

COLLEGE OF ARTS AND SCIENCES

Reinhold Hill, Dean

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

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

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

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

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

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

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

Graduate Programs

Analytical Chemistry (M.S.)
 Art (M.A.)
 Communication and Training (M.A.)
 Communication Studies
 Media Communication
 Human Performance and Training
 Computer Science (M.S.)
 Criminal Justice (M.A.)
 English (M.A.)
 Environmental Biology (M.S.)
 Independent Film and Digital Imaging (M.F.A.)
 Mathematics (M.S.)
 Political and Justice Studies (M.A.)

Certificates

Biology Education
 Chemistry Education
 Digital Forensics
 English Education
 Information Security
 Mathematics Education

Faculty of the College of Arts and Sciences

Division of Communication, Visual and Performing Arts

Lori Montalbano, Chairperson

Professors

Emmanuel Alozie
 Jane Rhoades Hudak

Associate Professors

Javier Chavira
 Mary Lanigan
 Sang Hoon Lee
 Dan Nearing
 Beth Parin

Assistant Professors

Leanne Cambric
 Deborah James
 David Rhea
 Patrick Michael Santoro
 Jason Zingsheim

Lecturers

Stephen Dunson
 Anthony Edison
 Alexander Glumac
 Mike Hart
 Sharon Hudson
 Michele McMaster
 Marilyn Yirku

Division Humanities and Social Sciences

Andrae Marak, Chairperson

Professors

James "Chip" R. Coldren, Jr.
 Frances Kostarelos
 Larry Levinson
 Jagan Lingamneni
 Rashidah Jaami' Muhammad

Associate Professors

Javier Chavira
 Donald Culverson
 Rosemary Johnsen
 Kerri Morris
 Bruce Wilson

Assistant Professors

Daniel Cortese
 David Golland
 Elizabeth Johnson
 Vincent Jones
 Christopher T. White

Visiting Professor

Matthew Thiele

Lecturers

Laura Casal
 Harold Frossard
 Cheryl Hague
 Steven Hein
 William Kelley
 Caron Jacobson
 Milan Panic
 Michael Ruth
 Christina Sintic
 Robin Thompson

Division of Science

Yun-Yau (Steve) Shih, Chairperson

Professors

Karen D'Arcy
 Timothy Gsell
 Phyllis Klingensmith
 Shailendra Kumar
 Soon-Ok Park
 Xueqing (Clare) Tang
 Kong-Cheng Wong
 John Yunger

Associate Professors

Mary Carrington
 Xiaoyong Chen
 Dianne Galante
 Pamela Guimond

Assistant Professors

Angela Renee Thompson
 Patricia Fu-Giles
 Walter Henne
 Joong-Won Shin
 Andrius Tamulis

Lecturers

Victor Akatsa
 Richard Baisa
 Michael Blomarz
 Nelson Chen
 Richard Fox
 Diane Gohde
 Broderick Hall
 Steve Hynzy
 Marjorie Hummel
 Robert Kaufmann
 Stephen Kent
 Bernard O'Reilly
 Kevin Riley
 Aheda Saber
 George Sweiss

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

Master of Science in Analytical Chemistry

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

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

Required Preparation

Before admission, applicants should have completed the following course work with a grade of "B" or better in each course: at least four hours of analytical chemistry with lab (CHEM3233, CHEM3234); eight hours of physical chemistry with lab (CHEM3641, CHEM3642, CHEM3643, CHEM3644); eight hours of organic chemistry with lab (CHEM3531, CHEM3532, CHEM3533, CHEM3534); three hours of biochemistry (CHEM5331); three hours of advanced inorganic chemistry (CHEM4443); three hours of statistical methods (STAT4219/6219); three hours of computer science; and one hour of chemical literature (equivalent to CHEM4155). Students lacking one or more of these courses or having less than a "C" in a course may be admitted to the program. However, they will have to complete or repeat the appropriate course(s) at Governors State University. All students are conditionally admitted until course review is completed and placement exam requirements are satisfied.

