation/competition, and possible roles of internal physio-behavioral mechanisms such as stress and dispersal. *Prerequisites: BIOL322 and BIOL455 or equivalents.*
- BIOL 855 Experimental Design for Laboratory and Field (3)**
Covers a broad range of research designs for simple to complex factorial. Deals with relationships between experimental design and statistics. Includes practice in deriving unique experimental designs for specific research problems. To be taken before thesis project work. *Prerequisite: STAT520 or equivalent.*
- BIOL 856 Seminar in Animal Ecology (2)**
Reading and discussion of selected topics in animal ecology. Potential areas include evolution, population biology, behavior, or physiological ecology. *Prerequisite: Permission.*
- BIOL 866 Seminar in Plant Ecology (2)**
Reviews the literature in various areas of plant ecology. Student selects a topic from among three broad areas: plant-plant interactions, plant-animal interactions, and plant-environment interactions, and reviews the available literature. Student presents a synopsis of the literature in the form of a seminar and a written report. *Prerequisite: Permission.*
- BIOL 870 Graduate Research: . . . (1-4)**
Individual reading, research, and/or project in biology under the supervision of the faculty. *Prerequisite: Permission.*
- BIOL 880 Internship: . . . (1-4)**
Designed to provide biology students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

BIOL 890 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.*

BIOL 899 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

BLAW 320 Legal Environment of Administration (3)

Focuses on public law and the organization. Examines the organization's relationship to employees, customers/clients, competitors, governmental bodies, and the public interest. Discusses administrative law policy and procedure in such substantive areas as labor law, consumer protection, antitrust, securities law, and environmental protection.

BLAW 325 Business Law I (3)

An introduction to the American legal system 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.

BLAW 326 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

CHEM 306 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.*

CHEM 307 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 or equivalent.*

CHEM 308 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.*

CHEM 315 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, and concurrent enrollment in CHEM316.*

CHEM 316 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. *Prerequisite: Concurrent enrollment in CHEM315.*

CHEM 322 Organic Chemistry Lecture (3)

One trimester survey course in organic chemistry designed for students in related fields as well as those interested in chemistry. Organic functional groups are emphasized. *Prerequisite: One year of general chemistry.*

CHEM 323 Organic Chemistry Laboratory (1)

Covers laboratory experiments associated with CHEM322. *Prerequisite: Concurrent enrollment in CHEM322.*

CHEM 366 Physical Chemistry I: Lecture (3)

Covers properties and theories of gases, mechanisms of atoms and molecules, molecular energies, and 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.*

CHEM 367 Physical Chemistry I: Laboratory (1)

Laboratory experiments are performed covering molecular weight determinations using a high vacuum line, heats of solution using a solution calorimeter, heats of combustion using a bomb calorimeter, and elementary laboratory glass blowing. *Prerequisite: CHEM366 or concurrent enrollment.*

CHEM 368 Physical Chemistry II: Lecture (3)

Continuation of CHEM366. Theory includes chemical equilibria, phase equilibria, and multi-component systems, elementary kinetics, elementary electrochemistry, and elementary photochemistry conducted in a lecture, problem-solving format. *Prerequisite: CHEM366.*

CHEM 369 Physical Chemistry II: Laboratory (1)

Laboratory experiments are performed covering the determination of an equilibrium constant using a UV-VIS spectrophotometer, colligative properties using a freezing point depression and a boiling elevation apparatus and kinetics using a polarimeter. *Prerequisite: CHEM368 or concurrently.*

CHEM 426 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.*

CHEM 427 Instrumental Analysis Laboratory (1)

Covers laboratory experiments associated with CHEM426. *Prerequisite: Concurrent enrollment in CHEM426.*

CHEM 433 Advanced Inorganic Chemistry (3)

Focuses on the structure and bonding of inorganic compounds, extension of acid-base theory, coordination chemistry, and the descriptive chemistry of selected elements. A systematic approach based on the theoretical and empirical generalizations inherent in the periodic table. *Prerequisite: CHEM368.*

CHEM 434 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.*

CHEM 455 Chemical Literature (1)

Acquaints students with major sources in chemical information literature and provides guidance and practice in their efficient utilization. Includes use of indexes, 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 Sadtler 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.*

CHEM 470 Independent Study: . . . (1-4)

Individual reading, research, and/or project in chemistry under the supervision of the faculty. *Prerequisite: Permission.*

CHEM 480 Internship: . . . (1-4)

Designed to provide chemistry students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

CHEM 505 Environmental Chemistry Lecture (3)

Covers chemical principles and their application to environmental problems. Topics include the source, chemical composition, nature, and effects of principal pollutants. Also covers the treatment and disposal of domestic and industrial waste and techniques for detecting and analyzing chemical pollutants. *Prerequisites: CHEM323 and CHEM427.*

CHEM 506 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.*

CHEM 510 Water Quality Analysis (2)

Examines the application of chemical analysis techniques to determine the levels of beneficial and undesirable impurities in natural water systems. Focuses on the most common chemical analyses performed in the assessment of water quality and includes the study of sampling techniques, sample preservation measures, and laboratory procedures. Covers chemical reaction processes relevant to understanding both the analysis techniques and environmental significance of properties/constituents being measured. *Prerequisite: Analytical chemistry.*

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CHEM 511 Water Quality Analysis Laboratory (1)

Covers laboratory experiments associated with CHEM510. *Prerequisite: Concurrent enrollment in CHEM510.*

CHEM 522 Advanced Organic Chemistry (3)

A one-semester advanced topic course in organic chemistry. Organic reaction mechanisms are emphasized. *Prerequisite: CHEM322 or equivalent.*

CHEM 523 Advanced Organic Chemistry Laboratory (1)

Covers laboratory experiments associated with CHEM522. *Prerequisite: Concurrent enrollment in CHEM522.*

CHEM 530 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.*

CHEM 544 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.*

CHEM 545 Biochemistry: Laboratory (1)

Laboratory component of CHEM544. *Prerequisite: Concurrent enrollment in CHEM544.*

CHEM 550 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.*

CHEM 604 Qualitative Organic Analysis (2)

A laboratory course covering methods to determine the composition of naturally and artificially manufactured organic substances. Methods will be presented to analyze for organic solids, liquids, gases, acids, bases, and salts. *Prerequisites: One year each of undergraduate organic and analytical chemistry.*

CHEM 606 Qualitative Inorganic Analysis (2)

A laboratory course covering methods to determine the composition of naturally occurring and artificially manufactured inorganic substances. Methods will be presented to analyze for inorganic solids, liquids, gases, acids, bases, and salts. *Prerequisites: One year each of undergraduate organic and analytical chemistry.*

CHEM 622 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.*

CHEM 623 Chromatography Laboratory (1)

Covers laboratory experiments associated with CHEM622. *Prerequisite: Concurrent enrollment in CHEM622.*

CHEM 646 Radiochemistry (3)

The use of radioisotopes as tools for chemical, environmental, and biological studies has become widespread. This course is designed to familiarize the student with the necessary background in the field and also with the techniques and equipment used. Includes an introduction to radioactivity theory, interactions of radiation with matter, use of detection equipment, and applications to chemical and environmental problems. *Prerequisites: CHEM368 or analytical chemistry, physics, and calculus.*

CHEM 666 Spectrochemistry (3)

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: Analytical chemistry and one year of organic chemistry.*

CHEM 667 Spectrochemistry Laboratory (1)

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. *Prerequisite: Concurrent enrollment in CHEM666.*

CHEM 744 Analytical Biochemistry (2)

Presents basic procedures for cell fractionation and for isolation and characterization of biopolymers. *Prerequisite: CHEM544.*

CHEM 745 Analytical Biochemistry Laboratory (1)

Covers laboratory experiments associated with CHEM744. Students isolate organelles and biopolymers and characterize them by techniques which include photomicrography, spectrophotometry, polyacrylamide electrophoresis, fluorometry, nephelometry, and ultracentrifugation. *Prerequisite: Concurrent enrollment in CHEM744.*

CHEM 810 Special Topics: . . . (3)

Examines specialized topics in chemistry. Topics will vary. May be repeated for credit. *Prerequisites: Vary depending on topic selected.*

CHEM 822 Gas Chromatography/Mass Spectrometry (2)

Examines the theory and practice of gas chromatography/mass spectrometry. Basic mass spectrometry will be discussed. *Prerequisite: CHEM622, CHEM623, and concurrent enrollment in CHEM823.*

CHEM 823 Gas Chromatography/Mass Spectrometry Laboratory (1)

Covers laboratory experiments associated with CHEM822. *Prerequisites: CHEM622, CHEM623, and concurrent enrollment in CHEM822.*

CHEM 855 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.*

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CHEM 856 Electrochemistry Laboratory (1)

Covers laboratory experiments associated with CHEM855. *Prerequisite: Concurrent enrollment in CHEM855.*

CHEM 862 Photochemistry (3)

A study of the laws and theory of photochemistry. Topics include the theory of the excited state, electronic spectra of excited states, transients and their behavior, experimental techniques, photochemical processes in the gas phase, mechanisms of organic photochemical reactions, photochromism, and industrial applications. Laboratory experiments give practical experience to the theory covered in class.

NOTE: This is not a photography course. Prerequisites: CHEM368 and CHEM666.

CHEM 866 Chemical Equilibrium Theory (3)

Examines the chemical composition of aquatic systems, including interactions between constituents treated according to rigorous equilibrium, formulations, and graphical approximations. Emphasis on acid-base, redox, solubility, and complexation. Activities include instruction on the use of appropriate computer hardware and software, demonstrations of problem-solving techniques, and in-class problem solving. *Prerequisite: CHEM368 or equivalent.*

CHEM 870 Graduate Research: . . . (1-4)

Individual reading, research, and/or project in chemistry under the supervision of the faculty. *Prerequisite: Permission.*

CHEM 880 Internship: . . . (1-4)

Designed to provide chemistry students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

CHEM 890 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. *Prerequisite: Permission of advisor.*

CHEM 899 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

CDIS 304 Phonetics (3)

Studies the transcription of speech using the International Phonetic Alphabet and the manner, type, and place of articulation of each of the sounds of American speech.

CDIS 305 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.

CDIS 306 Intermediate Sign Language (2)

Designed to facilitate development of intermediate to advanced-level conversational sign language skills. *Prerequisite: CDIS305 or equivalent or permission of instructor.*

- CDIS 310 Introduction to Communication Disorders (3)**
 Study of the four major types of communication disorders, their effects on the communicatively impaired individual, and basic remediation programs.
- CDIS 322 Speech and Language Development (3)**
 Study of the normal development of speech and language, the processes that affect this development, and basic concepts of linguistics and psycholinguistics.
- CDIS 330 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.
- CDIS 345 Speech Physiology (3)**
 Examines the anatomy, physiology, and neurology of the process of respiration, resonance, phonation, and articulation in speech and language production. *Prerequisite: CDIS310.*
- CDIS 350 Analysis of Verbal Behavior (1)**
 Introduces principles of behavior therapy. Emphasizes processes involved in reinforcement, punishment, escape, and avoidance behavior. Class project requires application of behavior principles to the analysis of normal speech and language behavior.
- CDIS 401 Articulation Disorders (3)**
 Focuses on the study of normal and disordered articulation, including evaluation and management procedures for persons with articulation disorders. *Prerequisites: CDIS304, CDIS310, and CDIS322.*
- CDIS 410 Introduction to Clinical Audiology (3)**
 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.*
- CDIS 420 Introduction to Aural Rehabilitation (3)**
 Introductory examination of amplification, auditory training, speech reading, speech and language of the hearing impaired as well as education of the hearing impaired. *Prerequisite: CDIS330.*
- CDIS 430 Diagnostic Methods in Communication Disorders (3)**
 Examines formal and informal procedures for assessing disorders of human communication. Covers report writing, administering an oral peripheral examination, gathering case history information, and conducting an interview. *Prerequisites: CDIS304, CDIS310, CDIS322, and CDIS401.*
- CDIS 435 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.*

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- CDIS 440 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.
- CDIS 470 Independent Study: . . . (1-8)**
Individual reading, research, and/or project in communication disorders under the supervision of the faculty. *Prerequisite: Permission.*
- CDIS 480 Internship: . . . (1-8)**
Designed to provide the communication disorders student with supervised practical experiences in applied settings. *Prerequisite: Permission.*
- CDIS 510 Speech and Language Characteristics of Exceptional Students (3)**
Study of normal and disordered speech and language development with special emphasis on aspects relevant to classroom teachers and special educators.
- CDIS 515 Neurological Bases of Speech and Language (1)**
Covers the structure and function of the peripheral and central nervous systems. Relates those to the receptive and expressive processing of language.
- CDIS 700 Clinical Observation in Communication Disorders (1)****
Students will view twenty-five to thirty hours of videotapes of evaluation/management of communication disorders and will complete assignments and reports relating to the videotapes. *Prerequisite: Graduate status.*
- CDIS 800 Current Trends in Public School Speech-Language Pathology (3)**
Focuses on recent developments in diagnostic and therapeutic procedures as well as on professional issues such as Public Law 94-142. Designed for school speech pathologists. *Prerequisite: Bachelor's or master's degree in speech pathology.*
- CDIS 801 Recent Developments in Childhood Language Disorders (3)**
Emphasizes current clinical practice in language disorders and related conditions. Review of recent literature and presentations will cover diagnostic and therapeutic procedures. Designed for speech-language pathologists. *Prerequisite: Bachelor's or master's degree in speech pathology.*
- CDIS 805 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.*
- CDIS 810 Voice Disorders (3)**
Covers the investigation of functional and organic voice disorders, including causes, acoustic products, and physiologic correlates. Examines diagnostic and management procedures. *Prerequisites: CDIS310, CDIS330, and CDIS345.*
- CDIS 813 Language Disorders of Children (3)**
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 CDIS430.*


- CDIS 816 History, Philosophy, and Professional Aspects of Communication Disorders (3)**
Study of the history of the field, influences of related disciplines, and the current status of certification, licensure, and third-party payments. *Prerequisites: CDIS310 and graduate status.*
- CDIS 818 Behavior Principles in Communication Disorders (3)**
Applies behavior principles to the evaluation and remediation of speech and language disorders. Presents methods of analyzing and recording communicative behavior. Emphasizes techniques of writing behavioral objectives and individual education plans for therapeutic intervention. *Prerequisites: CDIS350 and CDIS430.*
- CDIS 820 Auditory Assessment (3)**
Covers the concepts, administration, and interpretation of the basic audiologic evaluation. Topics include pure-tone air conduction and bone conduction threshold audiometry, assessment of speech recognition threshold and suprathreshold speech recognition ability, clinical masking procedures, and acoustic immittance measurements. *Prerequisites: CDIS330, CDIS410.*
- CDIS 825 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 and CDIS350.*
- CDIS 833 Motor Speech Disorders (3)**
Investigates the motor speech disorders resulting from neurological impairment. Emphasizes differential diagnoses and remediation of the dysarthrias and aphasia. Includes communication and related disorders of cerebral palsy. *Prerequisites: CDIS345, CDIS401, CDIS515, and CDIS810.*
- CDIS 836 Aphasia (3)**
Examines the historical, neuro-anatomical, etiological, and linguistic aspects of aphasia. Analyses diagnostic and remediation procedures. *Prerequisites: CDIS310, CDIS322, and CDIS515.*
- CDIS 838 Dysphagia (2)**
Examines the normal swallowing mechanism and clinical evaluation of swallowing disorders. Various etiologies of aspiration are discussed. Management techniques for swallowing problems related to head and neck cancer, strokes, and progressive neurological diseases are presented. *Prerequisites: CDIS345, CDIS810, CDIS833, and CDIS836.*
- CDIS 840 Communication Disorders in Craniofacial Anomalies (2)**
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.*
- CDIS 845 Advanced 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. *Prerequisites: CDIS322, CDIS410, and CDIS420.*

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- CDIS 848 Research Seminar in Communication Disorders (3)**
Examines the principles and methods of conducting and evaluating clinical research in communication disorders. Application of course content is facilitated by the independent development of a critical review of the literature and a research proposal in the student's area of interest. *Prerequisites: STAT468, open to graduate Communication Disorders majors only.*
- CDIS 850 Practicum in Audiology: Assessment (1)**
External practicum in audiology assessment at a hospital or diagnostic center. Includes pure-tone and speech audiometry, acoustic immitance testing, case history taking, and report writing. *Prerequisites: CDIS820 and permission.*
- CDIS 852 Practicum in Audiology: Rehabilitation (2)**
External practicum in rehabilitative audiology with hearing-impaired elementary school or high school students or hearing-impaired retarded young adults. Includes diagnosis, lesson planning, therapy, and report writing. *Prerequisite: CDIS845 and permission.*
- CDIS 854 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.*
- CDIS 856 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.*
- CDIS 858 Practicum in Speech-Language Pathology: Hospital (3)**
Provides experience in individual and group therapy, diagnostics, consultations, and interdisciplinary staffing in a medical setting. *Prerequisites: CDIS810, CDIS833, CDIS836, CDIS856, and permission.*
- CDIS 870 Independent Study: . . . (1-8)**
Students arrange individual reading, research, and/or project in communication disorders under the supervision of the faculty. *Prerequisite: Permission.*
- CDIS 880 Internship: . . . (1-8)**
Designed to provide the communication disorders student with supervised practical experience in applied settings. *Prerequisite: Permission.*
- CDIS 890 Graduate Thesis/Project: . . . (3)**
Provides the communication disorders student the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in communication disorders. *Prerequisite: Permission of advisor.*

Communication Studies

- COMS 30A 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.

- COMS 310 Concepts in Communication (3)**  Offered as both a lecture course and 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.
- COMS 330 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.
- COMS 420 Communication Research (3)**
Explores basic concepts, terms, and procedures of communication research. Surveys research methods and instruments, their strengths, weaknesses, and applications. Students prepare and implement a research proposal.
- COMS 450 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.
- COMS 460 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.
Prerequisite: A basic communication skills course.
- COMS 470 Independent Study: . . . (1-4)**
Individual reading, research, and/or project in speech-communication studies under the supervision of the faculty. *Prerequisite: Permission.*
- COMS 480 Internship: . . . (1-4)**
Designed to provide the speech-communication studies student with supervised practical experiences in applied settings. *Prerequisite: Permission.*
- COMS 505 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.
- COMS 531 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.

COMS 532 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.

COMS 533 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.

COMS 535 Argumentation 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: COMS460, a public speaking course or permission of instructor.*

COMS 538 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.

COMS 550 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 or equivalent.*

COMS 552 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.

COMS 560 Communication and Social Change (3)

Surveys social/psychological theories and insights about social change. Analyzes methods and processes of communication in the diffusion process in education, agriculture, industry, social programs, business, and science. Explores social/cultural/ethical implications of social change. Designs a comprehensive communication program for introducing social change in a real community or an organization.

COMS 561 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.

COMS 565 Advertising as Communication (3)

Examines the nature and process of communication as it relates to advertising.

COMS 567 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.

COMS 570 Intercultural Communication (3)

Surveys communication transactions between members of differing cultures and studies of definitions, models, values, beliefs, customs, and attitudes which affect intercultural communication. Relates culture to social perception and communication patterns. Examines culture-specific as well as universal modes of communication and identifies factors that impede effective intercultural understanding.

COMS 571 Culture and Communication Process (3)

Relates culture and verbal/nonverbal communication behaviors. Examines differences in customs, philosophy and religion, social institutions, language structure, values, and attitudes. Explores the future of intercultural communication.

COMS 630 Managing Communication Systems (3)

Students identify nine features, nine postulates, and four network diagrams of a functioning organization; apply at least one theoretical approach to improving the management of communication within an organization of their choice; and submit the suggestion for adoption by the members. Consists of simulations and seminar reports by students.

COMS 631 Philosophy of Human Communication (3)

Examines how and why we communicate from the perspectives of objective and subjective philosophies. Studies various theories of communication and their philosophical foundations. *Prerequisite: COMS310 or equivalent background.*

COMS 635 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.

COMS 650 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.

COMS 810 Communication Theory (3)

Identifies elements of human communication failures and synthesizes approaches to theory. *Prerequisite: COMS310.*

COMS 820 Graduate Communication Research (3)

Examines advanced methods of design and data analysis in communication research. Topics include field/lab research design, intercultural research problems, sampling reliability and validity tests, quantitative/qualitative analysis, bivariate/multivariate analysis, time series analysis, sociometric analysis, and report writing. *Prerequisite: COMS420.*

COMS 850 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.*

COMS 860 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.