Placement Exams

All conditionally admitted students enrolled in the M.S. Analytical Chemistry program will be required to take placement exams in organic chemistry, physical chemistry, analytical chemistry, inorganic chemistry, and biochemistry. These multiple choice exams were developed by the American Chemical Society to assess entering graduate students and cover the course content in the various fields of chemistry at the undergraduate level. Students who show a deficiency in these areas will be required to take and earn a minimum grade of B in the respective undergraduate course(s): Organic Chemistry Lecture and Laboratory I and II (CHEM 3531, 3532, 3533, 3534); physical chemistry: Physical Chemistry Lecture and Laboratory I & II (CHEM 3641, 3642, 3643, 3644); analytical chemistry: Analytical Chemistry Lecture and Laboratory (CHEM 3233, 3234); and either inorganic chemistry: Advanced

Inorganic Chemistry (CHEM 4443) or biochemistry: Biochemistry (CHEM5331). The deficiency courses should be taken within the five terms of initial registration. Students who do not receive the grades of "B" in the deficiency courses within the prescribed time may be dropped from the program. The new students who have earned a bachelor's degree in chemistry and who have received the grades of "B" or better in organic chemistry, physical chemistry, analytical chemistry, inorganic chemistry, and biochemistry may opt to not participate in the respective exam(s).

Thesis/Project/Internship Option

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

In the thesis option, students develop a thesis proposal usually related to a faculty member's research, carry out a formal research study under the supervision of the faculty member and a degree committee, prepare a final manuscript, and make a presentation in CHEM8997: Research Presentation in Chemistry. The thesis option would be appropriate for students who have focused research interests or who intend to pursue doctoral study.

In the project option, students develop a master's project proposal, complete a master's project in conjunction with a faculty member, and prepare a final report. The project student makes a presentation of the relevant literature in CHEM8997: Research Presentation in Chemistry.

In the chemistry literature project option, students identify a chemistry project related to the one or more courses of the master's degree study in analytical chemistry, do an in depth current literature inquiry, and prepare a final report with discussions including their own conclusions including future developments. The minimum time for the research project is one term. The chemistry literature project students make a presentation of the relevant literature in CHEM8997: Research and Presentation in Chemistry.

In the internship option, students identify an internship sponsor, complete an internship application and proposal, and, once accepted, complete the internship under the joint guidance of the site supervisor and GSU faculty sponsor. A final written report and presentation in CHEM8997 Research Presentation in Chemistry is required.

Admission to Candidacy

1. completed the required preparation listed above;
2. completed the required courses listed in section I. below with a G.P.A. of 3.0 or higher; and
3. completed an approved proposal for a thesis, a project, or an internship.

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

Degree Requirements

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

I. Required Courses (13 Hours)

CHEM 6443	Inorganic Spectroscopy (2)
CHEM 6444	Inorganic Spectroscopy Laboratory (1)
CHEM 6543	Organic Spectroscopy (2)
CHEM 6544	Organic Spectroscopy Laboratory (1)
CHEM 6733	Chromatography (3)
CHEM 6734	Chromatography Laboratory (1)
CHEM 8157	Methods Development and SPC (3)

II. Chemistry Selectives (10 to 15 Hours)

CHEM 6752	Practical Chemistry Instrumentation (1)
CHEM 7333	Analytical Biochemistry (2)
CHEM 7334	Analytical Biochemistry Laboratory (1)
CHEM 8733	Mass Spectrometry (3)
CHEM 8734	Mass Spectrometry Laboratory (1)
CHEM 8753	Electrochemistry (3)
CHEM 8754	Electrochemistry Laboratory (1)
CHEM 8763	NMR Spectroscopy (2)
CHEM 8764	NMR Spectroscopy Laboratory (1)

III. Advanced Selectives (4 to 9 Hours)

Select at least 4 hours from the following courses:

BIOL 6641	Toxicology (3)
CHEM 6552	Chemistry Software and Molecular Modeling (1)
CHEM 7537	Advanced Organic Chemistry (3)
CHEM 7557	Chemistry of Biomolecules (3)
CHEM 7667	Photochemistry(3)
CHEM 8057	Special Topics (3)

Other graduate-level science courses as approved by the academic advisor. Students may not take more than one credit hour towards CHEM 5035: Chemistry Workshop.

IV. Thesis/Project/Internship Option (4 -7 Hours)

Students in the thesis option take 7 hours from this section, and select a minimum of 16 hours from Sections II and III above.

All other students take 4 hours from this section and select a minimum of 19 hours from Sections II and III above.

CHEM 8930	Graduate Chemistry Literature Project (3)
CHEM 8950	Graduate Research Project (3)
CHEM 8959	Graduate Thesis Literature Search (1)
CHEM 8960	Graduate Thesis (3)
CHEM 8997	Research Presentation in Chemistry (1)
	or
CHEM 8997	Research Presentation in Chemistry (1)
	or
CHEM 8997	Research Presentation in Chemistry (1)
	or
CHEM 8940	Chemistry Internship (3)
CHEM 8997	Research Presentation in Chemistry (1)

Total - 36 Hours

Master of Arts in Art

The graduate major in art stresses intellectual curiosity, self-discipline, and technical proficiency. With course work in painting, printmaking, photography, digital imaging, sculpture, or ceramics, the art studio student is directed to become a mature artist in command of the medium and capable of expressing an individual view.

Students are encouraged to develop perception and imagination, combined with an awareness of visual elements, principles of design, artistic statement, and criticism.

The graduate art program enables students either to become practicing artists or to achieve a level of scholarship that can help them to be art experts or professional educators. With a growing interest and expanding use of the arts in contemporary life, the employment outlook for art majors continues to be promising.

Classes in art history treat art objects as historical documents related in subject, style, technique, and material to other works of art and interpret their context and purpose. Courses range from contemporary international and regional artistic expressions to those of ancient America, Africa, and Asia. Students with an interest in art history elect a specific subject area.

Special Admission Requirements

In addition to meeting university criteria, applicants must:

1. have an undergraduate major in one of the humanities; and
2. have submitted a proposal, acceptable to the degree program advisor, that outlines academic goals with supporting rationale and plan of study and includes examples of previous work (e.g., sculptures, research papers, drawings, prints, or paintings, etc.).

Students will not be admitted to the major until the proposal reflecting potential for graduate work has been approved by the degree program advisor.

Thesis Requirement

As part of this degree program, students are to select with advisor's approval either an art history or studio option.

The art history thesis consists of an analytical and historical approach to the study of a particular artist, art object, movement, or theme in the visual arts. In the thesis option, the student develops a thesis proposal in an area of art history acceptable to the program advisor, completes a research project, and prepares a formal thesis manuscript.

In the art studio option, the student prepares a one-person exhibition of a consistent body of work in the student's area of interest and written documentation of the work and development.

Admission to Candidacy

Application for candidacy should be made after nine hours of graduate studio or graduate art history courses have been completed. To qualify for degree candidacy, a student must:

1. complete nine hours of graduate studio or graduate art history courses with a G.P.A. of 3.0 or higher; and
2. complete an approved thesis proposal.

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

Degree Requirements

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

I. Required Courses (15 Hours)

ART	6615	Contemporary American Ideas and Cultures (3)
ART	8805	Art and Society (3)
ART	8810	Studies in Art (3)
ART	8820	Art Seminar (3)
ART	8990	Graduate Thesis (3)

II. Non-Western Art Selective (3 Hours)

Select one of the following:

ART	6521	Art and Cultures of the South Pacific (3)
ART	6523	Pre-Columbian Art and Cultures (3)
ART	6525	Native American Art and Societies (3)
ART	6527	African Art and Cultures (3)
ART	6530	Asian Art and Thought (3)

III. Art Selectives (14 Hours)

Select 14 hours from courses in one of the following areas with advisor's approval:

Art History
Ceramics
Digital Imaging
Painting/Drawing Photography
Printmaking
Sculpture

IV. Total - 32 Hours

Master of Arts in Communication and Training

The graduate major in Communication and Training provides an in-depth study leading to specialized knowledge and skills. Students have the opportunity to receive a broad theoretical framework in their field as well as the specific skills needed in the professional world.