COMS 870 Graduate Research: . . . (1-4)

Individual reading, research, and/or project in communication studies under the supervision of the faculty. *Prerequisite: Permission.*

COMS 880 Internship: . . . (1-4)

Designed to provide the communication studies student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

COMS 890 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

CPSC 305 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 mathematics proficiency examination.*

CPSC 320 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. Students should allow ample time in their schedules for programming outside of class. A substantial portion of this time must be spent at a computer facility. *Prerequisite: MATH310, MATH320, or MATH325.*

- CPSC 330 Computer Programming: FORTRAN (3)**
A first course in the use of the FORTRAN language. Technical and business applications will be studied. Students will write programs and solve them on both batch processing and time-shared computer systems. *Prerequisite: MATH325.*
- CPSC 340 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. *Prerequisites: MATH325 and one prior computer language or permission.*
- CPSC 345 Computer Programming: C (3)**
Introductory study of C programming language. Covers data types, control flow, functions and program structure, pointers and arrays, input and output techniques. Involves extensive use of a microcomputer, or a UNIX system. *Prerequisites: MATH325 and one prior computer language or permission.*
- CPSC 351 Computer Programming: COBOL (3)**
Presents the fundamentals of computer programming and the ANSI COBOL computer language. These fundamentals will be applied to various business and/or statistical situations. The course will also cover discussion of input/output devices, software considerations, and basic forms design. *Prerequisite: MIS301, CPSC320, or equivalent.*
- CPSC 360 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. *Prerequisite: At least have had one of any high level programming language.*
- CPSC 365 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. *Prerequisite: At least have had one of any high level programming languages.*
- CPSC 370 Systems Analysis and Design (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. *Prerequisites: CPSC305, MIS301, or equivalent.*
- CPSC 400 Programming Methodology (3)**
A fundamental course for all students majoring or minoring in Computer Science. Covers basic concepts of computer systems, problem solving and algorithm development, program structures, data types, program development methods and style, elementary data structures, and elementary analysis of algorithms. Students should be prepared to spend a minimum of five hours per week in the computer lab to complete assignments for this course. *Prerequisites: CPSC340, MATH340, and three hours of high level programming language in addition to CPSC340.*

CPSC 405 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.*

CPSC 415 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.*

CPSC 420 Software Engineering (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. *Prerequisite: CPSC370 or concurrent enrollment.*

CPSC 425 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.*

CPSC 435 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.*

CPSC 441 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.*

CPSC 442 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.*

CPSC 443 Computer Programming: Advanced C (3)

Covers advanced techniques for the creation of application programs using the C language. Reviews common data structures as implemented in C and emphasizes the common techniques used in the design of modern application programs. Topics include study of C's run time library functions, system calls, graphics, text displays, and selected C programming utilities. *Prerequisites: CPSC345 and CPSC415, or equivalents.*

- CPSC 444 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, inline assembly language, and other techniques for the development of complex applications. Selected PASCAL programming utilities also will be covered. *Prerequisites: CPSC340 and CPSC415.*
- CPSC 445 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. Lecture plus three hours per week of lab. *Prerequisite: CPSC415.*
- CPSC 450 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. *Prerequisites: CPSC415.*
- CPSC 452 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.*
- CPSC 455 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.*
- CPSC 458 Database Programming (3)**
Covers advanced programming in a database environment using block structured languages, database query language interfaces, and program development languages. *Prerequisite: CPSC445.*
- CPSC 460 Computer Graphics and Computer Aided Design (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.*

CPSC 462 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, CPSC330, or CPSC340.*

CPSC 464 Computer Science Project Planning (1)

For Computer Science majors in their next-to-last trimester of study. Provides an organized framework for planning the student's application project to be implemented in CPSC465 during the last trimester of study. *Prerequisites: Permission and CPSC420 or concurrent enrollment.*

CPSC 465 Computer Science Project Implementation (2)

For Computer Science majors during the last trimester of study. Serves as a synthesizing focus for application of computer science concepts and methods to a real computer science problem. Projects which were planned in CPSC464 will be implemented. *Prerequisites: CPSC464 and permission.*

CPSC 470 Independent Study: . . . (1-4)

Individual reading, research, and /or project in computer science under the supervision of the faculty. *Prerequisite: Permission.*

CPSC 480 Internship: . . . (1-4)

Designed to provide computer science students with supervised experiences in applied settings. *Prerequisite: Permission.*

CPSC 505 Programming in LOGO (3)

Provides experience with 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 of class. *Prerequisite: MATH310 or MATH320.*

CPSC 605 AutoCAD (3)**

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 are also covered. Cannot be taken for credit in addition to CPSC460. *Prerequisite: Familiarity with PC-DOS.*

CPSC 630 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. *Prerequisites: MATH340 and CPSC360.*

- CPSC 660 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.*
- CPSC 700 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.*
- CPSC 710 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.*
- CPSC 730 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.*
- CPSC 735 Comparative 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.*
- CPSC 745 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.*
- CPSC 760 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.*

CPSC 770 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.*

CPSC 777 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.*

CPSC 779 Computer Aided Design (3)

Introduces CAD as an application of computer graphics which 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, VersaCAD, MicroCAD, and will develop various types of design drawings using AutoCAD. *Prerequisite: CPSC460.*

CPSC 780 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, MATH455, or CPSC760.*

CPSC 790 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.*

CPSC 810 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.*

CPSC 812 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.*

- CPSC 815 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.*
- CPSC 820 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.*
- CPSC 825 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 will also be discussed as they pertain to expert as they pertain to expert systems development. *Prerequisites: CPSC370, CPSC420, and CPSC660.*
- CPSC 830 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, CPSC630.*
- CPSC 835 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.*
- CPSC 840 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.*
- CPSC 845 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.*

CPSC 860 Advanced Artificial Intelligence (3)

Defines the characteristics of intelligence and discusses their implications to the development of intelligent machines. Pertinent concepts are derived from brain research, psychobiology, cybernetics, systems research, and other disciplines will be discussed in relation to the subject matter. *Prerequisite: CPSC660.*

CPSC 870 Graduate Research: . . . (1-4)

Individual reading, research, and/or project in computer science under the supervision of the faculty. *Prerequisite: Permission.*

CPSC 880 Internships: . . . (3)

Designed to provide graduate computer science majors with supervised experiences in applied settings. *Prerequisite: Permission.*

CPSC 890 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. *Prerequisite: Permission.*

Counseling

COUN 470 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.*

COUN 470P 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.*

COUN 510 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.

COUN 515 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.

COUN 518 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 rededecision model.

COUN 544 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. *Prerequisite: PSYC430; and PSYC544 or PSYC555.*

COUN 548 Alternate Approaches to Traditional Psychotherapy (3)

Introduces students to alternate therapeutic strategies such as body therapy, communication therapy, Gestalt therapy, neurolinguistic programming, and psychodrama.

COUN 630 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.

COUN 633 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.
Prerequisites: Admission to M.A. in Counseling.

COUN 636 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.

COUN 639 Behavior Problems (3)

Classification, analysis, and remediation of typical behavior problems experienced in the home and classroom.

COUN 725 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.

COUN 730 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. *Prerequisites: Graduate student status, and a course in developmental psychology.*

COUN 803 Information Services in Guidance (3)

Provides background for professionals (teachers, counselors, others) to organize vocational information, employment trends, and personal information for effective use by students and adults.

COUN 810 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.*

COUN 811 Community College Counseling (3)

Techniques and strategies of counseling in community colleges, area vocational centers, and professional schools. Students are expected to spend considerable time in an off-campus setting.

COUN 826 Research Literature in Counseling and Psychotherapy (3)

Provides counselors and psychotherapists with methods and criteria to locate and evaluate research literature on counseling and psychotherapy. Emphasizes examination and understanding of research questions and findings. *Prerequisites: PSYC544, PSYC560, or COUN630.*

COUN 837 Management of Counseling Programs (3)

Provides an overview of methods used in the management of counseling programs in schools, agencies, or businesses. Focuses on unique management skills needed by counseling practitioners.

COUN 838 Counseling Employees in the Workplace (3)

Introduction to the concept of employee assistance programs. Deals with design, implementation, and evaluation of counseling programs in business and industry.

COUN 840 Advanced Techniques: . . . (3)

Intensive study of specific advanced techniques or topics in the field of psychology and counseling. Allows students to work intensively in a specialized study area not normally available in the general curriculum. Topic dependent upon faculty expertise and student need. *Prerequisite: COUN844, COUN845, or permission.*

COUN 842 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: PSYC605, COUN730, and COUN810.*

COUN 843 Advanced Theories in Counseling and Therapy (3)

Study of advanced readings and presentations on problems encountered in counseling and therapy. Includes the application of DSM III categories and key dynamic theoretical concepts. Examines the causes of emotional difficulties and the interventions recommended in the literature. *Prerequisites: COUN630 and COUN810, or PSYC544; an abnormal psychology course; and a developmental psychology course.*

COUN 844 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 or permission.*

COUN 845 Practicum in Individual Counseling: Adult (3)

Application of theory and practice in individual counseling and therapy with adults. *Prerequisites: COUN810 and degree candidacy or permission.*

COUN 846 Reality Therapy (3)

Apply techniques and skills of reality therapy in counseling sessions with adults. Study concepts and orientations of Glasser, Harrington, and Haley toward mental health, including work with families. *Prerequisite: COUN810 or COUN844.*

COUN 847 Group Dynamics and Intervention (3)

Application of basic knowledge of the roles, functions, and dynamics among group leaders and group participants; covers group process theory and the research pertaining to group process; students analyze the interaction within a group. *Prerequisite: COUN810.*

COUN 848 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.*

- COUN 850 Group Therapy in Transactional Analysis (3)****
Study of and participation in the TA group therapy model created by Eric Berne. The student will be at times both the therapist and the client. The major focus will be here/now script work, awareness, and rededication by contracts. *Prerequisite: PSYC412 or SEM101 by I.T.A.A.*
- COUN 851 Consultation and School Staff Development (3)**
Examines theories, functions, and skills required of consultants in schools and other settings. Students will use consultation skills with client. *Prerequisite: COUN630.*
- COUN 852 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. *Prerequisite: COUN844, COUN847, and degree candidacy or permission.*
- COUN 853 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: COUN725 and either COUN844 or COUN845.*
- COUN 854 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.*
- COUN 855 Advanced Individual Therapy Techniques: Adult (3)**
Covers advanced interviewing skills in individual therapy with adults. Includes study of relevant theory, application of treatment techniques, and evaluation of their effectiveness. *Prerequisite: COUN845.*
- COUN 856 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: COUN847 and degree candidacy or permission.*
- COUN 857 Behavior Therapy (3)**
Advanced study and application of behavioral therapy techniques with adults and children. *Prerequisite: COUN844 or COUN845.*
- COUN 858 Administration of Student Personnel Services (3)**
Study of rationale and program for guidance services. Special attention to analyzing, evaluating, and integrating administrative theory. *Prerequisite: Should be taken immediately before or during practicum.*
- COUN 859 Family Counseling Techniques (3)**
Study and practice of concepts and techniques of family counseling. Students demonstrate system's techniques with actual clients. *Prerequisites: COUN725 and COUN810 or permission of instructor.*
- COUN 860 Marriage and Couple Therapy (3)**
Deals with approaches to counseling which focus on couple interactions rather than individual pathology. Students demonstrate basic techniques of couple therapy with actual clients. *Prerequisites: COUN725 and COUN845.*

260 Counseling

COUN 861 Parent Study Group Leadership (3)

Student initiates, develops, conducts, and maintains a successful ten-week parent study group. Special emphasis on training parents to identify problems in the home and providing techniques to deal with them. *Prerequisites: COUN639 and COUN853.*

COUN 862 Life Style Analysis (3)

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.*

COUN 863 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.*

COUN 865 Practicum in Elementary School Counseling (6)**

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.*

COUN 866 Practicum in Leadership in Transactional Analysis (1,2)**

A laboratory in transactional analysis. Students use knowledge of TA to act as group leaders. *Prerequisites: Laboratory in TA, or passing TA101 taught by a certified member of the I.T.A.A., and permission of the instructor.*

COUN 867 Practicum in Secondary School Counseling (6)**

Application of counseling, consulting, assessment, and guidance skills in a secondary school setting. Requires minimum of 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.*

COUN 868 Counseling Internship I: . . (3)**

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 beyond core requirements. Should be taken immediately before or concurrent with COUN869.*

COUN 868P Counseling Psychology Practicum I: Agency Systems (3) **

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.*

COUN 869 Counseling Internship II: . . (3)**

Continuation of COUN868. *Prerequisite: Completion of or concurrent enrollment in COUN868 with permission of advisor and faculty.*

- COUN 869P Counseling Psychology Practicum II: Clinical Skills (3) ****
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.
- COUN 870 Independent Study: . . . (1-6)**
Individual reading, research, and/or project in counseling under supervision of faculty. *Prerequisites: Permission of instructor and division chairperson.*
- COUN 870P Independent Study: . . . (1-6)****
Individual reading, research, and/or project in counseling under supervision of faculty. *Prerequisites: Permission of instructor and division chairperson.*

Criminal Justice

- CJUS 310 Criminal Justice Organization and Process (3)**
Studies current structures and procedures of American criminal justice. Presents various comprehensive theories useful for analysis and reform.
- CJUS 320 Correctional Process (3)**
Examines research on the social psychological effects of confinement. Studies the prison as a social system with its own norms and peculiarities. Critically analyzes similarities between prisons and other subsystems such as mental hospitals.
- CJUS 330 Issues in Juvenile Justice and Delinquency (3)**
Explores the development of the juvenile court and the system of juvenile justice in the U.S. Studies contemporary issues in juvenile justice and approaches to prevention, control, and treatment of delinquency.
- CJUS 340 Judicial Process and Issues for Criminal Justice (3)**
Includes a survey of jurisdiction, organization, policies, and procedures of courts and the judicial system. Analyzes issues related to the administration of criminal justice from arrest to incarceration or release. *Prerequisite: CJUS310.*
- CJUS 430 Communication in Public Administration (3)**
Provides a conceptual framework to examine communication in public service agencies and other administrative settings. Explores ways to improve communication skills for persons in public service agencies. *Prerequisite: CJUS310 or permission.*
- CJUS 435 Issues in 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. *Prerequisite: CJUS310.*
- CJUS 440 Crime Causation Theories and Social Control (3)**
Examines historical and current criminology theory and practice. Analyzes concepts and practices of crime and criminal behavior and society's response to them. Examines the law, offenders, victims, forms of crime, and the criminal justice system. Students will consider various aspects of criminology theory and formulate their own perspective which takes into account societal pressures and research about crime, rehabilitation, and recidivism. *Prerequisite: CJUS310 or permission.*

262 Criminal Justice

- CJUS 445 New Dimensions in Corrections (3)**
Analyzes current approaches used in federal, state, and local correctional and related agencies. Examines discrepancies between new theories implemented by criminal justice decision makers and the actual outcome of theoretical applications. *Prerequisite: CJUS320.*
- CJUS 450 Women in Criminal Justice (3)**
Role of women in the criminal justice system as employees and clients. Examines the nature and extent of female crime and processing of women offenders by the law enforcement courts and correctional systems. *Prerequisites: CJUS310 and CJUS320.*
- CJUS 451 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: CJUS310 or permission.*
- CJUS 452 Criminal Prosecution and the Courts (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. *Prerequisites: CJUS310 and CJUS340.*
- CJUS 453 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 or permission.*
- CJUS 470 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.*
- CJUS 480 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.*
- CJUS 555 Workshop in Criminal Justice Planning (3)**
Explores the planning process and introduces students to the examination of critical issues in criminal justice planning. *Prerequisite: CJUS310 or permission.*
- CJUS 560 Program Design and Change in Public Administration (3)**
Development of a research study in a public service agency. Includes conceptualization, research methodologies, and skills to design and implement a social change strategy. *Prerequisite: CJUS310 or permission.*

Economics

- ECON 301 Principles of Microeconomics (3)**
Studies price formation, demand, and production decisions. Examines the individual and interrelated behavior of consumers, firms, and industries.
- ECON 302 Principles of Macroeconomics (3)**
Studies the economy as a whole, dealing with economic data, behavior, and theory at the aggregate level of the economy. Examines income, output, employment, prices, and other variables in terms of their measurement, determination, and policy implication.
- ECON 310 Consumer Economics (3)**
Study of the changing role of consumers, the consumption of goods and services, and the alternatives open to the consumer in the economic environment. *Prerequisites:* ECON301 and ECON302.
- ECON 325 Comparative Economic Theory (3)**
Comparative analysis of contemporary economic theories, their evolution, and current impact. *Prerequisites:* ECON301 and ECON302.
- ECON 350 Money and Banking (3)**
Studies the U.S. monetary system in the areas of money, institutions, and policy. Concentrates on analysis of money and its functions, the mechanics of the commercial banking system and its determination of the money supply, federal reserve system's functions and policy instruments, the impact and effectiveness of monetary policy on the public, commercial banks and the treasury, and its overall impact on the economy. *Prerequisites:* ECON301 and ECON302.
- ECON 405 Public Finance (3)** ✉
Offered as both a lecture course and a correspondence course. Surveys the development and economic effects of government expenditures, revenues, and indebtedness with special reference to selected tax and budgetary problems commonly faced by administrators and government officials. *Prerequisite:* ECON301.
- ECON 410 Intermediate Macroeconomics (3)**
Deals with the aggregate level of economic activity. Analyzes the methodology of national income accounts, development of goods, money and labor markets, and the impact and effect of policy instruments. Uses models to develop the interdependence of markets in the determination of the aggregate level of economic activity. *Prerequisites:* ECON301 and ECON302.
- ECON 420 Managerial Economics: The Economics of the Firm (3)**
Deals with analysis and theoretical constructs of microeconomics applied to managerial decision making. Emphasizes consumer demand, production and cost analysis, business behavior, market performance, and growth equilibrium. *Prerequisites:* ECON301, ECON302, MATH355, and STAT362.
- ECON 430 International 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.

- ECON 435 Comparative Economic Systems (3)**
Study of differences between popular political labels and sets of factors that actually distinguish working economic systems. *Prerequisites: ECON301 and ECON302.*
- ECON 440 History of Economic Thought (3)**
Deals with the evolution of economic concepts and tools of analysis. Studies mercantilism, physiocracy, and other economic problems as well as the contributions of leading economic thinkers-Smith, Malthus, Ricardo, Marx, Mill, Marshall, and Keynes. *Prerequisites: ECON410 and ECON420.*
- ECON 470 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 480 Internship: . . .(3)**
Designed to provide economics students with supervised practical experiences in applied settings. *Prerequisite: Permission.*
- ECON 501 Foundations of Economics (3)**
Study of the concepts of macro- and microeconomics at an advanced level. Satisfies the economics prerequisites for the M.B.A. This course does not apply as a graduate level course toward the M.B.A. degree. *Prerequisites: MATH325, graduate student status.*
- ECON 533 Economic Development in Latin America (3)**
Study of the economic struggles of the Latin American peoples through an analysis of the role the economy has played in the past and is now playing in the modernization process, in the political process, and in the culture of Latin America.
- ECON 650 Consumer Economics for Teachers (3)**
Features an in-depth study of consumer topics. Includes credit, purchasing, insurance, investments, money management, and an overview of the American economic system. *Prerequisite: Nonteachers require permission of instructor.*
- ECON 701 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.
- ECON 702 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.
- ECON 703 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.

- ECON 704 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.
- ECON 705 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.
- ECON 706 Public Finance and Taxation for Teachers (3)**
Analyzes federal, state, and local taxes, and government programs. Develops criteria to judge which 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.
- ECON 707 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.
- ECON 801 Problems in Managerial Economics (3)**
Applies microeconomics theories to the problem of most efficient use of resources within and between the organization and the economic system. Utilizes macroeconomics theories to forecast the future economic environment. Studies compromising techniques to reach an optimum of objectives when maximization remains elusive. *Prerequisites: ECON301, ECON302, MATH355, and STAT362.*
- ECON 810 Labor Economics (3)**
Study of the development and structure of the labor movement, wage determination, and public policy toward labor. *Prerequisites: ECON301 and ECON302.*
- ECON 815 Economic Development (3)**
Deals with economic development as a progressive division of labor. Includes progressive technological specialization and its effect upon economic development. *Prerequisites: ECON410 and ECON420.*
- ECON 825 Monetary Economics (3)**
Concerned with money, monetary institutions, and policy in a modern developed economy. Relates how money demand and supply behavior affect the economy and its impact on policy. *Prerequisite: ECON350 or permission.*

ECON 841 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. *Prerequisites: Two years teaching experience while holding an ISBE teaching certification.*

ECON 842 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. *Prerequisites: Two years teaching experience while holding an ISBE teaching certification.*

ECON 843 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 other 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)**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. *Prerequisite: Permission; 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

- EDUC 310 Foundations of Education (3)**
 Presents an interdisciplinary and developmental overview of the historical, philosophical, and sociological factors that have influenced American education. Identifies and critically analyzes contemporary issues and trends such as teacher accountability, school desegregation, cultural pluralism, and bilingual/multicultural education. Includes ten clock hours of field experiences related to the learning disabled and other exceptional learners and those with culturally distinctive backgrounds.
- EDUC 320 Introduction to Teaching (2)**
 Examines roles of schools and teachers from historical, social, and philosophical perspectives. Elaborates on teaching as decision making. Requires fifteen clock hours of fieldwork. *Prerequisites: Concurrent enrollment in EDUC321 and EDUC322.*
- EDUC 321 Effective Teaching (3)**
 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. *Prerequisites: Concurrent enrollment in EDUC320 and EDUC322.*
- EDUC 322 Effective Teaching Laboratory (1) ****
 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. *Prerequisites: Concurrent enrollment in EDUC320 and EDUC321.*
- EDUC 330 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, EDUC321, and EDUC322.*
- EDUC 433 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.

EDUC 434 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, P5YC320, and SPED510 or permission.*

EDUC 440 Educational Psychology: Learning and Motivation (3)

Examines learning processes and their relationships to task complexity and developmental levels, including those of handicapped 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, EDUC322, and EDUC330.*

EDUC 465 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.*

EDUC 470 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.*

EDUC 499 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.*

EDUC 520 Developmental Reading in Middle and Secondary Schools (3)

Focuses upon continuation of developmental strategies appropriate for readers in grades 6-12. 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.*

EDUC 535 Education of Minorities in the U.S. (3) 

Offered as both a lecture course and 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.

EDUC 565 Behavior Problems in the Classroom (3)

Deals with behavior and attitudes in the classroom. Emphasizes diagnosis and change of typical behavior problems experienced by teachers.

- EDUC 620 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.*
- EDUC 625 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.
- EDUC 630 Issues and Trends in Education (3)**
Explores current issues and trends in education. Emphasizes structural, empirical, and decision-making processes in schools.
- EDUC 632 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.*
- EDUC 640 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.*
- EDUC 650 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.*
- EDUC 700 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.*
- EDUC 701 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.*
- EDUC 703 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.*

270 Education—General

- EDUC 704 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.*
- EDUC 705 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 at least 3.0 in all graduate work attempted.*
- EDUC 712 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.
- EDUC 714 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.
- EDUC 716 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.*
- EDUC 718 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.
- EDUC 719 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.
- EDUC 728 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.
- EDUC 732 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 or equivalent.*

- EDUC 733 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.
- EDUC 739 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.
- EDUC 742 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.
- EDUC 810 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.
- EDUC 815 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.
- EDUC 816 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.
- EDUC 818 Teaching Problem-Solving in Mathematics and Science (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.
- EDUC 824 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.
- EDUC 825 Curriculum Development (3)**
Identifies factors and processes considered in curriculum planning, instructional design, and development. Includes the assessment of plans for organization of the curriculum and the theory and application of curriculum principles. Students participate in the curriculum development process both in groups and individually.
- EDUC 827 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.

EDUC 830 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.

EDUC 831 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.*

EDUC 833 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 or equivalent.*

EDUC 834 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.*

EDUC 835 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.*

EDUC 838 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.*

EDUC 842 Reading Diagnosis (3)

Identifies factors which inhibit success in reading and analyzes resultant reading difficulties. Strengthens skills in diagnostic procedures in classroom settings. *Prerequisites: EDUC620 or EDUC848.*

EDUC 845 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.*

EDUC 846 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.*

- EDUC 848 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.*
- EDUC 852 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.
- EDUC 860 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.*
- EDUC 865 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.*
- EDUC 869 Research Project in: (Specialization) (3) ****
Provides students with opportunities to apply research skills in solving practical educational problems. With faculty supervision in their specializations, students develop researchable problems related to their interests, review related literature, and collect and analyze data to answer the problems. Examples of acceptable projects are action research projects, case studies with individual learners, evaluation studies using defined criteria, and surveys that produce data for the analyses of problems. *Prerequisites: Admission to candidacy, at least twenty-seven hours in master's program, and advisor approval.*
- EDUC 870 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.*
- EDUC 890 Thesis I in: (Specialization) (3) ****
Provides students with opportunities to initiate in-depth, supervised research in their areas of interest. Complete proposals and Chapters 1 and 2 (including the review of literature) are required. *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.*
- EDUC 891 Thesis II in: (Specialization) (3) ****
Allows students to complete their research initiated in Thesis I. Thesis II culminates with successful oral defense of the research. *Prerequisite: EDUC890.*

Education — Administration

EDAD 601 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.*

EDAD 618 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.*

EDAD 621 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.*

EDAD 713 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.*

EDAD 724 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.*

EDAD 729 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.*

EDAD 731 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.*

EDAD 820 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.*

EDAD 822 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 which includes an emphasis on program and personnel evaluation. Social and cultural factors and special education programs will be analyzed. *Prerequisite: EDAD621.*

EDAD 823 Community College Administration (3)

Examines college administration in different areas of college operations. Focuses on policy-setting processes. *Prerequisites: EDAD621 and EDAD820.*

EDAD 832 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.*

EDAD 833 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.*

EDAD 834 Practicum in Instructional Leadership and School Management I (3) **

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business, and facilities management, and community relations. *Prerequisites: Completion of twenty-one hours of core requirements.*

EDAD 835 Practicum in Instructional Leadership and School Management II (3) **

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business, and facilities management, and community relations. *Prerequisites: Completion of twenty-four hours of core requirements and EDAD834.*

EDAD 836 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.*

EDAD 838 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.*

EDAD 84A 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.*

EDAD 845 Practicum in School Business Management (3) **

The major purpose of the field practicum is to provide the student with a supervised experience in the functions and duties associated with school business management and operations. Students will participate in activities related to development and implementation of school business procedures, budget development, transportation, computer operations, and management of non-certificated personnel. *Prerequisites: Completion of twenty-four hours of core requirements.*

EDAD 850 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.

EDAD 86A The Dynamics of Maintaining and Improving School Climate (3)

Examines the dynamics of the relationship between 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. *Prerequisite: Experience as school administrator and permission of dean of the College of Education.*

Education — Bilingual-Bicultural

BBED 51A 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 GSU 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 pre-test.*

BBED 520 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, EDUC310 or permission of instructor.*

BBED 525 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.*

BBED 530 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 equivalent or permission of instructor.*

BBED 535 Methods of Teaching Reading and Language Arts to Bilingual-Bicultural Students (3)

Prepares students to teach language arts and reading in Spanish, as well as English as a second language to Spanish speaking, limited English proficient students. Focuses on planning and implementing reading strategies for the following three methods: onomatopoeic, global, and eclectic, and applies the principles of linguistics to the teaching of English pronunciation, structure, and vocabulary to non-native speakers of English. Requires ten clock hours of fieldwork. *Prerequisite: BBED525.*

BBED 538 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.

BBED 61A 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, ENGL508, or permission.*

- BBED 740 Psychological Implications of Bilingual-Bicultural Education (3)**
Identifies factors, problems, materials, and instructional strategies appropriate to the education of bilingual-bicultural children.
- BBED 793 Spanish Language Arts Instruction (2,3)**
Develops Spanish language skills of listening, speaking, reading, and writing for Spanish-speaking children. Students diagnose and remediate language inference in the first and second language.
- BBED 797 Reading Strategies in the Bilingual Classroom (3)**
Develops and enhances knowledge and skills associated with instruction of reading in the bilingual classroom. Students will plan and implement reading strategies. Requires five to ten clock hours of fieldwork.

Education — Computer Education

- EDCP 500 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.
- EDCP 610 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.*
- EDCP 620 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:s MATH310, MATH320, or MATH 325.*
- EDCP 640 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 or equivalent; not open to undergraduates.*
- EDCP 645 Programming in C (3)**
Introductory study of C programming language. Focuses on modularized and structured programming techniques. Covers syntax detail of C, functions, storage classes of variables, arrays, structures, and pointers. UNIX/OS will also be introduced. Students enrolled in EDCP645 will be required to do a project on a topic acceptable to the instructor. *Prerequisites: MATH325 and CPSC340 or EDCP640.*

- EDCP 732 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.*
- EDCP 735 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.*
- EDCP 736 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.*
- EDCP 737 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.*
- EDCP 770 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.*
- EDCP 850 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.*
- EDCP 860 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

- EDEC 310 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.
- EDEC 330 Early Childhood Education Lab I (1) ****
 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, EDUC321, EDUC322, and concurrent enrollment in EDEC520 AND ELED302.*
- EDEC 410 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.
- EDEC 415 Child and Family in the Community (3)**
 Overview of the cultural differences, child-rearing practices, communication patterns, experiences of families, and the life stresses which 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.*
- EDEC 430 Early Childhood Education Lab II (1) ****
 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, EDUC321, EDUC322, and concurrent enrollment in ELED460, ELED463, and ELED466.*
- EDEC 510 Integrating Instruction in Early Childhood (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 adaptation of social studies, arts, and movement experiences to the atypical learner. *Prerequisite: A course in growth and development of young children.*
- EDEC 520 Beginning Reading and Writing 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.*

- EDEC 605 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 or equivalent.*
- EDEC 725 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.
- EDEC 736 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.*
- EDEC 738 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.
- EDEC 818 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.*
- EDEC 830 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.*
- EDEC 834 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.*
- EDEC 840 Practicum in Early Childhood Education: Preschool (1)**
Under supervision, students gain experiences 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.*

EDEC 850 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

- ELED 301 Teaching Laboratory I (1) ****
 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, EDUC321, EDUC322, and concurrent enrollment in ELED302 and ELED303.*
- ELED 302 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, EDUC322, ENGL501; and concurrent enrollment in ELED301 and ELED303.*
- ELED 303 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, EDUC321, EDUC322, and concurrent enrollment in ELED301 and ELED302.*
- ELED 401 Teaching Laboratory II (1) ****
 Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching mathematics, science, and social studies. Requires teaching small groups of elementary students. Requires thirty clock hours of fieldwork. *Prerequisites: Admission to Teacher Education, EDUC321, EDUC322, and concurrent enrollment in ELED460 and ELED466 and either ELED463 or ELED464.*
- ELED 450 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.*
- ELED 460 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, EDUC322, courses in biological and physical sciences to total twelve hours, and concurrent enrollment in ELED463 and ELED466.*
- ELED 463 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, EDUC322, MATH320, MATH322; and concurrent enrollment in ELED401, ELED460, and ELED466.*

- ELED 464 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, or their equivalents; and twelve hours of college level mathematics.*
- ELED 466 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, EDUC322, U.S. government, American history, and concurrent enrollment in ELED401, ELED460, and ELED463.*
- ELED 499 Student Teaching (9)**
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.

- EDPD 370 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.
- EDPD 380 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, or equivalent, and either ENGL501 or ENGL531; or concurrent enrollment in a general methods course.*
- EDPD 424 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 or equivalent, and MATH322.*
- EDPD 426 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 equivalent; or concurrent enrollment in a general methods class.*

EDPD 511 Sharing Nature with Children (1)

Develops awareness, understanding, and appreciation of nature while acquainting teachers and youth leaders with outdoor activities which can be used with groups. Through active participation in an extended outdoor education/recreation experience, teachers and youth leaders become familiar with a wide variety of activities.

EDPD 610 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.*

EDPD 621 Seasonal Science Methods: Autumn (1) **

Examines the structures and patterns found in the natural world during autumn. Includes using dichotomous keys for plant and insect identification, astronomy of the fall skies, examination of a restored prairie, migratory bird identification, and mapping skills. Techniques for monitoring a natural site will be presented. Offers classroom activities in mathematics, literature, and related arts. A weekend field study course designed for elementary teachers.

EDPD 622 Seasonal Science Methods: Spring (1) **

An outdoor education workshop providing the background information and activities for exploring the emergence aspects of the spring season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to spring will be covered. A weekend field study course designed for elementary teachers.

EDPD 623 Seasonal Science Methods: Summer (1) **

An outdoor education workshop providing background information and activities for exploring the emergence aspects of the summer season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to summer will be covered. A weekend field study course designed for elementary teachers.

EDPD 624 Seasonal Science Methods: Winter (1) **

An outdoor education workshop exploring the unique opportunities for wonder, delight, and mystery allowed only by winter. Activities in tracking, winter literature, energy implications, astronomy, snow, ice, and tree and twig identification will be presented. A weekend field study course designed for elementary teachers.


EDPD 650 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.*

EDPD 702 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: Completion or concurrent enrollment in EDUC701.*

Education — Special Education

- SPED 510 Survey of Exceptional Students (3)** 
 Course 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.
- SPED 600 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.
- SPED 610 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.
- SPED 619 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.*
- SPED 621 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.*
- SPED 650 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.
- SPED 805 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.*
- SPED 820 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.*

- SPED 831 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. *Prerequisite: Completion or concurrent enrollment in SPED820; open to Multicategorical Special Education majors only.*
- SPED 835 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. *Prerequisite: SPED619 and SPED831; open to Multicategorical Special Education majors only.*
- SPED 840 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.*
- SPED 850 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.*
- SPED 860 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.*
- SPED 863 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.*
- SPED 865 Graduate Seminar in Multicategorical Special Education (4) ****
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 and Literature

- ENGL 310 Writing Principles (3)**  Offered as a correspondence course only. Emphasizes principles, techniques, form, and style in writing.
- ENGL 311 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.
- ENGL 312 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.
- ENGL 321 American Literature I (3)**
Focuses on the major writers, works, and related background in American literature before 1865.
- ENGL 322 American Literature II (3)**
Focuses on the major writers, works, and related background in American literature after 1865.
- ENGL 330 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.
- ENGL 381 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.
- ENGL 410 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; and so on. Focuses also on the student's ability to write analytically about the readings.
- ENGL 420 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.
- ENGL 470 Independent Study: . . .(1-4)**
Individual reading, research, and/or project in English under the supervision of the faculty. *Prerequisite: Permission.*

ENGL 501 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.

ENGL 508 Teaching English As a Second Language (3)

Application of linguistic principles and various methods of language instruction to the teaching of English language skills to individuals learning English as a second language. Emphasizes techniques for effective utilization of first language skills in second language learning. Curricula and materials will be examined.

ENGL 510 Major English Authors: . . . (3)

Concentrated study of selected authors. Students may take course for credit more than once, because the authors selected change from year to year.

ENGL 511 African Novel (3)

A critical analysis of the literature written by selected major African writers.

ENGL 512 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.

ENGL 513 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.

ENGL 514 Black Literature III: 1941-Present (3)

Continuation of Black Literature II. Embraces all genres and extends chronologically from World War II to the present. The main focus is on authors such as Wright, Baldwin, Ellison, Margaret Walker, Alice Walker, and Toni Morrison, as well as black writers of the civil rights movement.

ENGL 515 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.

ENGL 520 Major American Authors: . . . (3)



Individual American writers will be studied in-depth. Students may take course for credit more than once, as the authors studied vary from year to year.

ENGL 521 Comparative Latin American Literature (3)

Studies the Latin American novel. Covers major writers of different Latin American countries and the poetry of protest and revolution in the 20th century.

ENGL 525 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 or equivalent.*

- ENGL 531 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.
- ENGL 532 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.
- ENGL 535 Literature and History: . . . (3)**
Explores the relationships among ideas which 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).
- ENGL 540 Bible As Literature in Social Context (3)**
Introduces the diverse literary genres of biblical literature in their social/cultural setting. Utilizes the recent knowledge of archeology, linguistics, and Near Eastern studies.
- ENGL 541 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.
- ENGL 542 Literary Criticism (3)**
Examines major approaches to criticism as a means of critiquing literature from a variety of perspectives on a variety of levels.
- ENGL 545 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.
- ENGL 550 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 or equivalent.*
- ENGL 551 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.
- ENGL 560 Philosophical Themes in Contemporary Literature (3)**
Examines philosophical ideas embodied in literary works of art and presents a methodology of thematic studies in literature.

ENGL 562 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.

ENGL 570 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 or equivalent.*

ENGL 572 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.

ENGL 580 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.

ENGL 590 Research Techniques (3)

Instruction and practicum in research techniques ranging from basic library skills to advanced methods of information storage and retrieval.

ENGL 592 Historical Studies in the English Language (3)

Focuses on the historical development of English language studies. Emphasizes the major contemporary theories of grammar including structural, transformational, tagmemic, and traditional. Also examines two major approaches to language-psycholinguistic and sociolinguistic.

ENGL 620 Women in Latin American Literature (3)

Studies literary works produced by women in Latin America. Includes a critical analysis of other works which reflect the role women play in society.

ENGL 690 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.*

ENGL 830 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.

ENGL 840 Seminar: Philosophy in Literature (3)


Focuses on philosophical themes in literature. Offers a forum at an advanced level where thematic studies are the focus of investigation in literary works.

ENGL 845 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.

- ENGL 850 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.
- ENGL 870 Graduate Research: . . . (1-4)**
Individual reading, research, and/or project in English under the supervision of the faculty. *Prerequisite: Permission.*
- ENGL 890 Graduate Thesis/Project: . . . (3)**
Provides the 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

- FIN 301 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.*
- FIN 310 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.
- FIN 430 Financial Institutions (3)**
Explores the development and role of financial intermediaries in the savings investment process and compares investment and/or loan policies of the major financial institutions. *Prerequisites: FIN301 and ECON301.*
- FIN 440 Insurance and Risk Management (3)**
Analyzes the nature and scope of the various risk exposures generally facing individuals and profit and nonprofit organizations. Examines alternate methods of dealing with risk exposures, including the use of insurance as a risk-handling device. Features topics on personal risks, property risks, third-party liability risks, and the nature and types of insurance contracts. Students will learn to apply risk management techniques to their professional and personal affairs. *Prerequisite: FIN301.*
- FIN 445 Analysis of Financial Statements (3)**
Uses computer simulation to facilitate understanding and application of certain tools and techniques of analysis. Includes flow of funds, forecasting, and discounted cash flow. *Prerequisite: FIN301.*
- FIN 450 Financial Markets (3)**
Deals with analysis of the flow of funds through financial institutions and markets with the purpose of understanding and predicting market conditions. Covers types of financial instruments, term structure of interest rates, investment policies of financial institutions, efficiency of financial markets, and the effects of monetary and fiscal policies upon financial markets. *Prerequisite: FIN301.*


- FIN 460 Investments (3)**
Involves study of the principles of investment securities with varying degrees of risk and return. Includes topics on investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. *Prerequisite: FIN301.*
- FIN 470 Independent Study: . . . (3)**
Independent study is intended to provide better students with the opportunity to study a topic of their choice in finance under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within finance and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*
- FIN 480 Internship: . . . (3)**
Designed to provide finance students with supervised practical experiences in applied settings. *Prerequisite: Permission.*
- FIN 801 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.*
- FIN 830 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.*
- FIN 850 Investments (3)**
Studies the principles of investment in securities with varying degrees of risk and return. Includes topics on investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. *Prerequisites: FIN301 and STAT361.*
- FIN 855 Problems in Analysis of Financial Statements (3)**
Emphasizes external accounting rather than internal or managerial. Covers analytical tools and techniques of financial analysis, bases which 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.*
- FIN 860 Financial Institutions (3)**
Presents a detailed study of the total financial sector of the economy from the point of view of individual financial institutions. Provides analysis of policies, practices, and regulation of commercial banks; savings and loan associations; financial, insurance, and investment companies; relevant governmental agencies; and others. *Prerequisite: FIN801.*

- FIN 865 Advanced Financial Management (3)**
An intensive study of theories and analytical tools with emphasis on their application to the solution of various financial problems of business firms. Includes topics on working capital management, capital expenditure decisions, estimation of the cost of capital, and dividend policy decision. *Prerequisites: FIN801 and STAT362.*
- FIN 870 Independent Study: . . . (3)**
Independent study is intended to provide better students with the opportunity to study a topic of their choice in finance under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within finance and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*
- FIN 880 Internship: . . . (3)**
Designed to provide finance students with supervised practical experience in applied settings. *Prerequisite: Permission.*
- FIN 890 Graduate Thesis/Project: . . . (6)****
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate in business should select the thesis option. *Prerequisite: Permission of advisor or committee.*

Geography

- GEOG 310 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.
- GEOG 32A 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

- GEOL 322 Geological Science Foundations (2)** 
Offered in both lecture and televised formats. Describes the earth's physical environments in terms of geologic processes. Emphasizes weathering, erosion, deposition, glaciation, tectogenesis, and volcanism. Explores developmental history and possible future of landforms. Designed for non-science majors. *Prerequisite: Concurrent enrollment in GEOL323.*

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GEOL 323 Geological Science Foundations Laboratory (2)

Covers laboratory and fieldwork associated with GEOL322. *Prerequisite: Concurrent enrollment in GEOL322.*

GEOL 533 Geological Field Studies: Upper Mississippi Valley (3)

A field study of the physical and historical geology of the Upper Mississippi Valley and drift-free area. Emphasis is on site history and developmental processes. This is a five-day trip with on-campus work preceding and following. *Prerequisites: Eight hours of earth science and eight hours of biology or permission of instructor.*

GEOL 544 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.*

GEOL 602 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 inservice course for teachers.