The major prepares students as working professionals through three sequences: Communication Studies, Media Communication, and Human Performance and Training. The major also prepares students for further graduate study in the communications and training fields. Beyond taking the common required courses, students adapt the major to their individual needs and backgrounds by pursuing one of the three sequences and choosing appropriate elective courses. Students plan their specific programs in consultation with their advisors. Graduates of the program are in career areas such as advertising, cable TV, college teaching, consulting, customer service, film-making, human resource development, instructional design and development, journalism, media management, media writing, public affairs, public relations, TV production/direction, and training.

The Communication Studies graduate sequence offers students the ability to understand themselves and the world they live in from the perspective of communication. It explores multiple aspects of human interaction in both private and public realms, assisting students to become effective citizens and leaders who exemplify ethical and professional communication practices. The graduate sequence in Media Communication facilitates advanced creative development and exposure to professional practices for students interested in the fields of television and cinema studies as well as multimedia writing, producing and directing. The Human Performance and Training sequence develops practitioners' skills in assessing employees' performances, determining performance gaps, designing and delivering training and non-training interventions and evaluating results.

It achieves these performance objectives by keeping up with corporate trends, such as delivering classes online using the latest technologies, in order to sustain the marketability of graduate students. HPT graduates work in all types of organizations, focusing on Performance Technology.

Recommended Preparation

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

Special Admissions Requirements

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

1. have completed the following prerequisites (or equivalent) with a grade of "C" or better:
 - a. Students pursuing the Communication Studies sequence - COMS3101.

- b. Students pursuing the Media Communication sequence - MCOM4520 MCOM4740 or MCOM5702; and MCOM4230 or MCOM4731.
2. have earned a GPA of 2.75 or higher in the last 60 hours of undergraduate course work. Applicants who do not meet the GPA requirements or who have graduated from non-grade baccalaureate programs may be conditionally admitted. A GPA of 3.0 must be maintained for the first nine credit hours of work completed. If a 3.0 GPA is not maintained, the student must petition the Communication and Training program for continued enrollment.
3. submit a Personal Statement. In this two-page essay, students should consider which of the three tracks (COMS; MCOM; HPT) they will be focusing on in their studies in the graduate Communication and Training program, and discuss their reasons for enrolling in the program and how they see completing the degree as beneficial to their life.

Applications for the program should be completed by August 1 for the fall term, December 1 for the spring term, and April 1 for the summer term.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. To qualify for degree candidacy, a student must:

1. complete the prerequisite course work listed above (see Special Admissions Requirement #1) with a grade of "C" or better in each course;
2. complete 15 hours of course work in the major with a GPA of 3.0 or higher.

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

Capstone Requirement: Internship, Thesis, or Project Options

As part of this degree program, students select between an internship, thesis or project capstone option, depending on the sequence chosen. Before enrolling in any capstone option, students must be admitted to candidacy (see above).

In the Communication Studies and Media Communication internship option, students select an internship and develop an internship agreement (similar to a thesis or project proposal). The internship agreement must be approved by the student's committee (composed of the student's internship director, site supervisor, and a faculty member). Upon committee approval of the internship agreement, the student may register for COMS8970. After successful completion of the internship hours, students must complete the internship report and portfolio.

In the thesis option, students develop a thesis proposal, carry out a formal research study under the supervision of the faculty member and a degree committee, and prepare a final manuscript. The thesis option is strongly encouraged for students who have focused research interests or who intend to pursue doctoral studies. Student may register for COMS8990 once the proposal has been approved by the student's thesis committee.

In the project option, students develop a master's project proposal, design and complete the project under the direction of a faculty member and a degree committee, and prepare a final report. Students may register for COMS8980 or HPT 8981/8982 once the proposal has been approved by the student's project committee.

Degree Requirements

Students must meet all university requirements for a master's degree and complete required and sequence courses with a grade of "B" or higher in each course and maintain an average GPA of 3.0. Students are only allowed to repeat a course once.

The M.A. in Communication and Training requires a common core of courses. The core concentrates on the essential connections between the sequences; awareness of the common aspects in research; and, finally, the application to various media and technology.