Health Administration

HLAD 325 Health Care Organization (3)

Provides an understanding of how health care is organized in the United States and the way it is provided to consumers.

HLAD 330 Ethics for the Health Manager (3)

Presents some of the major ethical problems confronting society, the health care system, and the health care administrator. Each student will be encouraged to synthesize a personal professional philosophy to deal with the ethical dilemmas inherent in health services delivery.

HLAD 340 Medical Sociology (3)

Applies sociological knowledge, concepts, and methodologies to health care processes for the purpose of enhancing the understanding of health administrators on the dynamics of interaction between patients and providers.

HLAD 355 Health Care and Politics (3)

Study of federal, state, and local legislative, regulatory, and political processes, and their effect on the health care system and its professions. Deals with ways to interact with those processes.

HLAD 430 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.*

HLAD 445 Mental Health Administration (3)

Describes the unique environmental and organizational context of mental health and developmental disabilities programs. Discusses problems related to applying traditional management techniques. *Prerequisite: HLAD325.*

HLAD 450 Health Planning (3)

Introduces students to health planning concepts, methods, and data sources useful in developing community and institutional health plans. *Prerequisite: HLAD325.*

HLAD 455 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.*

HLAD 460 Health Care Economics (3)

Applies economic analysis to health and health care services. Examines the concept of health as human capital. Investigates special features of the supply, demand, distribution, and economic impact of health care delivery. *Prerequisite: HLAD325 and ECON301 or equivalent.*

HLAD 465 Legal Aspects of Health Care (3)

Discusses legal implications and ramifications of conduct in health services administration. Introduces principles of administrative law which form the foundation of decision-making processes in the health services arena. *Prerequisite: HLAD325.*

HLAD 468 Institutional Management (3)

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: HLAD455 and MGMT301.*

HLAD 470 Independent Study: . . . (1-8)

Individual reading, research, and/or project in health administration under the supervision of the faculty. *Prerequisite: Permission.*

HLAD 480 Internship: . . . (1-8)

Designed to provide health administration students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

HLAD 490 Health Administration Practicum (3)

Designed to be the capstone course for the Bachelor of Health Administration. 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 core courses.*

HLAD 503 Current Topics in Health Administration: . . . (1-3)

Provides continuing education for health care administrators. Covers various topics such as budgeting, finance, personnel, planning, task analysis, team building, the changing work force, and various delivery modalities.

HLAD 520 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.

HLAD 525 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.

HLAD 630 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.*

HLAD 701 Health Care Sociology (3)

Overview of the field of medical sociology focusing on the social and behavioral aspects of the personal health system. Covers such topics as sociological perspectives on health and illness, the utilization of health services, the social roles occupied by patients and practitioners, and epidemiology.

HLAD 705 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.*

HLAD 710 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.*

HLAD 715 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.*

HLAD 718 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.*

HLAD 745 Organizational Theories in Health Administration (3)

Studies organizational and managerial theories relevant and unique to effective administration of health care institutions. Organization is perceived as an open system which requires constant interaction with environment. *Prerequisites: A course in principles of management and degree candidacy.*

HLAD 755 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.*

HLAD 820 Health Care Program Evaluation (3)

Study of specific topics in evaluating health care programs. Special attention to the concept of program, analysis of evaluation system models, measurement, causality, advantages and disadvantages of internal and external evaluation, and analysis and critique of published evaluations. *Prerequisite: HLAD705 or permission of instructor.*

HLAD 823 Quality Assurance for Health Care (3)

Examines various medical care quality assessment approaches. Students plan institutional quality assurance programs for hospitals, ambulatory care settings, long-term care facilities, and other health care facilities. *Prerequisite: HLAD710 or permission.*

HLAD 828 Ambulatory Care: Issues and Problems (3)

Examines the changing health care policy framework and the shift towards ambulatory care services. Discusses HMOs and other alternative delivery systems. *Prerequisite: Degree candidacy.*

HLAD 835 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 labor relations issues in health care. *Prerequisite: Degree candidacy.*

HLAD 837 Health Care Law (3)

Focuses on corporate administrative and regulatory law significant for health services administration. Examines types of corporate structuring, the concepts of holding companies with both for-profit and not-for-profit subsidiaries, and the complexities of multi-institutional corporations. *Prerequisite: Degree candidacy.*

HLAD 840 Health Care: Financial Management (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.*

HLAD 841 Health Care Financial Management: Advanced Topics (1)

Designed to be taken concurrently with HLAD840. Provides a series of advanced topics in the areas of capital finance, reimbursement and others. *Prerequisite: Completion or concurrent enrollment in HLAD840.*

HLAD 848 Health Care Marketing (3)

Deals with market research principles for health care organizations. Covers approaches to strategic planning, implementation, and promotion. *Prerequisite: Degree candidacy or permission.*

HLAD 850 Strategic Planning for Health Administration (3)

Covers the strategic planning process in the competitive health care field, including definition of mission, external analysis, goal development, and generation of alternatives and their selection. *Prerequisites: HLAD705, degree candidacy, and completion of twenty-five or more graduate credit hours.*

HLAD 855 Health Care Management II (3)

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. *Prerequisites: Degree candidacy.*

HLAD 860 Seminar in: . . . (3)

Provides an advanced seminar experience on relevant topics in health administration. Seminar topics will vary based upon student interests. *Prerequisites: Degree candidacy, twenty-five hours of graduate credit and/or permission. Specific course prerequisites will vary with course content.*

HLAD 865 Health Administration Field Experience (5)

Capstone course in the Master of Health Administration degree. 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.*

HLAD 870 Independent Study: . . . (1-8)

Individual reading, research, and/or project in health administration under the supervision of the faculty. *Prerequisite: Permission.*

HLAD 880 Internship: . . . (1-8)

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 and successful completion of the comprehensive exam.*

HLAD 890 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

HLPE 315 Health Professions Education Instruction (3)

Designed to introduce health professions students to the skills and processes involved in health professions education in both clinical and didactic settings. Develops skills in planning, delivering, and evaluating health professions education programs. *Prerequisite: Nursing majors or permission.*

HLPE 620 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.

HLPE 630 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.

- HLPE 802 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.
- HLPE 815 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:* HLPE810 or permission of instructor.
- HLPE 820 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.
- HLPE 825 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.
- HLPE 860 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

- HLSC 305 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.
- HLSC 470 Independent Study: . . . (1-8)**
Individual reading, research, and/or project in the health sciences under the supervision of the faculty. *Prerequisite:* Permission.
- HLSC 480 Internship: . . . (1-8)**
Designed to provide students in the health sciences with supervised practical experiences in applied settings. *Prerequisite:* Permission.

300 Health Sciences

HLSC 60A 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.

HLSC 600 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.

HLSC 610 Nutrition (3)

Course offered in both lecture and televised formats. Provides knowledge necessary for nutrition and diet therapy. Discusses cultural, economic, and social factors of food habits.

HLSC 62B 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.

HLSC 750 Pathophysiology (3)

Analysis of the mechanistic and regulatory deficits in deranged physiological states is discussed. Emphasis is on cellular events as they relate to various pathologic conditions of the critically ill. *Prerequisites: Undergraduate work in anatomy and physiology.*

HLSC 830 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.*

HLSC 870 Independent Study: . . . (1-8)

Individual reading, research, and/or project in the health sciences under the supervision of the faculty. *Prerequisite: Permission.*

HLSC 880 Internship: . . . (1-8)

Designed to provide the health sciences student with supervised practical experiences in applied settings. *Prerequisite: Permission.*



HLSC 890 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

- HIST 310 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.
- HIST 311 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.
- HIST 312 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.
- HIST 470 Independent Study: . . . (1-4)**
Individual reading, research, and/or project in history under the supervision of the faculty. *Prerequisite: Permission.*
- HIST 50C Beyond the Dream: Current Black Social Issues (1) ****
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.
- HIST 501 The History of Illinois and Its Constitution (3) ✉**
Course offered as both a lecture course and a correspondence course. A survey of the political, constitutional, and social history of the state of Illinois from 1700 to the present.
- HIST 505 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.
- HIST 510 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.
- HIST 515 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.
- HIST 516 Modern U.S. History: WWII-Present (3)**
Focuses on the post-World War II era in the United States. A brief survey of the pre-World War II era provides a context for in-depth study of more recent events. Addresses the content, methodology, and potential applications of contemporary U.S. history.

302 History

- HIST 520 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.
- HIST 525 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.
- HIST 53B 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.
- HIST 534 Modern Chinese History (3)** 
Course 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.
- HIST 540 Black Experience in the U.S. (3)**
Surveys black experience from 1500-1941. Emphasizes the various aspects of slavery, the Civil War, reconstruction, and the black experience during World War I and World War II periods.
- HIST 541 Black Women in American History (3)**
A socio-historical study of the black woman from slavery to 1970. An examination of the role she has played in the black struggle and her contributions to their survival.
- HIST 542 Caribbean History (3)**
Studies comparative colonial patterns in the Caribbean. Emphasizes the development of slave populations, social systems, and the concept of hierarchy in the Caribbean.
- HIST 544 History of Civil Rights (3)** 
Course 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.
- HIST 545 American Negro Slavery (3)**
A general survey of the traditional interpretations of black slavery in America and an attempt to assess them in the light of recent studies.
- HIST 547 Latin American History (3)**
Surveys the major periods in Latin American history. Describes and analyzes the major economic, political, social, and cultural structures of pre-Columbian, colonial, and modern Latin America.
- HIST 550 Women in American History (3)** 
Offered as a correspondence course only. Examines the history of American women from the colonial period to the present with special emphasis on how and in what ways the status of women has changed.

- HIST 565 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.
- HIST 720 Philosophy of History (3)**
Deals with patterns in the history of mankind. Explores nature of historical change, value, purpose, and meaning of various historical phases.
- HIST 780 Local History: Resources and Methods (3)**
An examination of basic resources and methods for local and community history. Students will be involved with specific research projects.
- HIST 830 Graduate Seminar in Historical Studies (3)**
Examines the nature of history by reading and evaluating two or more designated works on selected topics in American history.
- HIST 840 Research in African-American History (3)**
Addresses serious research upon significant topics and issues related to the black experience in the United States and Western hemisphere.
- HIST 870 Graduate Research: . . . (1-4)**
Individual reading, research, and/or project in history under the supervision of the faculty. *Prerequisite: Permission.*

Instructional and Training Technology

- I&TT 510 Introduction to Instructional and Training Technology (1)**
This course enables students to analyze the field of educational technology, human resource development, instructional development, and training. Includes what professionals do, definitions, associations, periodicals, current issues, and self assessment on competencies. The course requires visiting a local instructional and training technology department in business and industry organizations, joining a professional association related to the field, and attending local meetings of a professional association related to the field.
- I&TT 520 Training Product Design (3)**
Students design, produce, and evaluate a half-hour instructional product. Includes goal analysis, learner entry characteristics, behavioral objectives, criterion-referenced tests, instructional strategy, media selection, prototype production, prototype tryout, and revision.
- I&TT 522 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.
- I&TT 755 Computer Based Training I (3)**
Enables student to analyze the components of a system; evaluate different types of computer systems; analyze and compare CAI and CMI; write a CAI lesson and flowchart. Includes broad exposure to theories.

304 Instructional and Training Technology

I&TT 760 Computer Based Training II (3)

Enables students to evaluate flowcharts; write frame material from a CAI lesson and flowchart; perform cost-benefit analysis of a CAI course, write a report documenting development, implementation, and evaluation of cost benefits of a CAI course.

Prerequisite: I&TT755.

I&TT 810 Training Course Development (3)

Enables students to develop specifications for a complete training course, including all components from I&TT520 plus needs analysis, setting constraints, detailed job/task analysis, concept elaboration, learning hierarchy, enabling objectives, course, unit, and lesson maps, events of instruction, implementation plan including instructor's manual, and course development documentation report. *Prerequisite: I&TT520 or equivalent.*

I&TT 815 Training Techniques (3)

Enables students to conduct instructor-led training sessions including following predesigned instructor roles and tasks, developing lesson plans, applying appropriate training techniques for individual and group situations, and selecting and using media in training presentations.

I&TT 820 Principles of Message Design (3)

Applies principles of message design to instructional strategies, media selection, and materials specifications. Emphasizes perception, memory, attitude change, adult learning, and text design. *Prerequisites: I&TT510 and I&TT520.*

I&TT 821 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: I&TT520, I&TT820, and either I&TT810 or I&TT815.*

I&TT 825 Research in Instructional and Training Technology (3)

This course will enable students to evaluate the status of instructional and training technology as a field and profession including current research, organizational, societal, ethical, and value issues raised. It requires attendance at a national ID/training/HRD related professional society conference. *Prerequisite: Eighteen credit hours in I&TT.*

I&TT 847 Evaluation/Cost Benefit Analysis in Instructional and Training Technology (3)

Focuses on evaluation of a training product or course. Includes formative and summative evaluation. On basis of evaluation students prepare report, calculate cost benefit, and revise course or product. *Prerequisites: I&TT510 and I&TT810.*





I&TT 852 Solving Performance Problems (3)

Enables students to identify and analyze problems in I&TT that are performance rather than training based; develop and synthesize data instrumentation, incentives, and motive solutions to performance problems; apply and evaluate performance engineering theory; and write a report explaining the process used and problems and solutions identified. *Prerequisites: I&TT810 and I&TT847.*

- I&TT 856 Consulting Teamwork in Instructional and Training Technology (3)**
Student works as a member of an instructional development team to develop and evaluate an ID/training package. Includes working closely with subject matter expert.
Prerequisites: I&TT810 and I&TT847.
- I&TT 858 Project Management in Instructional and Training Technology (3)**
Examines role of project management in the organization. Emphasizes defining the project, developing time management network, estimating costs, planning timetables, scheduling resources, writing management plan, and writing project proposal and report. *Prerequisites: I&TT810, I&TT847, and I&TT852.*
- I&TT 860 Seminar: Instructional and Training Technology 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 I&TT courses.
- I&TT 865 Advanced Field Project (1)**
Provides instructional and training technology students with opportunities to apply specific career skills/interests in a business, industrial, medical, or educational setting.
Prerequisites: Minimum nine graduate hours in I&TT and permission.
- I&TT 870 Graduate Research: . . . (1-4)**
Individual reading, research, and/or project in instructional and training technology under the supervision of the faculty. *Prerequisite: Permission.*
- I&TT 880 Internship: . . . (1-4)**
Designed to provide instructional and training technology students with supervised practical experiences in applied settings. *Prerequisite: Permission.*
- I&TT 891 Instructional and Training Technology 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 I&TT.*
- I&TT 892 Instructional and Training Technology Masters Project II (2)**
Further development of synthesis and application of methods begun in I&TT891.
Prerequisite: I&TT891 or concurrent enrollment.

Intercultural Studies

- ICS 320 Dynamics of the Spanish Language (3)**
Study of the Spanish language at both beginning and advanced levels of understanding. Focuses on different approaches and techniques to increase fluency in a second language.
- ICS 530 Third World Conference (1-3)****
Weekend conference using workshops and seminars to focus on sociopolitical, humanistic, and historical policy problems and issues of third world communities in national, interregional, and international contexts.

- ICS 532 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.
- ICS 540 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.
- ICS 541 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.
- ICS 547 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.
- ICS 548 African Civilizations (3)**  
Course 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.
- ICS 55A 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

- LAS 410 Investigations in the Social Sciences (3)**
Examines the major debates over the dominant paradigms which 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.*
- LAS 420 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.*


LAS 430 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.*

LAS 440 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

MGMT 301 Principles of Management (3) 

Course 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 different models of organizational behavior. Both the impact of organizations upon participants and the impact of participants upon organizations are studied. Examines the management science approach to solving production and operational management problems.

MGMT 320 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 use the human resources available. *Prerequisite: MGMT301.*

MGMT 340 Production Management (3)

Discusses applications of management science and analysis to the production function. Emphasizes operations management as it relates to product development, plant location and layout, production cost analysis, work measurement, work simplification, safety management, and quality control. *Prerequisite: STAT361.*

MGMT 342 Job Design and Measurement (3)

Presents the underlying theory and basic methodology for the most commonly used work measurement techniques. A systems approach is developed through the study of methods, materials, tools, and equipment for the purpose of determining the most economical way of doing the job, for standardizing methods, and determining time requirements. *Prerequisites: MGMT340 and STAT362.*

MGMT 360 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 or equivalent.*

MGMT 401 Organizational Behavior (3) ✉

Offered as both a lecture course and 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, Principles of Management. *Prerequisite: MGMT301.*

MGMT 410 International Business (3)

Presents an introduction and overview of the economic, social, and political aspects of international/multinational business theory and practice. Provides a foundation for students who wish to acquire greater knowledge and expertise in this rapidly expanding field. *Prerequisite: MGMT301 or permission of instructor.*

MGMT 421 Labor Relations (3)

Introduces the study of management-union relations and the problems that arise for the enterprise in the managing of the union relationship as part of the personnel function. Considers the structure, aims, and objectives of the union institution; the manner in which management deals with unions, management structure, and objectives in collective bargaining; the resolution of management-union disputes; and government regulation of collective bargaining. *Prerequisite: MGMT301.*

MGMT 422 Behavioral Research in Business (3)

Designed to assist students who have had only a limited background in research and statistics. Emphasizes the language of research and the practical application of research designs to business. *Prerequisite: STAT361.*

MGMT 423 Compensation and Incentive Systems (3)

Deals with a wide range of pay theories together with certain precise methods of building compensation scales. Introduces the pay survey and requires development of an individual project. Considers problems of compensation and fringe benefits in times of high inflation. *Prerequisite: MGMT320.*

MGMT 425 Labor Markets (3)

Analysis of labor force, labor supply, wages, and unemployment in terms of labor marketing experience and current theories. Appraisal of effects of unions and government policies on the economic position of labor. *Prerequisites: ECON301 and ECON302.*

MGMT 426 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.*

MGMT 430 Small Business Administration (3)

Focuses on understanding the principles and techniques of management in relation to a small business. Studies fundamental aspects of the managerial process, including planning, organizing, staffing, directing, and controlling. Studies marketing, finance, and computers as they relate to small business. *Prerequisite: MGMT301 or permission of instructor.*

MGMT 431 Purchasing (3)

Provides a comprehensive approach to the purchasing function and responsibilities for maintaining the four major procurement factors of quality, quantity, time, and price. Emphasizes the scope of authority and responsibility of purchasing in an organization, including objectives, relationships to other departments, procedures, sources of supply, determination of price, make, buy, or lease decisions, value analysis, systems contracting, operations, research, and legal and ethical aspects of procurement. *Prerequisite: MKTC301.*

MGMT 432 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.*

MGMT 442 Materials and Logistics Management (3)

Focuses on purchasing, operations, and transportation/physical distribution management functions. *Prerequisite: MGMT340.*

MGMT 443 Production and Inventory Control Systems (3)

Considers the concepts and methods for planning, scheduling, and controlling manufacturing operations. Includes machine loading, applications for short-run production, and continuous production. Studies tooling, equipment, and production of manufactured and processed products. Presents applications of the management science method including forecasting demand, scheduling production, controlling inventories, linear programming, waiting line, simulation, and statistical techniques for controlling production. *Prerequisite: MGMT340.*

MGMT 445 Seminar in Production and Operations Management (3)

Focuses attention on the application of quantitative analysis, systems analysis, and other dynamic techniques to current operations problems. Readings, problems, classroom discussions, and group participation are required of all students. Individualized projects are possible, which will be presented and evaluated in group sessions. Open to seniors only. *Prerequisite: MGMT340.*

MGMT 469 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.*

MGMT 470 Independent Study: . . . (3)

Independent study is intended to provide better students the opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within management and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

MGMT 480 Internship: . . . (3)

Designed to provide management students with supervised practical experiences in applied settings. *Prerequisite: Permission of instructor and dean.*

MGMT 510 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.*

MGMT 511 Statistical Data Processing for Business (3)

Deals with the systematic collection, analysis, and interpretation of business data. Topics include principles of measurement, concept of statistical design of experiments, sampling methods, handling missing data, efficient coding, and analysis using package programs. Approximately fifty percent of course time will be devoted to computer applications. *Prerequisites: STAT362, MGMT510, or permission.*

MGMT 515 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.*

MGMT 516 Production Problems and Analysis (3)

Production planning, machine operations, and materials for the manufacture of a product. Problems include the analysis of the elements of production scheduling and control, balancing work stations on production lines, and simulating plant layout. *Prerequisite: MGMT340 or permission.*

MGMT 525 Collective Bargaining (3)

The study of collective bargaining is approached through the analysis of cases and "real-world" situations. Students participate in a collective bargaining exercise. *Prerequisite: MGMT320 or permission.*

MGMT 530 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.*

MGMT 540 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.*

MGMT 645 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 business using Small Business Institute cases. *Prerequisites: MGMT430 or graduate standing and instructor's permission.*

MGMT 810 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.*

MGMT 820 Problems in Personnel Management (3)

Includes exploration of the various theories of personality development and motivation. Examines factors, both internal and external, to the organization and their influence on personnel planning. Deals with current issues and research in the area of personnel management. *Prerequisite: MGMT320.*

MGMT 825 Problems in Industrial Relations (3)

Deals with problems arising from employer-labor relationship. Studies theories of work, problems in organization, manpower management, and industrial relations research. *Prerequisite: MGMT320 or MGMT810.*

MGMT 840 Problems in Production Management (3)

Includes the study of analytical methods in production and design of production systems. Emphasizes the major economic problems of production management, mathematical programming, statistical analysis, inventory analysis, and certainty models. *Prerequisites: MGMT301 and STAT362.*

MGMT 849 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 which 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.*

MGMT 850 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.*

MGMT 851 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.