Some required and selective courses are offered only once per academic year. Students are strongly advised to register well in advance of the commencement of courses, and to consult closely with their assigned advisors upon entering the program to ensure individual study plans are aligned with the university schedule.

Introduction courses should be taken in the student's first term (HPT6100 for HPT students; COMS6100 for COMS and MCOM students). No more than three credit hours of COMS5050 may be applied to the degree.

I. Required Courses (10-12 Hours)

HPT6100/COMS6100 Introduction to Graduate Communications and Training (3)
 COMS 7110 Research Methods I (3)
 COMS, MCOM, or HPT Capstone (4-6)

II. Sequence Courses (15-18 Hours)

Select one of the following sequences:
Communication Studies Sequence

In consultation with an advisor, student select at least 15 hours from the areas below. Of those 15 hours:

1. at least nine hours must be COMS Courses;
2. six hours must be at the 8000 level;
3. and no more than six hours may be taken at the 5000 level.

The following courses are suggestive of those that will fulfill this requirement.

A. Humanistic Communication

COMS 5090 Topics in Communication (3)
 COMS 6125 Listening (3)
 COMS 6135 Nonverbal Communication (3)
 COMS 6140 Family Communication (3)
 COMS 6300 Humanistic Communication (3)
 COMS 6330 Intrapersonal Communication (3)
 COMS 6350 Gender Communication (3)
 COMS 6425 Group and Leadership (3)
 COMS 6435 Conflict Management (3)
 COMS 6452 Clients and Customers (3)
 COMS 8130 Interpersonal Communication (3)
 COMS 8330 Communication and Consciousness (3)
 COMS 8400 Organizational Communication (3)
 COMS 8440 Interdisciplinary Team Process (3)
 COMS 8460 Communication Training (3)

B. Political Communication

COMS 5090	Topics in Communication (3)
COMS 6500	Political Communication (3)
COMS 8060	Seminar in Political Communication (3)
COMS 8110	Research Methods II (3)

C. Critical/Cultural Communication

COMS 5090	Topics in Communication (3)
COMS 6705	Intercultural Communication (3)
COMS 6710	Culture and Communication (3)
COMS 6720	Communication and Identity (3)
COMS 6750	Critical Gender and Sexualities (3)
COMS 6780	Rhetoric and Popular Culture (3)
COMS 8070	Seminar in Critical/Cultural Communication (3)
COMS 8110	Research Methods II (3)
COMS 8190	Philosophy of Communication (3)
COMS 8790	Teaching Communication and Critical Pedagogy (3)
IFDI 8400	Film Seminar (3)
MCOM 6040	Film Seminar (3)
MCOM 6560	Women and the Media (3)
MCOM 6742	Film and TV Documentary (3)

Media Communication Sequence

In consultation with an advisor, students select at least 18 hours from the following:

COMS 8480	International Communications (3)
MCOM 6040	Film Seminar (3)
MCOM 6070	Media Workshop (3)
MCOM 6355	Seminar in Advertising and Public Relations (3)
MCOM 6361	Advertising and Society (3)
MCOM 6730	Directing (3)
MCOM 6742	Film and TV Documentary (3)
MCOM 6746	Advanced Editing (3)
MCOM 6760	Non-Broadcast TV Operations (3)
MCOM 7455	Media Management (3)
MCOM 7501	Journalism Seminar (3)
MCOM 7540	Trends in Communications Technologies (3)
MCOM 7725	Advanced Producing for Film/TV (3)
MCOM 8003	Contemporary Issues (3)
MCOM 8030	Graduate Seminars in Media Communications (3)
MCOM 8800	Internship (3)

Human Performance and Training Sequence:***

HPT 6150	Introduction to Human Performance and Training Technologies (3)*
HPT 6200	Training Product Design (3)*
HPT 7200	Needs/Task Analysis in Human Performance and Training (3)
HPT 7300	Evaluation/Cost Benefit Analysis in Human Performance and Training (3)
HPT 8200	Consulting and Teamwork in Human Performance and Training (3)

Select one credit hour from the following:

HPT 8600	Advanced Field Project (1)
HPT 8800	Internship (1)