MGMT 852 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.

MGMT 853 Coordinating Techniques of Cooperative Vocational 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.

MGMT 854 Vocational Planning for Special Needs Population (3)

Emphasizes employment opportunities, community agencies, legal aspects, and academic areas which are significant in the life of the mentally handicapped individual within the community.

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MGMT 860 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.*

MGMT 870 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.*

MGMT 880 Internship: . . . (3)

Designed to provide management students with supervised experiences in applied settings. *Prerequisite: Permission of instructor and dean.*

MGMT 890 Graduate Thesis/Project: . . . (6)**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to 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.*

Management Information Systems

MIS 301 Introduction to Management Information Systems (3)


Provides an overview of business data processing and management information systems. Covers introductory concepts of computer technology, nature of computer application in business systems analysis techniques, and problem solving. Includes introduction to and use of BASIC computer programming in business-related problems.

MIS 310 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 Sciences, Criminal Justice, Office Administration, and Public Administration. *Prerequisite: Familiarity with DOS on IBM microcomputers and/or PC compatibles.*

MIS 320 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.*

- MIS 330 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.*
- MIS 370 Business Microcomputer Applications (3)** 
 Course offered in both lecture and televised formats. Introduction to the major business applications available for use on microcomputers including hands-on experience with various software packages. Focuses on student use of electronic spreadsheet, word processing, database, and graphics programs as well as accessing other computer sources through telecommunications. *Prerequisite: MIS301 or permission.*
- MIS 410 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.*
- MIS 420 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: CPSC370.*
- MIS 430 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.*
- MIS 440 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: MIS420 and CPSC370.*
- MIS 460 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.*
- MIS 480 Internship: . . . (3)**
 Designed to provide the management information systems student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

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MIS 512 Management Information Systems (3)

Presents the basic concepts of design, development, and implementation of MIS in organizations. Develops an appreciation of modern computer systems and information processing technology. Studies methods to identify information requirements, factors to be considered in designing reporting systems, information system structures, relationship between information structures, and organizational variables. Students develop an information processing perspective of organizations. *Prerequisite: MIS301.*

MIS 515 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.*

MIS 825 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. *Prerequisite: Basic computer literacy skills.*

MIS 830 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.*

MIS 880 Internship: . . . (3)

Designed to provide the management information systems student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

Marketing

MKTG 301 Principles of Marketing (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.*

MKTG 320 Consumer Behavior (3)

Draws on the behavioral sciences to provide insight into consumer needs, wants, and behavior in the marketplace. Emphasizes how the manager in business and non-business organizations can build an understanding of the individual consumer into the marketing decisions of goods and/or services. Provides an overview of the role of consumer research. *Prerequisite: MKTG301.*

MKTG 430 Marketing Management (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.*

MKTG 431 Retailing Operations and Management (3)

Study of retailing as an integral part of the economic system. Examines retailing from the manufacturer's perspective, considering the retailer as a distribution channel. Focuses on the management of the retail firm based on the substantial body of economic and behavioral theories. *Prerequisite: MKTG301.*

MKTG 433 Retailing Policies (3)

Reviews the retailing decision process and the formulation of retailing policies. Emphasizes the strategic variables in the retailing mix. Considers the role of environmental factors in the development and implementation of retailing policies. Uses cases to apply theory and practice. *Prerequisite: MKTG301 or MKTG430.*

MKTG 435 Retail Location Planning Strategy (3)

Discusses selection of the location of individual stores, location arrangements for multi-unit chains, response to changing business conditions, the planning of shopping centers, and the redevelopment of downtown areas. Emphasizes the study of trade areas and market potential of retail stores and shopping centers in terms of geography of market centers. *Prerequisites: MKTG301 and MKTG430.*

MKTG 440 Marketing Logistics and Distribution (3)

Deals with the role of distribution in the marketing mix of product, price, and promotion, with emphasis on channel structure and logistical decisions. Topics include exchange and market intermediaries, types of channels and their use, structure of retailing and wholesaling, selectivity and the degree of directness in channel decisions, customer service decisions, inventory management, transportation modes, warehousing decisions, and sales forecasting. Lectures will be supplemented by problems and/or cases. *Prerequisites: STAT361 and MKTG301.*

MKTG 450 Promotional Strategies (3)

Considers the development and implementation of the various elements of the marketing communications program. Advertising, personal selling, publicity, public relations, and sales promotion are examined as the base for developing effective policies and strategies for communicating with markets. Opportunities are provided to examine the marketing communications problems of non-business as well as business operations. *Prerequisite: MKTG301.*

MKTG 460 Marketing Research (3)

Studies the research process as an aid to planning and decision making in marketing management. Topics include the role of research and information systems in defining and planning research needs, obtaining marketing information, and identifying target markets. Attention also given to product and advertising research and market and sales analysis. *Prerequisites: MKTG301 and STAT361.*

MKTG 470 Independent Study: . . . (3)

Independent study is intended to provide better students the opportunity to study a topic of their choice in marketing under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within marketing and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

MKTG 480 Internship: . . . (3)

Designed to provide marketing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

MKTG 570 Sales Organizations (3)

Concerned with the design, development, and analysis of sales organizations, sales department relations, personnel management in the selling field, sales budgets and cost analysis and their impact on the sales organization, and sales territories and quotas. Includes the role of the sales executive in coordinating and controlling the marketing mix. Considers current issues related to sales organizations. *Prerequisite: MKTG301.*

MKTG 572 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.*

MKTG 580 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.*

MKTG 801 Problems in Marketing Management (3)

Reviews the marketing decision process with emphasis on recognition and analysis of marketing problems, generation and evaluation of alternative solutions, and development of plans and strategies for implementing chosen solutions. Provides an overview of current issues and developments in marketing. *Prerequisite: MKTG301.*

MKTG 805 Buyer Behavior (3)

Review of the literature of buyer behavior with emphasis on central concepts and methods. An advanced treatment of motivations, perceptions, demographics, buyer search for information, models of buyer behavior, consumerism, and public policy is provided. *Prerequisite: MKTG430 or MKTG801.*

MKTG 810 Marketing Information: Methods and Analysis (3)

An advanced treatment of the various methods in which a marketing research problem can be addressed. Develops recognition and appreciation of the environmental factors and their impact on marketing information. Focuses on the creative application and critical evaluation of the procedures of marketing information through the use of case method and research projects. *Prerequisite: MKTG460 or MKTG801.*

MKTG 820 International Marketing (3)

Examines the role of marketing in economic development. Covers several contemporary issues in international marketing, including the impact of multi-national corporations on the world economy. Discusses different techniques of entering international markets, the basic elements underlying the development of an international marketing mix, and the forms of organization used in international marketing. *Prerequisite: MKTG801.*

MKTG 870 Independent Study: . . . (3)

Independent study is intended to provide better students 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.*

MKTG 880 Internship: . . . (3)

Designed to provide marketing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

MKTG 890 Graduate Thesis/Project: . . . (3)**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing a doctorate in business should select the thesis option. *Prerequisites: Permission; last trimester of M.B.A. student's program of study.*

Mathematics

MATH 310 Intermediate Algebra (3)

Covers the real number system, linear and quadratic equations, polynomials, rational expressions, exponents and radicals, graphing functions and relations, systems of equations, exponential and logarithmic functions. *Prerequisite: Satisfactory completion of the university mathematics proficiency examination.*

MATH 320 Mathematical Structures and Concepts I (3)

An introductory content-oriented mathematics course including problem solving, sets, numeration systems, integers, rational numbers, ratios and proportions.

MATH 322 Mathematical Structures and Concepts II (3)

Topics include informal logic, problem solving, informal geometry, transformation geometry, tessellations, measurement, probability, and statistics. *Prerequisite: MATH320 or equivalent.*

MATH 325 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: MATH310 or equivalent.*

MATH 330 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.*

MATH 340 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.*

MATH 355 Applied Calculus (3)

A survey course for business students and others needing only one course in calculus. Covers basic concepts, methods, and applications of differential and integral calculus. The entering student should have a solid command of algebraic and graphical methods. Theory is presented and illustrated with examples drawn from business, economics, and natural systems. The course provides a foundation for more advanced courses in calculus, economics, science, and operations research. *Prerequisite: MATH325 or equivalent.*

MATH 360 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 or equivalent.*

MATH 365 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 or equivalent.*

MATH 440 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 or equivalent.*

MATH 450 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.*

MATH 455 Differential Equations (3)

A basic course in differential equations covering existence, uniqueness, homogeneous equations, first order and simple higher order equations, linear constant coefficient equations, and simultaneous equations. Introduction to numerical analysis concepts and available computer packages for numerical solutions. *Prerequisite: MATH355. MATH440 is recommended.*

MATH 470 Independent Study: . . . (1-4)

Individual reading, research, and/or project in mathematics under the supervision of the faculty. *Prerequisite: Permission.*

MATH 610 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 or equivalent. MATH440 is recommended.*

Media Communications

MCOM 420 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.

MCOM 440 Television Production (4)

Presents fundamental production techniques in color studio. Students design, write, and produce basic formats increasing in complexity; crew all positions including camera, lighting, audio, video switcher; and demonstrate creative ability.

MCOM 450 Writing for Print Media (3)

Presents basic skills relevant to working for weekly or daily newspapers, magazines, house organs, and public relations channels. Emphasizes conventional journalistic style and structure and includes editing, copy editing, and writing of captions and headlines.

MCOM 470 Independent Study: . . . (1-4)

Individual reading, research, and/or project in media communications under the supervision of the faculty. *Prerequisite: Permission.*

MCOM 480 Internship: . . . (1-4)

Designed to provide 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 Instructional Communications Center. May be repeated. *Prerequisites: Prior production courses in area of work and permission.*

320 Media Communications

MCOM 505 Media Symposium: . . . (1)**

A workshop exploring selected issues in depth. Faculty of the media program are joined by media professionals, social critics, community leaders, and public officials as well as other university faculty.

MCOM 510 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.

MCOM 520 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.

MCOM 521 Audio Documentary Production (4)

Extended practical exercises in writing, producing, editing, and engineering the audio feature and documentary. Students will work in the media laboratory and in the field. Two major and two minor portfolio projects will be produced. *Prerequisites: MCOM520 or permission of instructor.*

MCOM 522 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.*

MCOM 535 Television: Remote Color Techniques (3)

Considers non-studio production using portable video equipment. Provides practical experience in both remote shooting and editing. *Prerequisite: MCOM440 or permission.*

MCOM 539 Advanced Color Television Production (4)

Emphasizes sophisticated uses of production skills in color facility. Particular attention is devoted to lighting, audio, and beginning post production. *Prerequisite: MCOM440 or permission.*

MCOM 540 Film Seminar: . . . (3)

Presents selected topics in film aesthetics, history, and genre analyses. May be repeated for credit with different topics.

MCOM 542 Film and TV Documentary (3)

Examines style and influence of key documentary filmmakers. Identifies film techniques used to document events. Analyzes issues in documentary filmmaking. Describes effects documentary film has on perception of events and issues.

MCOM 544 Video Production Editing (3)

Provides students with in-depth video editing in VHS and S-VHS formats.

MCOM 550 Newswriting and Reporting (3)

Emphasizes interviewing and research skills. Covers speeches and meetings, single and multi-source articles.

MCOM 551 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.*

MCOM 552 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 which have been related in the various scenarios. *Prerequisite: MCOM551.*

MCOM 555 Broadcast Journalism (3)

Principles and practices for the broadcast journalist. Translates theory into practical experience by covering stories for radio and television. Laboratory experiences, including Electronic News Gathering (ENG), are an essential part of the course. *Prerequisite: Prior media or journalism course.*

MCOM 560 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.

MCOM 565 Broadcasting in America (3)

Examines the development, structure, content, context, and influences of the broadcast media.

MCOM 567 Children and Television (3)


Explores children's television programming and its impact. Evaluates such programming in terms of its production quality, social values, and educational entertainment values. Identifies resources of children's television viewing in relation to development of the child.

MCOM 570 Media 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.*

MCOM 590 Media Team Field Project (4)**

Advanced production students apply and are selected for a media team. The team develops an interrelated set of media projects around a specific environment. A week or more is spent on location at additional cost to the student. Final projects are then presented for public exhibition and display. *Prerequisite: Permission.*

MCOM 601 Creative Dramatics Workshop (1-3) 

Course 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.*

322 Media Communications

MCOM 610 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.

MCOM 631 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.*

MCOM 632 Writing for Radio and Television (3)

Exercises and script writing for radio and television.

MCOM 651 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.*

MCOM 660 Non-Broadcast Media 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.

MCOM 730 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.*

MCOM 740 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.

MCOM 750 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 inter-relationship of style and content. Covers profiles, color stories, and reviews of various arts and media. *Prerequisite: Prior journalism course work or experience or permission.*

MCOM 755 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.

MCOM 760 Mass Media and Politics (3)

Investigates the use and impact of mass media, particularly the electronic broadcast media upon the political process. Considers both the role and function of media through specific case studies with particular attention given to current political campaigns.

MCOM 765 Topics in Popular Culture (2)

Examines the nature of popular culture through major topics or themes including movies, music, sports, and politics. Examines how popular culture fosters political and social change.

MCOM 803 Contemporary Issues: . . . (3)

A graduate seminar exploring a selected issue in media, communication, or popular culture. May be repeated for credit.

MCOM 830 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.

MCOM 845 Graduate Media Research (3)

Focuses on qualitative and quantitative methodologies and designs appropriate for media research, including content analysis, survey research, experimental design, institutional analysis, and market research. *Prerequisite: COMS420 or equivalent.*

MCOM 870 Graduate Research: . . . (1-4)

Individual reading, research, and/or project in media communications under supervision of faculty. *Prerequisite: Permission.*

MCOM 880 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 Instructional Communications Center. May be repeated. *Prerequisites: Permission and experience in medium of work.*

MCOM 890 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

MEDT 310 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: Open to Medical Technology majors only.*

MEDT 320 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: Open to Medical Technology majors only and evidence of health insurance coverage.*

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MEDT 321 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: Open to Medical Technology majors only.*

MEDT 322 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: Open to Medical Technology majors only.*

MEDT 323 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: Open to Medical Technology majors only.*

MEDT 330 Practicum II (3)

One of a series of practicums in clinical laboratory science procedure. Includes quality assurance, instrument maintenance, performance of basic diagnostic tests, problem solving, and test interpretation. *Prerequisites: Open to Medical Technology majors only and evidence of health insurance coverage.*

MEDT 331 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.*

MEDT 340 Immunology (2)

Introduces the basic concepts and terminology of immunity. Includes immune responses, antigenicity, antibody structure, antibody reactions, mechanisms of cellular immunity, and hypersensitivity reactions. *Prerequisites: College biology and college chemistry.*

MEDT 350 Practicum III (3)

One of a series of practicums 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.*

MEDT 351 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.*

MEDT 353 Phlebotomy Techniques I (1)**

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: Open to Medical Technology majors only and evidence of health insurance coverage.*

MEDT 410 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.*

MEDT 420 Practicum IV (4)

One of a series of practicums 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.*

MEDT 421 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.*

MEDT 423 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.*

MEDT 430 Practicum V (4)

One of a series of practicums 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.*

MEDT 432 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.*

MEDT 433 Clinical Chemistry II (2)

Explores advanced topics in clinical chemistry. *Prerequisite: MEDT322.*

MEDT 435 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.*

MEDT 440 Practicum VI: Special Project (2)

This course is the last in a series of practicums which 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.*

MEDT 441 Phlebotomy Techniques II (1)**

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.*

MEDT 450 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:* Open to Medical Technology majors only.


MEDT 465 Laboratory Management (2)

Addresses important areas within the scope of today's clinical laboratory manager. *Prerequisite:* MEDT430 or permission.

MEDT 466 Certification Review (1)**

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

MUS 303 Survey of Music History (3) 

Course 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.

MUS 305 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.

MUS 311 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.

MUS 312 Piano Proficiency II (2)

Continuation of MUS311. *Prerequisite:* MUS311 or permission of instructor.

MUS 315 18th and 19th Century Music (3)


Presents a survey of style and form of classical and romantic composers of the eighteenth and nineteenth centuries.

MUS 320 20th Century Music (3)

Studies music during the early history of the twentieth century. Includes post-romanticism, impressionism, and nationalism.

MUS 330 Harmonic Techniques (3)

Studies advanced harmony including polychords, nontertial sonorities, bimodality, parallelism, cluster (sound mass technique), and other common twentieth century harmonic techniques.