*** Students in the HP&T sequence need to fulfill IBSTPI (International Board of Standards for Training, Performance, and Instruction) suggested standards by selecting 14 credit-hours of selectives from among the following:

COMS 8400	Organizational Communication (3)
HPT 5100	Training Topics (1-3)*
HPT 7100	Principles of Message Design (3)
HPT 7150	Project Management in Human Performance and Training (3)*

HPT 7190	Training Techniques (3)
HPT 7260	Scriptwriting for Instruction and Training (3)
HPT 7300	Evaluation/Cost Benefit Analysis in Human Performance and Training (3)
HPT 7400	Solving Performance Problems (3)
HPT 7450	Performance in Organizations (3)
HPT 8250	Research in Human Performance and Training (3)
HPT 8800	Internship (1-4)

III. Electives (9-12 Hours)

(If a student chooses the Human Performance and Training Sequence, the selectives listed above must be taken in place of electives.)

In consultation with the advisor, select 9 to 12 hours of graduate credit appropriate to the student's career interest(s). At least six hours must be taken within the Communications and Training program. Students must complete at least one 8000-level course as an elective.

* Indicated courses may be taken by graduate student in the Communication Studies or Media Communication sequences as an elective.

IV. Total - 36 Hours**Master of Science in Computer Science**

The graduate major in Computer Science is an applications-focused program with a software engineering orientation. It is designed to prepare students for employment as software engineering professionals in a wide range of business, industrial, and government settings.

It includes the theoretical base necessary to provide flexibility for meeting future professional needs, as well as enabling students to pursue doctoral studies at another institution should they wish to do so.

The program is designed for the practicing professional in the field. The principal themes are the design and development of software, systems programming, applications programming, and the effective use of software resources. As new kinds of computers emerge, software based on the most modern theories and procedures will be needed. Economic pressures will require effective and efficient linking of hardware and software systems. Those who best understand the development and management of software resources will be in the strongest position to derive benefits from these changes.

Faculty research interests range widely and include object-oriented programming, Windows programming, operating systems, artificial intelligence, information security, digital forensics, Internet programming, and database systems. Research interests are reflected in the regularly scheduled courses and the special topics courses offered by the faculty.

Special Admissions Requirements

In addition to meeting university admissions criteria, applicants must have completed a bachelor's degree with a G.P.A. of 2.75 or higher and maintained a G.P.A. of 3.0 or higher for any graduate work attempted.

Program Prerequisites

The graduate curriculum is based upon the completion of an undergraduate major in Computer Science that possesses a significant software engineering orientation. A bachelor's degree in Computer Science, however, is not required for admission into the graduate program. Students who have earned their baccalaureate degrees in other areas will be required to complete appropriate prerequisite courses in addition to those required for the master's degree. Essentially, applicants should have completed the equivalent of the following courses with a grade of "C" or better in each course:

CPSC	3142	Computer Programming: Introduction to C++ (3)
CPSC	3145	Computer Programming: C++ (3)
CPSC	3415	Data Structures (3)
CPSC	4190	Introduction to Software Engineering (3)
CPSC	4205	Computer Organization (3)
CPSC	4335	Operating Systems (3)
CPSC	4338	Discrete Structures (3)
CPSC	4342	Introduction to Computer Networks (3)
CPSC	4345	Database Systems (3)
CPSC	4350	Algorithms (3)
MATH	3137	Discrete Mathematics (3)

Other courses may appear among the prerequisites for elective courses and therefore be required.

Master's Final Project Option

As part of this degree program, students may choose between the graduate seminar option or the graduate thesis option.

In the graduate seminar option, students participate in a seminar class, developing a team project in conjunction with other classmates and the seminar faculty member, developing a project solution, and participating in a group presentation of the project. The seminar project will provide evidence of the ability and efforts to carry out a major application of theory or advanced methods in computer science. The seminar project is appropriate for students seeking to broaden their practical experience and work in a team setting similar to those encountered in the computer and information technology workplace.