- MUS 335 Contrapuntal Techniques (3)**
Exploration of the polyphonic conception of atonality and twelve-tone technique by way of counterpoint. *Prerequisite: Permission.*
- MUS 380 Brass Methods (2)**
Designed to give students both theoretical and hands-on experiences with brass instruments. Includes methods and materials for instruction and pedagogical approaches for heterogeneous and homogeneous instrumental classes. *Prerequisites: Music majors selecting the teacher education sequence or permission of instructor.*
- MUS 382 Woodwind Methods (2)**
Studies techniques to teach woodwind instruments, including embouchure posture, materials, and group organization. Students will be required to play each of the instruments studied. Covers ranges, transpositions, and specific problems of teaching/learning each instrument.
- MUS 384 String Methods (2)**
Provides both theoretical and hands-on experiences with string instruments. Emphasizes methods and materials for instruction and pedagogical approaches for heterogeneous and homogeneous instrumental classes. *Prerequisites: Music majors selecting the teacher education sequence or permission of instructor.*
- MUS 386 Percussion Methods (2)**
Provides theoretical and hands-on experiences with the four major types of percussion instruments (keyboard, tuned, untuned, and auxiliary). Reviews percussion performance literature, method books, mallets, and "grip" approaches.
- MUS 410 Afro-American Music (3)** 
Course 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.
- MUS 415 Orchestration (3)**
Examines ranges and specific problems in scoring for each family of instruments, woodwinds, brass, percussion, and strings.
- MUS 445 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.
- MUS 452 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.
- MUS 467 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.*
- MUS 470 Independent Study: . . . (1-4)**
Individual reading, research, and/or project in music under the supervision of the faculty. *Prerequisite: Permission.*


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- MUS 501 Topics in Music: . . . (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.*
- MUS 514 Instrumental Methods and Conducting (4)**
Investigates baton technique and score reading from instrumental music. Phrasing, meter, and diagnosis are investigated.
- MUS 518 Choral Methods and Conducting (4)**
Designed for students who may be directing either a church or high school choir. Covers vocal techniques, choral literature, rehearsal techniques, and error detection.
- MUS 525 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.
- MUS 540 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.*
- MUS 541 Applied Music: Percussion (1)**
Private music study is provided in this area for one hour per week. *Prerequisites: Permission, open to Music majors only.*
- MUS 543 Applied Music: Voice (1)**
Private music study is provided in voice for one hour per week. *Prerequisites: Permission, open to Music majors only.*
- MUS 544 Applied Music: Strings: . . . (1)**
Private music study is provided on these instruments for one hour per week. *Prerequisites: Permission, open to Music majors only.*
- MUS 544E Applied Music: Guitar (1)**
Private music study is provided on the guitar for one hour per week. *Prerequisites: Permission, open to Music majors only.*
- MUS 545A Applied Music: Piano (1)**
Private music study is provided on the piano for one hour per week. *Prerequisites: Permission, open to Music majors only.*
- MUS 545B Applied Music: Organ (1)**
Private music study is provided on the organ for one hour per week. *Prerequisites: Permission, open to Music majors only.*
- MUS 546 Applied Music: Brass: . . . (1)**
Private music study is provided on the trumpet for one hour per week. *Prerequisites: Permission, open to Music majors only.*
- MUS 548 Applied Music: Woodwinds: . . . (1)**
Private music study is provided on these instruments for one hour per week. *Prerequisites: Permission, open to Music majors only.*

- MUS 552 Chamber Music Ensemble (1)**
 Provides performance experience for students interested in small ensemble literature. May lead to participation in public concerts and/or recitals. *Prerequisite: Permission.*
- MUS 556 Symphonic Band (1)**
 The GSU Symphonic Band consists of individuals from both the university and surrounding communities. The band provides an opportunity for students to become familiar with the problems and techniques involved in the performing of symphonic band literature. The band performs at least once each trimester of the school year. *Prerequisite: Participants must audition.*
- MUS 558 Jazz Ensemble (1)**
 A large instrumental organization engaging in the performance of traditional and contemporary jazz and/or rock music. Participation will be determined by audition. *Prerequisite: Permission.*
- MUS 560 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.*
- MUS 562 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.*
- MUS 571 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.*
- MUS 572 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.
- MUS 574 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.
- MUS 575 Composition (3)**
 Students compose in twentieth century styles. A practicum for advanced students in music. *Prerequisite: Permission.*
- MUS 579 Studio Recording Techniques (3)**
 Provides students with the applied techniques of the recording studio from both the technical and performance aspects of studio recording.

- MUS 580 Piano Pedagogy (2)**
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.
- MUS 581 Vocal Pedagogy (3)**
Study of vocal mechanics as they apply to breath control, intonation, and resonance.
- MUS 582 Vocal Literature (3)**
Examines the development of the art song by 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.*
- MUS 583 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.
- MUS 808 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.
- MUS 809 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.
- MUS 810 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.
- MUS 811 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.
- MUS 824 Advanced Conducting (3)**
Emphasizes baton technique and score reading of major instrumental and choral compositions. Phrasing, meter, and style are closely investigated. Designed for the advanced graduate music student.
- MUS 830 Research Techniques in Music (3)**
Includes research methods in music, learning theories, statistical procedures, curriculum development, educational objectives, and media in education.
- MUS 870 Graduate Research: . . . (1-4)**
Individual reading, research, and/or project in music under the supervision of the faculty. *Prerequisite: Permission.*
- MUS 890 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

- NURS 304 Nursing: Concepts and Processes (3)** 
 Course offered in both lecture and televised formats. Designed to provide students with knowledge of the professional issues and trends in nursing, the legal aspects of nursing, the nursing process, and certain nursing theories. The nursing process is the scientific method used to develop a client care plan. This course constitutes the theoretical foundation for subsequent nursing courses. It also begins the resocialization process for reentry into nursing education. *Prerequisite: Fulfillment of requirements for admission to the B.S. in Nursing or classification as a conditional degree-seeking or special nondegree-seeking student.*
- NURS 306 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: Admission to the B.S. in Nursing and NURS304.*
- NURS 311 Nursing: The Collaborative Role (3)**
 Focuses on collaboration among health care professionals in the delivery of health care and its impact on professional nursing practice. Further examines the role of the professional nurse functioning in the health care delivery system in a changing society. Explores the emerging role of the nurse from a historical perspective. *Prerequisite: NURS304.*
- NURS 320 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.*
- NURS 330 Nursing: Health Assessment (5)**
 Designed to develop skill in the physical, social, and psychological assessment of clients. Provides both theoretical and technical background in examination and diagnosis. Faculty supervised on-campus laboratory practice is done weekly using models and students in the course as subjects. 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.*
- NURS 400 Nursing Research: Analysis and Utilization (3)**
 Provides an introduction to the methods, development, accomplishments, needs, and trends of nursing research. Emphasis is placed on developing the student's ability to analyze and apply the products of nursing research. *Prerequisites: STAT468 and NURS304.*
- NURS 410 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.*

NURS 420 Nursing: Care in Distributive Settings (7)

This senior-level course focuses on the family, the community, public health, and nursing service directed to meet the needs of each of these entities. Faculty supervised clinical experiences are conducted through local community health nursing agencies and other community health settings. Concepts of adaptation, change, communication role, and others are emphasized within a systems framework. *Prerequisites: NURS330 and completion or concurrent enrollment in NURS410 and permission of instructor.*

NURS 430 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 and completion or concurrent enrollment in NURS410 and permission of instructor.*

NURS 440 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.*

NURS 470 Independent Study: . . . (1-8)

Individual reading, research, and/or project in nursing under the supervision of the faculty. *Prerequisite: Permission.*

NURS 480 Internship: . . . (1-8)

Designed to provide nursing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

NURS 615 Nursing and Health Care Policies (3)

Analyzes the changing economic, political, and institutional structures that shape health care policies and the impact these policies have on the nursing profession and the nation's health care system. Examines the opportunities, obligations, and limitations the nursing profession has in formulating health care policies.

NURS 710 Nursing: Theories and Models (3)

Systematic examination of theories and concepts common to all nursing practice. Analysis of the general systems approach as a basis for developing a theoretical framework for nursing practice. Students will develop models for clinical nursing practice incorporating the concepts of health promotion, restoration, and maintenance. *Prerequisite: Admission to the M.S. in Nursing.*

NURS 720 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: Admission to M.S. in Nursing.*

NURS 730 Nursing Research (3)

Integration of research methodology, nursing theory, and statistics to formulate nursing research problems. Emphasizes measuring variables, studying designs, and tools for data collection and evaluating hypotheses. Students critique published research reports and prepare an original proposal for a research project. *Prerequisites: NURS710 and NURS720.*

- NURS 740 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.*
- NURS 760 Critical Care Nursing (3)**
Biological, psychological, social, cultural, spiritual concepts, and their interrelatedness are studied in terms of their relevance for critical care nursing theory and practice. Current concepts in critical care nursing with skill experience in a fully equipped clinical laboratory are required. *Prerequisites: NURS730, HLSC750, and concurrent enrollment in NURS740.*
- NURS 800 Seminar and Practicum in Critical Care Nursing (4)**
Focuses on the management of the critically-ill, their families, and staff. Strategies and methods of advanced nursing practice will be applied. *Prerequisite: NURS760.*
- NURS 820 Clinical Specialist in Critical Care 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 NURS800.*
- NURS 827 Oncology Nursing (3)**
A broad conceptual foundation for advanced clinical nursing practice in oncology which includes pathophysiology, medical treatments, nursing theories, nutritional support, management of emergencies, pain control, ethical considerations, psychosocial support, coordination of resources for dying patients and their families, and caretaker burn-out. *Prerequisites: Admission to the M.S. in Nursing. Students already holding a master's degree in Nursing may be admitted to the course as students-at-large after obtaining permission of instructor.*
- NURS 830 Curriculum and Instruction in Nursing (3)**
Provides preparation for teaching nursing in a variety of institutional settings. Includes topics on the nature of higher education, nursing education, and faculty roles. Explores curriculum designs, the instructional process, evaluation, and issues in nursing education. *Prerequisite: Completion or concurrent enrollment in NURS800.*
- NURS 835 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 NURS800.*
- NURS 845 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.*

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NURS 850 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.*

NURS 855 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.*

NURS 870 Independent Study: . . . (1-8)

Individual reading, research, and/or project in nursing under the supervision of the faculty. *Prerequisite: Permission.*

NURS 880 Internship: . . . (1-8)

Designed to provide nursing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

NURS 890 Graduate Thesis/Project: . . . (1-8)**

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.*

Office Administration

OFAD 320 Records Administration (3)

Deals with records creation, use, maintenance, and destruction; records storage facilities; classification of records; development of file patterns, forms, and reports control; protection of vital records.

OFAD 410 Human Relations of the Office (3)

Deals with the development of the creative and productive potential of employees. Emphasizes those within the office environment.

OFAD 425 Microcomputer Uses in the Office (3)

Emphasis is placed on applications of various software for word processing, database development, and for other office service functions. Also includes electronic spreadsheets, programming applications, and relationships between the use of the various types of software. *Prerequisite: MIS301.*




OFAD 430 Office Organization and Management (3)

Deals with applying the principles of management organization to office administrative cases, planning the office environment, and defining the systems and subsystems of the office. *Prerequisite: MGMT301.*

OFAD 52A 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 office. *Prerequisites: MIS301 and OFAD430 or equivalent; or permission of instructor.*

Philosophy

- PHIL 301 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.
- PHIL 311 Studies in Religion (3)** 
Course 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.
- PHIL 371 Theory of Knowledge (3)**
Designed specifically to assist students in achieving knowledge related to the philosophical and scientific view of knowledge. Organized into two distinct parts: Part I, the nature of knowledge, considers the various philosophical interpretations of knowledge and the process of knowing; Part II, evolution, is devoted to a study of the history of evolutionary thought as an example of the development of scientific knowledge.
- PHIL 386 Logic (3)**
A study of the basic structure and principles of valid deduction and warranted induction and application of such knowledge in the analysis and assessment of public issues found in the mass media.
- PHIL 470 Independent Study: . . . (1-4)**
Individual reading, research, and/or project in philosophy under the supervision of the faculty. *Prerequisite: Permission.*
- PHIL 501 Age of Enlightenment I (3)** 
Course 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.
- PHIL 502 Age of Enlightenment II (3)** 
Course offered in televised format only. Continuation of PHIL501.
- PHIL 524 Chinese Thought (3)**
A study of the major Chinese thinkers and their writings.
- PHIL 533 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.
- PHIL 542 Ethics (3)**
An in-depth examination of the controversial moral dilemmas perplexing modern Americans. Eight scholarly writers explore the dilemmas surrounding such issues as crime and punishment, political and business ethics, and individual behavior.

Photography

PHOT 300 Photography (3)

Introductory level course in the art and 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.

PHOT 305 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 or equivalent.*

PHOT 410 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.*

PHOT 440 Studio Photography (3)

Study of the use of artificial light sources, view camera techniques, and object placement as it relates 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 or equivalents.*

PHOT 443 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 or equivalents.*

PHOT 450 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 or equivalent.*

PHOT 470 Independent Study: . . . (1-4)

Individual reading, research, and/or project in photography under the supervision of the faculty. *Prerequisite: Permission.*

PHOT 480 Internship: . . . (1-4)

Designed to provide photography students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

PHOT 495 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.*

PHOT 500 History of Photography (3)

Surveys significant events, movements, and practitioners in the history of photography from 1830 to the present. Discusses technical and aesthetic issues.

- PHOT 530 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 or equivalent.*
- PHOT 531 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 or equivalent.*
- PHOT 535 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 or equivalent.*
- PHOT 541 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.*
- PHOT 546 Electronically Enhanced Photographic Imagery (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: PHOT530 or PHOT531.*
- PHOT 555 Documentary Photography (3)**
 Exploration of one of photography's mainstream traditions, the photographic document. Students will work as groups or individually to produce a photographic document of a subject of their choice. *Prerequisite: PHOT300 or equivalent.*
- PHOT 560 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.*
- PHOT 570 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.*
- PHOT 760 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.*
- PHOT 780 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.*

PHOT 830 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.*

PHOT 895 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

PHYS 302 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.

PHYS 352 Intermediate Physics I (3)

Topics include kinematics, forces, energy, rotational motion, fluid properties, thermodynamics, and wave properties. *Prerequisite: MATH325.*

PHYS 353 Intermediate Physics I Laboratory (1)

Deals with planning and conducting measurements, forces, motion, pressure, heat, surface tension, and waves. *Prerequisite: Concurrent enrollment in PHYS352.*

PHYS 362 Intermediate Physics II (3)

The areas of physics covered in this course include electricity, magnetism, light, and optics. *Prerequisite: PHYS352.*

PHYS 363 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.*

PHYS 402 Medical Physics (4)

Provides students in the health sciences with a background in physics that is general in scope and emphasizes applications which will be important in their professional work. Includes a knowledge of light microscopes, centrifuges, electron microscopes, radiation detection systems, and the physical laws relating to chemical, biochemical, and physiological applications. *Prerequisite: MATH325 or permission.*

PHYS 500 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.

PHYS 501 Astronomy in the Classroom (1)

This survey workshop on astronomy includes the major physical components of the universe including planets, stars, constellations, and galaxies. Discusses and demonstrates methods for including astronomy in the science curriculum. Identifies sources for obtaining free and inexpensive astronomy materials.

PHYS 502 Introduction to Archaeoastronomy (1)

Introduces concepts related to lunar and solar eclipses, appearance of the night sky at varying latitudes from the North Pole to the equator, apparent uses of Stonehenge, and ancient astronomies of North America and Central America.

PHYS 506 Stars and Nebulas (1)

Covers the laws of nature that govern the behavior and properties of stars and the universe. Includes how stars are born, live, and die.

PHYS 508 Galaxies and Quasars (1)

Focuses on the historical and current theories about the origin and structure of the universe. Examines properties of galaxies and quasars.

PHYS 510 Black Holes, Quasars, and the Universe (1)

Covers the 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.

PHYS 512 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?

PHYS 514 Telescopes and Observatories (1)

Introduces concepts related to optics and operation of reflecting and refracting telescopes. Students learn how to determine the resolving power and light gathering ability of a telescope.

PHYS 516 Halley's Comet (1)

A study of the early ideas about comets, origin and behavior of comets, and Halley's comet.

PHYS 518 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.

PHYS 520 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.

PHYS 525 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

POLS 301 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.

POLS 302 American National Government (3)

Examines U.S. governmental institutions, the informal pressures which influence them, and the policies produced by the governing process.

POLS 305 Contemporary Political Thought (3)

Provides an overview of nineteenth and twentieth century political thought including socialism, nationalism, fascism, libertarianism, and feminism.

POLS 310 International Organizations (3)

Deals with the complexities of international affairs and those factors that affect them. Focuses on the role of governmental and nongovernmental organizational mechanisms in the relations of nations.

POLS 311 International Relations (3)

Integrated analysis of processes and issues in international politics, with emphasis on substantive topics in selected sections of the world.

POLS 320 Local Governmental Systems (3)

Examines local government in the United States. Emphasizes the legal basis and functioning of local jurisdictions in Illinois.

POLS 440 Constitutional Law: Civil Liberties (3)

Uses U.S. Supreme Court decisions to examine the fundamental civil liberties guaranteed to the American people. Emphasizes how the court accommodates constitutional doctrines to changing public values. *Prerequisite: CJLIS340 or POLS302.*

POLS 460 Political Theory (3)

Introduces the fundamental questions of politics and the state as developed by selected political philosophers from the Greeks through the present. Emphasizes concepts of democracy, power, individual freedom, the state, and obligations of citizens and rulers with relevance to current political developments. *Prerequisite: POLS302 or permission.*

POLS 470 Independent Study: . . . (1-4)

Individual reading, research, and/or project in political science under the supervision of the faculty. *Prerequisite: Permission.*

POLS 480 Internship: . . . (1-4)

Designed to provide political science students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

POLS 489 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 instruction.*

- POLS 505 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.
- POLS 510 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.
- POLS 520 U.S. and Illinois Elections (3)**
Studies elections in Chicago, the suburbs, the state, and the nation. Examines current trends and includes participation of past or present elected officials. *Prerequisite: POLS302 or permission.*
- POLS 530 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.*
- POLS 531 Readings, Black Politics, and the American Political System (3)**
A study of the patterns of black politics in the development of Afro-American participation in the American political and economic systems.
- POLS 536 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.
- POLS 538 Urban Politics (3) ✉**
Offered as both a lecture course and 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.
- POLS 563 Seminar: Comparative Urban Future (3)**
Analyzes problems of urban processes and redevelopment as they relate to central city minorities. Discussed within a comparative and futuristic perspective.
- POLS 610 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.
- POLS 632 Political Sociology (3)**
Examines the social, economic, and political bases of power in America. Emphasizes pluralist and elitist theories, class analysis, community power, social control, and structural approaches to studying power. Focuses on analysis of the American political system as a resource for change and an obstacle to change with particular reference to contemporary social movements.
- POLS 705 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.

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POLS 715 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.

POLS 718 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 or equivalent.*

POLS 720 Elites and American Democracy (3)

Examines theories and justification of elitism. Deals with comparative political elites, the interrelationship between recruitment, circulation, and democratic accountability in American politics.

POLS 725 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.

POLS 735 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.

POLS 737 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.*

POLS 750 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.*

POLS 751 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.*

POLS 806 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.

POLS 810 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.

- POLS 815 Theories and Approaches to Political Science (3)**
Examines the basic theories and approaches to the study of political science 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: POLS301 or POLS505.*
- POLS 820 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.*
- POLS 821 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.*
- POLS 824 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.*
- POLS 830 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.
- POLS 831 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.*
- POLS 835 Topics in Policy Analysis: . . . (3)**
An in-depth analysis of selected policy issues using advanced policy analysis techniques. *Prerequisites: POLS810 and POLS820.*
- POLS 841 Research Methods in Political Science (3)**
The uses and objectives of empirical research in political science, 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.*
- POLS 845 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.*
- POLS 863 Seminar in American Institutions and Values (3)**
Examines normative issues as they relate to American public administration. *Prerequisite: POLS302 or POLS320.*

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POLS 869 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.*

POLS 870 Graduate Research: . . . (1-4)

Individual reading, research, and/or project in political science under the supervision of the faculty. *Prerequisite: Permission.*

POLS 880 Internship: . . . (1-4)

Designed to provide political science students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

POLS 889 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.*

POLS 890 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

PSYC 310 Principles of Psychology (3)

Course 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.

PSYC 320 Educational Psychology (3)

Helps teachers and educators develop a better understanding of how children develop and learn and how teachers/educators facilitate these processes. Systematic testing of learning theories 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.

PSYC 340 Industrial Psychology (3)



Introductory course in industrial psychology which 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.


PSYC 410 Personality Theories (3)

Course 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 or equivalent.*


- PSYC 412 Laboratory in Transactional Analysis (2)****
Students learn the major theory and concepts of transactional analysis and apply these to their own behavior.
- PSYC 422 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 or equivalent.*
- PSYC 430 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 or equivalent.*
- PSYC 435 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.
- PSYC 440 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. *Prerequisites: PSYC410.*
- PSYC 445 Social Psychology (3)**
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 or equivalent.*
- PSYC 446 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.
- PSYC 447 Characteristics of Human Sexuality (3)****
Focuses on general aspects of human sexuality with an emphasis on interpersonal relationships and psychosocial functions.
- PSYC 460 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.
- PSYC 470 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.*

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- PSYC 470P 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.*
- PSYC 480 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.*
- PSYC 505 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.
- PSYC 506 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.
- PSYC 510 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.
- PSYC 512 Child Development (3)** 
Course 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.
- PSYC 514 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.
- PSYC 515 Adulthood (3)** 
Course 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.
- PSYC 519 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.
- PSYC 523 Cognitive Development (4)**
Examines modes of representation, relation of language and thought, comprehension, and meaning as they develop from childhood to adulthood.
- PSYC 524 Principles of Behavior Change (3)**
Study of theory and procedures of behavior modification. Includes case materials from psychology, education, and special education. Prerequisite: *PSYC310 or equivalent.*

- PSYC 525 Brain and Behavior (3)**  Course 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.*
- PSYC 527 Laboratory in Personal Growth (2)****
Identification of personal growth issues in terms of life goals and priorities. Intrapersonal communication processes identify and examine meaning assigned to various objects or events in student's life.
- PSYC 529 Psychology of Women (3)**
Study of the effects of physiological and psychological variables on the behavior of women. Includes dependence, aggression, self-esteem, and motive to achieve. Discusses social and mental health issues currently affecting women's welfare.
- PSYC 531 Laboratory in Interpersonal Growth (2)****
Students identify their interpersonal communication strengths and areas of difficulties and examine the interpersonal communication processes through which they initiate, maintain, and terminate relationships.
- PSYC 532 Laboratory in Assertiveness Training (3)****
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.*
- PSYC 533 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.
- PSYC 536 Motivation and Emotional Development (4)**
Examines and applies theories of motivation, moral development, and emotional development.
- PSYC 537 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.
- PSYC 538 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.
- PSYC 539 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.*

- PSYC 543 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.*
- PSYC 544 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.
- PSYC 545 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.*
- PSYC 555 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.*
- PSYC 556 Theories and Treatment of Emotional Disturbance in Children II (4)**
Reviews the relevant literature on etiology and treatment. Students work with children with emotional difficulties under close supervision. Includes case consultations and case conferences. *Prerequisites: PSYC544, PSYC555, and permission.*
- PSYC 558 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.*
- PSYC 559 Psychodrama (3)**
Presents psychodramatic techniques utilized for resolving emotional and interpersonal difficulties. *Prerequisites: PSYC527, PSYC531, or permission.*
- PSYC 560 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.
- PSYC 573 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.*
- PSYC 585 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.

- PSYC 605 Tests and Measurements (3)** 
 Course offered in both lecture and televised formats. Covers the selection, administration, and interpretation of psychological and educational tests. Deals with concepts of validity, reliability, norms, standardization, standard scores, and item analysis. Examines legal and ethical issues. *Prerequisite: Statistics.*
- PSYC 610 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 PSYC560.*
- PSYC 630 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.
- PSYC 640 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.*
- PSYC 720 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.*
- PSYC 805 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.*
- PSYC 806 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.*
- PSYC 815 Learning Processes: Adults (3)**
 Investigates the factors influencing attitudinal and behavioral change in adulthood. Includes an overview of current learning theories of three major schools of psychology. Examines how these learning theories affect the adult learning process. *Prerequisite: three hours of psychology or learning theory.*

- PSYC 820 Graduate Seminar in Psychoanalytic Theory (3)**
Offers advanced students the opportunity to explore current thinking in psychoanalytic theory and treatment. Emphasizes the application of ego psychology and self psychology to therapeutic technique. Provides a brief review of classical Freudian theory, but students are expected to have had some introduction to this material. *Prerequisites: COUN630, PSYC410, PSYC430, or PSYC544.*
- PSYC 821 Graduate Seminar in Abnormal Psychology (3)**
Diagnostic categories selected for in-depth study of the literature conceptualizing a problem, its development, and various treatment recommendations. Focuses on evaluation of research approaches and findings. *Prerequisite: Either one of the following: COUN630, COUN843, PSYC430, PSYC544; or overview of diagnostic categories.*
- PSYC 822 Seminar in Human Memory (3)**
Provides students with an in-depth exposure to a single substantive area in the domain of experimental psychology. Studies research and theory in the area of human memory.
- PSYC 824 Graduate Seminar in the History of Psychology (3)**
Covers a wide range of systems of psychological thought responsible for modern conceptions of human learning and development, clinical psychology, and social psychology.
- PSYC 825 Imaging Process in Psychotherapy (3)**
Examines imagery as a basic capacity possessing enormous potential for therapeutic communication. Includes topics on relationship between imagery, fantasy, and other basic psychological processes. Students study the nature and structure of imaging process, explore the implications of guided as well as spontaneous imagery for therapeutic communication, apply imaging process to selected therapeutic contexts, and assess effectiveness of such applications. *Prerequisite: COUN844, COUN846, or permission.*
- PSYC 826 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 or equivalent.*
- PSYC 827 Human Sexuality (3)**
Examines sexual dysfunctions in terms of interpersonal and intrapersonal communication disturbances: personal, social, and cultural norms and values in the area of interpersonal sexuality. *Prerequisite: COUN810 or permission.*
- PSYC 828 Graduate Seminar in Cognitive Psychology (3)**
Examines recent theoretical developments in cognitive psychology. Emphasizes the areas of visual perception, concept formation, and language comprehension.
- PSYC 829 Graduate Seminar in Human Development (3)**
Presents students with up-to-date research in the developmental area. Integrates developmental issues at all stages of life. Provides students with links between theoretical and applied issues of development. *Prerequisite: One developmental course or permission of instructor.*
- PSYC 831 Therapeutic Communication (3)**
Defines psychopathology in terms of interpersonal and intrapersonal communication disturbances. Identifies therapeutic interventions that improve the quality of interpersonal communication. *Prerequisite: COUN810 or permission.*

- PSYC 845 Psychoeducational Assessment of Preschool Children (3)**
Focuses on the use of psychological instruments to determine learning capabilities/disabilities of preschool children. Provides advanced skills needed to do indepth psychological assessments, diagnosis, and remediations of preschool children.
Prerequisite: PSYC605 or PSYC610.
- PSYC 853 Human Neuropsychology I: Brain Function (3)**
Explores the theories and analysis of brain function, structure, and brain behavior relationships. *Prerequisite: PSYC605.*
- PSYC 854 Human Neuropsychology II: Clinical Assessment (3)**
Covers the administration, scoring, and interpretation of standardized procedures in diagnosis of brain damage. Integrates findings with other assessment techniques. Trains students in the Halstead-Reitan and/or Luria methods. *Prerequisite: PSYC853.*
- PSYC 855 Individual Assessment I: Intelligence (3)**
Intensive, culminating training in individual assessment including necessary skills and knowledge to conduct a complete case study of problems typically referred to the school psychologist. Includes recommendations for treatment or remediation. Special attention to the Wechsler and Binet scales. *Prerequisite: PSYC605 or PSYC610, SPED619 and concurrent enrollment in PSYC855A.*
- PSYC 855A Individual Assessment I: Intelligence Laboratory (1)**
To be taken concurrently with PSYC855. Provides individual observation and feedback to students as they are administering individual tests of intelligence.
Prerequisites: PSYC605 or PSYC610, SPED619 and concurrent enrollment in PSYC855.
- PSYC 857 Individual Assessment II: Personality (3)**
Intensive, culminating training in individual assessment including necessary skills and knowledge to conduct a complete case study of problems typically referred to the school psychologist. Includes recommendations for treatment and remediation. Covers objective tests and projective techniques. *Prerequisites: PSYC410 and PSYC605.*
- PSYC 858 Advanced Seminar in Individual Assessment (2)**
Covers the advanced skills needed for students to integrate the results obtained from individual assessments and analyze the data in light of the child's family background, current performance, and reason for referral. Students will learn to write psychological reports based upon the integration of all available data and to develop appropriate psychoeducational recommendations. *Prerequisites: PSYC845, PSYC855, and PSYC857.*
- PSYC 865 Practicum in School Psychology (4)****
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: PSYC853, PSYC855, PSYC857, and successful review in the practicum screening procedure.*
- PSYC 870 Independent Study: . . . (1-6)**
Individual reading, research, and/or project in psychology under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*
- PSYC 870P Independent Study: . . . (1-6)****
Individual reading, research, and/or project in psychology under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

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PSYC 880 Internship: . . . (1-6)**

Designed to provide students in psychology with supervised practical experiences in applied settings. *Prerequisite: Permission.*

PSYC 890 Graduate Thesis/Project: . . . (4)**

Student works closely with advisor and/or three faculty members (principal advisor, secondary advisor in specialty area, scope advisor outside specialty area) developing and completing original thesis/project proposal. *Prerequisite: Permission of advisor or committee.*

PSYC 920 Internship in School Psychology (6)**

The internship will be taken after completion of the M.A. in Psychology with the school psychology certificate option and can be enrolled in only after acceptance by an approved internship site. *Prerequisite: Completion of the M.A. in Psychology with the school psychology certificate option.*

Public Administration

PADM 301 Introduction to Public Administration (3)

Offered as both a lecture course and a correspondence course. Examines theories, history, and current issues of administration in government.

PADM 420 Public Personnel Administration (3)

Studies and evaluates principles, practices, and problems of personnel administration in government. *Prerequisite: PADM301 or permission.*

PADM 430 Planning Theory (3)

Seminar discussion of the various practical, theoretical, and ethical problems and issues now facing the design professions. Includes demands for greater concern for "user behavior" and "user needs," collaboration between design professionals and behavioral scientists, and control of behavior through design. *Prerequisite: PADM301 or permission.*

PADM 435 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.*

PADM 445 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.*

PADM 450 Introduction to Urban Planning (3)

Provides an introduction to urban planning, a history of its efforts, and a review of the elements in professional practice today. *Prerequisite: PADM301 or permission.*

PADM 455 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.*

PADM 470 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.*

PADM 480 Internship: . . . (3)

Designed to combine individual career counseling and work outside of the classroom with institutional learning settings. *Prerequisite: Permission.*

PADM 500 Workshops on Zoning and Planning: . . . (1)**

Designed for citizen planners and professional zoning administrators to provide introduction to key concepts and to develop basic skills. Includes special topics on zoning and planning. *Prerequisite: Permission.*

PADM 505 Economics of Urban Planning (3)

Analyzes various economic factors impinging on the planning process. Includes economics of urbanization, forces of supply and demand in urban lands, the building industry, the real estate market, cyclical fluctuations, rents and prices, problems of housing, urban redevelopment, real estate investment, economic notions of welfare, and counteraction of market failure in the supply of public goods. *Prerequisite: PADM301 or permission.*

PADM 508 Using Microcomputers in Planning (2)

Introduces the use of microcomputers in planning. Emphasizes the use of existing application programs and the microcomputer as a tool to assist planners and other local government officials with the performance of their duties. Covers word processing, database management, and spreadsheet analysis as related to planning. *Prerequisite: PADM301 or permission.*

PADM 510 Government and the Public (3)

Studies the communication and human relations problems between government and the people it serves. Emphasizes efforts to alleviate the problems. *Prerequisite: PADM301 or permission.*

PADM 520 Urban Growth Management (3)

Investigates how communities control the rate, timing, location, and size of development. Includes review of a series of community growth management plans and regulations. *Prerequisite: PADM301 or permission.*

PADM 521 Suburban Policy Issues (3)

Studies the substance of federal, state, and regional public policies as they affect suburban communities. Includes techniques used by municipal officials to deal with these issues and other strictly local issues. Ordinarily, public and private sector experts participate. *Prerequisite: PADM301 or permission.*

PADM 536 Environmental Land Use Planning (3)

Examines ecological design methods and land use control techniques for resolving the conflict between land development and environmental protection. Considers use control and preservation techniques for sensitive lands. *Prerequisite: PADM450.*

PADM 540 Planning Methodology (3)

Reviews and explores the role of selected planning and evaluation methods in the overall planning process. Includes topics on goals and attitude surveys; assessing probability and utility; frameworks for land use; environmental, economic, and social impact of development plans; cost-benefit analysis; and the planning balance sheet. *Prerequisite: PADM450.*

PADM 545 Regional Planning (3)

Broad coverage of regional planning, its basic concepts, techniques of analysis, and planning methods. *Prerequisite: PADM301 or permission.*

PADM 580 Public Safety Administration (3)

Studies the administration of public safety departments, especially police departments. Includes topics on organization structure, personnel, communication, community relations, and relations among police and fire services. *Prerequisite: PADM301 or permission.*

PADM 584 Law Enforcement and the Constitution (3)

Examines the requirements and limitations imposed upon the law enforcement process by the constitution. Emphasizes the U.S. Supreme Court's interpretations of the 4th, 5th, 6th, and 14th Amendments. *Prerequisite: POLS302 or permission.*

PADM 585 Practicum in Urban Planning (3)

An experiment in concentrated planning education for advanced students in planning. A workshop based, problem-solving experience designed to consist of supervised field research and development projects on behalf of community groups who have requested specific technical assistance. Provides enhanced professional education through the clinical application of professional planning skills. *Prerequisites: PADM301 PADM450 and permission.*

PADM 801 Concepts and Issues in Public Administration (3)

Provides an overview for the study of public policy and administration. Designed to develop an appreciation for the vocabulary of the field, to increase the student's understanding of public agencies and their role within the American democratic structure, and to develop an increased awareness and understanding of the individual role within public agencies. *Prerequisite: PADM301 or permission.*

PADM 812 Seminar in Public Budgeting (3)

Examines advanced questions about budgeting in government, including various budgeting systems and how to prepare a realistic budget in the public sector. Considers revenues, expenditures, and intergovernmental aid. *Prerequisite: ECON405.*

PADM 820 Seminar in Urban Government (3)

Examines advanced questions about the functioning of urban governments in America. *Prerequisite: PADM301 or permission.*

PADM 840 Seminar in Public Policy (3)

Examines advanced questions about the development of public policy. *Prerequisite: PADM301 or permission.*

PADM 851 Seminar in Public Planning (3)

Deals with a series of case study problems reflecting contemporary planning issues. Uses a multidisciplinary approach to case study analysis. Emphasizes energy, environmental, social, and economic planning. *Prerequisite: PADM301 or permission.*

PADM 852 Seminar in Research Methods (3)

Introduces students to a variety of standard research methods. Deals with developing research instruments and analyzing research techniques. *Prerequisites: STAT361 and completion of twenty-one graduate hours in M.P.A. degree.*

PADM 855 Master's Research Paper (3)**

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.*

PADM 865 Problems in Applied Public Management (3)

A capstone course designed to draw upon all the knowledge and skills acquired in the core 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. core requirements and PADM852.*

PADM 867 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.*

PADM 870 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.*

PADM 880 Internship: . . . (3)

Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. *Prerequisite: Permission.*


PADM 890 Graduate Thesis/Project: . . . (3)**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. *Prerequisite: Permission of advisor and/or committee.*

Social Sciences


SOSC 305 Principles of Social Science and Cultural Studies (3)

An examination of the major developments in the methodologies used to investigate and interpret social and cultural problems. Includes the study of cross-cultural topics.

SOSC 311 Survey of Social Science (3) 

Offered as a correspondence course only. Examination of the organizing principles and methods of the basic social sciences.

356 Social Work

- SOSC 450 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, SOC301, or equivalents.*
- SOSC 470 Independent Study: . . . (1-4)**
Individual reading, research, and/or project in social sciences under the supervision of the faculty. *Prerequisite: Permission.*
- SOSC 480 Internship: . . . (1-4)**
Designed to provide the social sciences student with supervised practical experiences in applied settings. *Prerequisite: Permission.*
- SOSC 530 Urban Studies: Introduction to the City (3)**
Appraisal and analysis of urban growth and dynamics in relation to government and politics, social and economic life, environmental issues, and the structure of the urban environment. An interdisciplinary approach to the study of American urban environments.
- SOSC 560 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 or equivalent.*
- SOSC 601 Vietnam, A Television History (3)** 
Course 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.
- SOSC 801 Human Systems Change (3)**
Covers philosophy and history of human systems change. Students present a diagnosis of a system strategy for change.

Social Work

- SOCW 320 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.
- SOCW 350 Social Work Perspectives on Human Behavior (3)**
Designed to help students to integrate and apply to professional social work practice situations with an ecological perspective on human behavior. Explores systems thinking, human diversity, social science theory, and relevant physical science concepts. *Prerequisite: SOCW320 or concurrent enrollment.*
- SOCW 380 Social Work Practice: Values, Interviewing, and Problem Assessment (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, core interactional skills, problem definition, and analysis. *Prerequisites: SOCW320 and SOCW350 and concurrent enrollment in SOCW390.*

- SOCW 390 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 and concurrent enrollment in SOCW380.*
- SOCW 415 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 thirty hours in major field and successful completion of practicum application and approval process.*
- SOCW 444 Social Work Practice: Intervention Strategies I (3)**
Focuses on formulation and implementation of intervention at the small system level of individuals and families. Goal development, selection, and application of methods of intervention within the context of a generalist model. *Prerequisites: SOCW380, SOCW390, SOCW415, and completion of thirty hours in major field.*
- SOCW 445 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. *Prerequisite: SOCW444.*
- SOCW 455 Social Work Practice with Diverse Populations (3)**
Emphasizes understanding of the experience of diversity, racism, sexism, and ageism as the affects of 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 which promote successful working relationships. Encourages self-assessment and provides opportunities for application of learning. *Prerequisites: Completion of thirty hours in major field or permission of instructor.*
- SOCW 459 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 twenty hours in major field or permission of instructor.*
- SOCW 465 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.*
- SOCW 470 Independent Study: . . . (1-8)**
Individual reading, research, and/or project in social work under supervision of faculty. *Prerequisite: Permission.*

SOCW 480 Internship: . . . (1-8)

Designed to provide students in social work with supervised practical experiences in applied settings. *Prerequisite: Permission.*

SOCW 490 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 thirty-one hours of required core courses including SOCW415, SOCW444, and eleven hours of other courses as approved by advisor. 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.*

SOCW 500 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.

SOCW 510 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: SOCW380 and SOCW415, or permission of instructor.*

SOCW 530 Urban Dynamics (3)  

Offered in a televised format and as a correspondence course. Identifies and analyzes the social, political, economic, psychological, and physical forces in an urban community and how these affect the lives of the people who live there.

SOCW 565 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 which are applied both in class and agency situations. field visits required. Course meets once weekly for six hours in a workshop for eight weeks. *Prerequisite: Completion of twenty hours in major field.*

SOCW 570 Social Work in Health Care (3)

Focuses on how social workers in hospitals and clinics assist people in making better use of health care facilities, in preventing illness, in dealing with the impact of illness and disability on themselves and their families, and in preserving their health. Emphasizes the necessity for effective collaboration with other health professionals on interdisciplinary health teams for optimum services.

SOCW 575 Social Services for Children (3)

Examines the organization of child welfare programs and the existing set of social services designed to help the child and his/her family. Considers the effects of economic, social, and political developments on past and present services. Explores future planning of services for children.

SOCW 595 Management and Supervision in the Human Services (3)

Examines administrative theories and processes which are basic to all human service agencies.

Sociology

- SOC 301 Principles of Sociology (3)**
Comprehensive analysis of concepts and methods of sociology applied to social issues and processes, characteristics of social organizations, issues in demography and geography, and principles of stability and change.
- SOC 310 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.
- SOC 470 Independent Study: . . . (1-4)**
Individual reading, research, and/or project in sociology under the supervision of the faculty. *Prerequisite: Permission.*
- SOC 51A Topics in Sociology: . . . (3)**
In-depth analysis of special issues in contemporary society from a sociological perspective will be the focus of this course. Guest lectures, field trips, and document analysis will supplement research and reading assignments. Projected topics include the family and state policy; late capitalism and the welfare state; contemporary sociological theory; and legal and social implications of reproductive technologies.
- SOC 522 Family Histories: 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.
- SOC 525 Community Organization/Community Development (3)**
Analyzes notions of power, community structure, community development, and their implications for community organization and renewal.
- SOC 540 Sociology of the Family (3)**
Examines the historical roots of changes in contemporary family life. Focuses on class variation in American family life, implications of beliefs about sex roles for marital and parental roles, manifestations of pathology in family life, and connections between political issues and changes in family life.
- SOC 551 Sociology of Ethnic Relations (3)**
Analyzes ethnicity as a dimension of social stratification and its implications for inter- and intra-group conflict.
- SOC 585 Work and Family Life (3)**
Examines historical and contemporary ideologies about the relation between work and family life. Explores effects of constraints of work roles on family life and of family life on work roles. Emphasizes issues associated with labor market segmentation, class variation, distinctions between dual and one-career families, and alternatives to traditional family/work patterns.

360 Sociology

- SOC 805 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 or equivalent.*
- SOC 815 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.*
- SOC 825 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.*
- SOC 835 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 or equivalent, SOC805, and either SOC815 or SOC825 or permission.*
- SOC 870 Graduate Research: . . . (1-4)**
Individual reading or research in sociology under the supervision of the faculty. *Prerequisite: SOC835 or permission.*
- SOC 880 Internship: . . . (1-4)**
Designed to provide students in sociology with supervised, practical experiences in applied settings. *Prerequisite: Permission.*
- SOC 890 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

- STAT 361 Statistics for Management I (3)**
Covers the basic topics of applied statistics including the sample mean and variance, random variables, elementary finite probability, the binomial and normal distributions, sampling, point and interval estimation, control charts, and hypothesis testing as they apply in business situations. *Prerequisite: Intermediate algebra or passing computational examinations.*

STAT 362 Statistics for Management II (3)

A continuation of STAT361. Topics covered include analysis of variance, regression, correlation, time series, indexing, nonparametric statistics, bivariate distributions, and chi-square tests. Students make extensive use of a statistical computer package in the analysis of data and application of statistical tests as they apply in business situations. *Prerequisite: STAT361.*

STAT 468 Statistics (3) 

Course 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.

STAT 510 Statistical Process Quality Control (3)

Concentrates on process control relying heavily upon control charts as tools to improve quality and productivity. *Prerequisite: Algebra or written permission of instructor.*

STAT 520 Statistical Methods (3)

A survey for graduate and undergraduate students with sufficient statistical background for professional programs in which basic familiarity with statistics is needed. The topics covered 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 equivalent.*

STAT 521 Statistical Methods Laboratory (1)

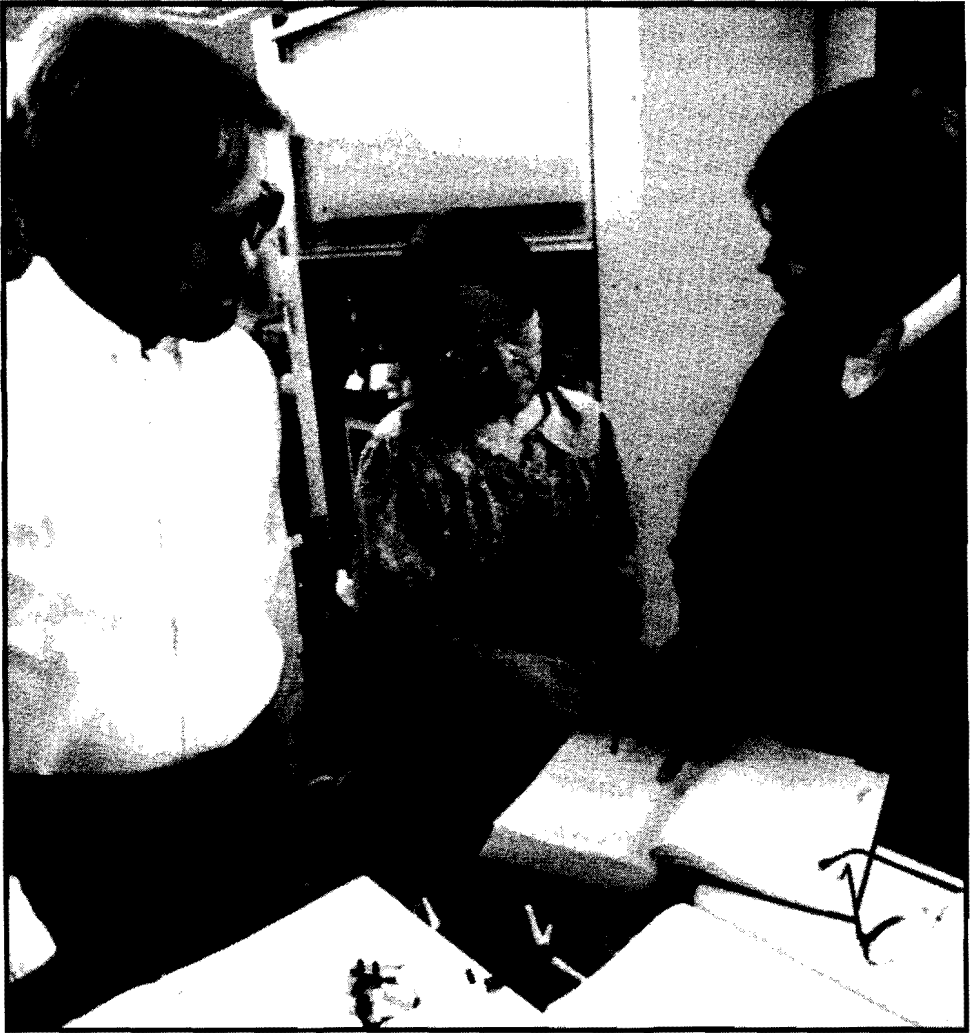
Introduces the use of statistical analysis packages on the computer. Provides laboratory experiences associated with STAT520. *Prerequisite: Concurrent enrollment in STAT520.*

STAT 611 Data Analysis in the Social Sciences Using SPSS (3)

An introduction to accessing and analyzing quantitative data for students in the social and behavioral sciences.

STAT 860 Advanced Statistics in Behavioral Science (3)

Reviews briefly regression analysis and one-way analysis of variance. Focuses on multiple regression and other analyses of variance. *Prerequisite: STAT468 or equivalent.*



ADMINISTRATION

Administration

President's Office

President	Leo Goodman-Malamuth II
Special Assistant to the President	Melvyn Muchnik
Assistant to the President/ Affirmative Action Officer	

Development and Public Affairs

Vice President	William Dodd
Director, University Relations	John Ostenburg
Director, Alumni Relations	Ginni Burghardt

Academic Affairs

Provost and Vice President	David Curtis
Associate Vice President	Carolyn Conrad
Associate Vice President	Lawrence Freeman
Coordinator of Academic Advising	Judith Gustawson
Coordinator of Community College Relations/ Assistant to the Provost	Margaret Donohue
Dean, College of Arts and Sciences	Joyce Verrett
Dean, College of Business and Public Administration	Esthel Allen
Dean, College of Education	Leon Zalewski
Dean, College of Health Professions	Jay Lubinsky (Acting)
Dean, Special Programs and Continuing Education	
Director of Assessment/Coordinator, Board of Governors Degree Program	Otis Lawrence
Director, Conferences and Workshops	Roger Paris
Director, Office of Extended Learning	
Dean, Student Affairs and Services	M. Catherine Taylor
Associate Dean, Student Development	Burton Collins
Director, Admissions and Student Recruitment	Richard Pride
Director, Financial Aid	Clark Defler
Director, Student Life	Tommy Dascenzo
Registrar	James Lohman (Acting)
Director, Instructional Communications Center	Ralph Kruse
Director, University Library	Harvey Varnet

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Administration and Planning

Vice President

Associate Vice President

Director, Budget and Planning

Director, Institutional Research

Coordinator of Information Systems

Coordinator of Academic Computing

Director, Business Operations

Director, Personnel

Associate Director, Academic Personnel

Director, Department of Public Safety

Director, Physical Plant

Virginio Piucci

Susan Morriss

Enid Gil

William Kryspin

Charles Nebes

Monica Johnson

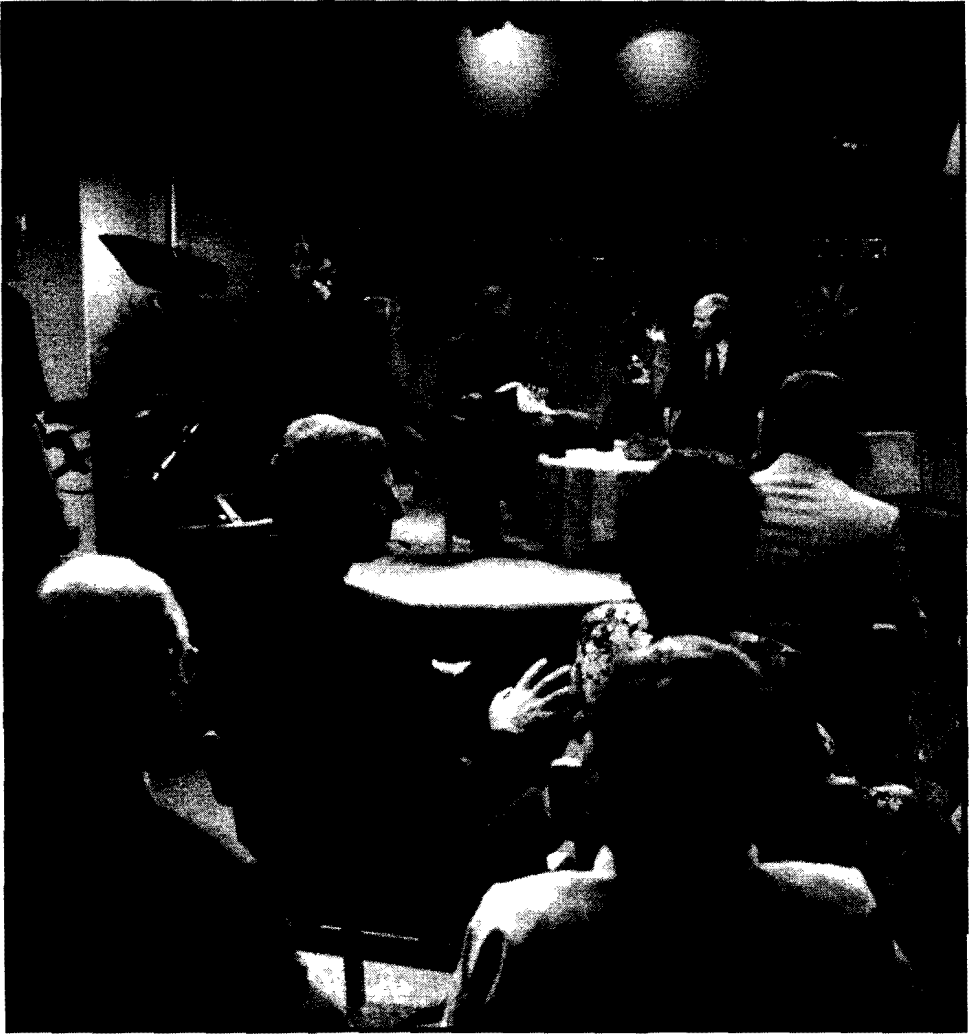
Tim Arr

Barbara Clark

Janice Schultz

Philip Orawiec

Michael Foley



*PROFESSIONAL AND
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- Glen Abbott
Admissions Counselor, Admissions and Student Recruitment
B.A., State University of New York, Binghamton, 1972
- Joseph B. Addison
University Professor of Physical Science, CAS
B.S., University of New Brunswick, 1972
Ph.D., University of New Brunswick, 1976
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Coordinator of Instructional Development, ICC
University Professor of Instructional Communications
M.A., University of St. Andrews, 1961
Ph.D., University of Southern California, 1970
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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
- Daniel Amari
Director, Career Services
B.A., College of Wooster, 1976
M.Ed., University of Vermont, 1982
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Assistant Director, Budget and Planning, A&P
B.A., Governors State University, 1985
M.B.A., DePaul University, 1989
- 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, BO
B.A., University of Dallas, 1972
- Teresa Barrios-Aulet
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B.A., University of Illinois, Chicago, 1970
M.A., University of Illinois, Chicago, 1974
- 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
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University Professor of English, CAS
B.A., Stanford University, 1949
M.A., University of Nebraska, 1957
Ph.D., University of Nebraska, 1962
- Mary Bernd
Continuing Education Center Manager, SP&CE
B.A., Mount Holyoke College, 1963
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B.E., Mary Rogers College, 1954
M.H.S., Governors State University, 1981
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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
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Ph.D., Western Michigan University, 1979
- David Blood
Chairperson (Acting), Division of Education, CE
University Professor of Education
B.S., Illinois State University, 1971
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B.A., Columbia College, 1973
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M.A., Eastern Illinois University, 1982
M.F.A., Northern Illinois University, 1984
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Professional Photographer, ICC
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M.S., Illinois Institute of Technology, 1970

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B.A., Northwestern University, 1962
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Ph.D., University of Illinois, 1970
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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
- Edwin D. Cehelnik
Chairperson, Division of Science, CAS
University Professor of Physical Science
B.S., Villanova University, 1968
Ph.D., The Pennsylvania State University, 1971
- Lisa Chang
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B.S., Taiwan Normal University, 1967
Ed.M., State University of New York, 1971
Ph.D., Cornell University at Ithaca, 1979
- Barbara Clark
Director, Personnel
B.A., Governors State University, 1976
- Christine Cochrane
Director, Small Business Development Center
B.A., University of Wisconsin, 1970
M.A., Governors State University, 1974
- Clementine M. Coleman
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CHP
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B.S., Roosevelt University, 1964
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- Barbara Conant
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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
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Disorders, CHP
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M.A., University of Denver, 1965
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Ph.D., Portland State University, 1984
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 B.Ed., Gujarat University, India, 1954
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 M.A., The University of Chicago, 1960
 Ph.D., The University of Chicago, 1964
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 B.A., Colorado State College, 1961
 M.A., Western Kentucky University, 1965
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 Ph.D., Purdue University, 1975
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 Vice President for Development and
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 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
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 B.S., Southwestern College, 1966
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Certificate of Advanced Study in Library
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Ph.D., Union Graduate School, 1979

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Ph.D., University of Southern California, 1956

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M.A., Columbia College, 1947
Ph.D., Syracuse University, 1965

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M.A., University of South Florida, 1979

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Ph.D., Indiana State University, 1988

Lee Hertzman

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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
- Judith Hinga
Outreach Counselor, Student Development
University Professor of Counseling in Student Development
B.A., Michigan State University, 1967
M.A., Western Michigan University, 1973
Ed.D., Western Michigan University, 1985
- 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, 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
Assistant Director of Admissions and Student Recruitment
B.A., Southern Illinois University, 1970
M.A., Governors State University, 1974
- Helen Elizabeth Hughes
University Research Associate
(Editor, *Creative Woman*)
B.A., California State University, Los Angeles, 1954
M.A., California State University, Long Beach, 1960
Ph.D., The University of Chicago, 1970
- 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
- Elizabeth Jean Johnson
Certification Counselor
B.A., Governors State University, 1981
- Doris F. Johnson
University Professor of Nursing, CHP
B.S.N., Tuskegee Institute, 1952
M.A., University of Iowa, 1974
- Monica Johnson
Coordinator of Academic Computing, Administration and Planning
B.A., Governors State University, 1984
- Elizabeth Jones
University Professor of Early Childhood Education, CE
B.S., Northern Illinois University, 1976
M.Ed., National College of Education, 1987
- 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

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B.A., Harris Teachers College, 1965
M.Ed., St. Louis University, 1968
Ph.D., Michigan State University, 1975
- Lamonda Kidd
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Life, SAS
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
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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
- Louise Kohl
University Research Associate, Provost's Office
B.A., Michigan State University, 1971
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B.S., Far Eastern University, Manila, 1962
M.S., University of Illinois, 1969
Ph.D., University of Illinois, 1973
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Librarian, UL
University Professor of Library Science
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M.L.S., University of Wisconsin-Milwaukee,
1981
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Coordinator, Debt Management, Financial Aids
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M.P.A., Governors State University, 1990
- Ralph Kruse
Director, Instructional Communications Center
University Professor of Television
B.S., State University of New York, New Paltz,
1964
M.A., University of Pennsylvania, 1965
- William J. Kryspin
Director, Institutional Research, A&P
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M.S., Purdue University, 1972
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B.A., University of Illinois, 1972
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University Professor of Nursing
Certificate Public Health Nursing, Loyola
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B.S.N.Ed., DePaul University, 1953
M.S.N.Ed., DePaul University, 1957
Ed.D., Illinois State University, 1987
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Director of Assessment and Coordinator of
Board of Governors 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
- 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
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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
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M.A., Eastern Michigan University, 1964
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M.S.C.J., University of Alabama in
Birmingham, 1979
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Registrar (Acting)
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M.Ed., Harvard University, 1956
Ed.D., Boston University, 1968
- 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
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- Henry Lowenstein
Chairperson, Division of Public Administration,
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Ph.D., University of Illinois, Urbana, 1984
- Jay Lubinsky
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Disorders
B.A., Brooklyn College, 1967
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Ph.D., Case Western Reserve University, 1977
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University Professor of Management, CBPA
Dip., Institution of Mechanical Engineers, 1955
M.S., Union College, 1967
Ph.D., Rensselaer Polytechnic Institute, 1974
- James Massey
University Professor of Health Administration,
CHP
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- David Matteson
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Ph.D., University of Iowa, 1974
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Ph.D., Northwestern University, 1971
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Ph.D., University of Wisconsin, 1972
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Chairperson (Acting), Division of Accounting/
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- 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

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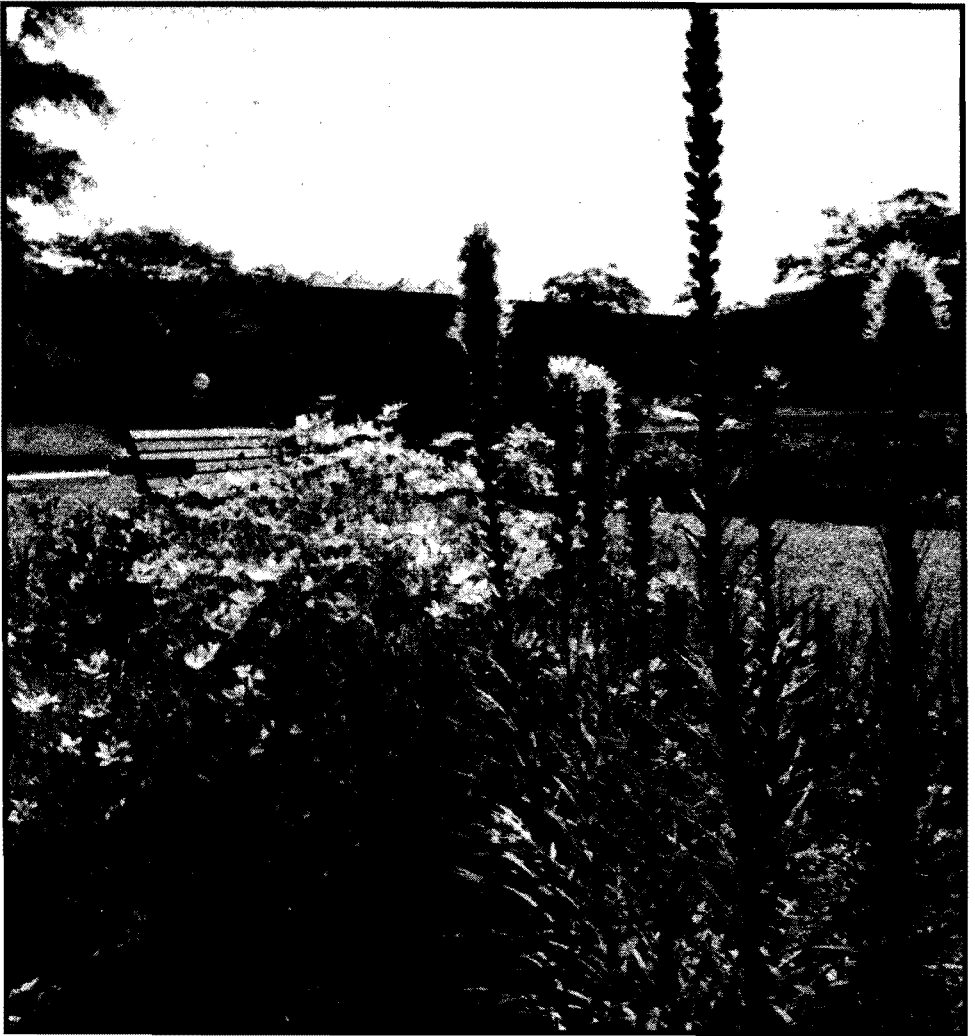
- Irwin Miller**
University Professor of Health Administration, CHP
B.A., New York University, 1966
M.A., The University of Chicago, 1970
M.P.H., University of North Carolina, 1973
- Gregory Moehring**
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