In the project option, students develop a master's project proposal, complete the project in conjunction with a faculty member, and prepare a final report. This option allows students to broaden their practical experience and to gain more depth in a particular area of computer science in preparation for employment.

Admission to Candidacy

After admission as a degree-seeking student, a student also must be admitted to candidacy. To qualify for degree candidacy, a student must:

1. complete the prerequisite course work listed above with a grade of "C" or better in each course;
2. complete at least half of the courses listed under Required Courses below with a G.P.A. of 3.0 or higher; and
3. complete an approved proposal for a thesis topic or a master's project.

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

Degree Requirements

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

I. Required Courses (15 Hours)

CPSC	8720	Internet Programming (3)
CPSC	8735	Advanced Operating Systems (3)
CPSC	8810	Formal Languages and Applications (3)
CPSC	8820	Planning and Management of Software Projects (3)
CPSC	8845	Advanced Database Concepts (3)

II. Graduate Seminar/Thesis Option (3 or 6 Hours)

Select one of the following options:

Thesis Option (6 Hours):

CPSC	8900	Graduate Thesis (5)
CPSC	8990	Thesis Presentation in Computer Science (1)

Graduate Seminar Option (3 Hours):

CPSC	8985	Graduate Seminar (3)
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III. Electives (12 to 15 Hours)

With advisor's approval, students will select from 12 to 15 hours of Computer Science graduate courses. Graduate courses from related disciplines may be included with the approval of the advisor.

IV. Total - 33 Hours

Master of Arts in Criminal Justice

The Criminal Justice MA program at Governors State University provides individuals working in justice-related areas (or interested in doing so) with the skills, knowledge, and abilities to work effectively in their respective organizations and positions, and to effectively develop, implement, and evaluate system and organization change and reform initiatives. The Criminal Justice MA program also provides graduate students with a broad perspective on the criminal and juvenile justice systems, and prepares them for further graduate studies. The curriculum includes a series of classes, seminars, and workshops that impart specific skills in the areas of research, evaluation, data analysis, comparative analysis, and organizational leadership. Persons completing their master's degree in Criminal Justice at Governors State University will be equipped to attain advancement in the criminal and juvenile justice fields, participate skillfully and effectively in planned change at the organization and system levels, work more effectively in their respective positions, and pursue further graduate studies.

Admissions Requirements and Recommended Preparation

In addition to the university admissions requirements, students applying to the Criminal Justice MA program must:

- have a cumulative undergraduate grade point average of 2.75 (out of a possible 4.0);
- submit a letter of application explaining a statement of personal interest in pursuing a master's degree in criminal justice;
- submit three professional or academic letters of reference; and

- Completed applications must be submitted by May 15 for a fall, September 15 for spring, and January 15 for summer session admission.

Students seeking admission to the GSU Criminal Justice MA Program with a GPA lower than 2.75 may petition to the graduate program admissions committee for admission.

As criminal justice is an interdisciplinary field of study, students may apply for the MA in Criminal Justice at Governors State University with a baccalaureate degree in any field from an accredited university. We recommend undergraduate courses in the following areas: criminal or juvenile justice, general social science or criminal justice research methods, introductory statistical analysis, survey courses in the criminal justice system, juvenile justice, policing, court and judicial systems, race and gender studies, policy issues, and policy analysis. Strongly recommended undergraduate courses include: theories of deviance and criminal or delinquent behavior, international criminal justice systems, restorative justice, community-based justice, research methods, criminology, the criminal justice system, and constitutional issues pertaining to the justice system. The Criminal Justice MA program will admit students conditionally if they do not meet the undergraduate prerequisites for the graduate core courses, pending successful completion of 12 Criminal Justice MA program credits.

Transfer Credits

Providing that university policies regarding transfer of graduate credits are met, transfer credit will only be allowed for courses taken in graduate criminal justice or related graduate programs at accredited institutions. A limit of nine hours of transferable credits can be awarded for the Criminal Justice master's degree program.

Statement of Expectations

The Criminal Justice MA seeks to develop students who are well prepared to work effectively and ethically in diverse professional settings. In order to fulfill this responsibility, program faculty must evaluate students based on their academic, professional, and personal/behavioral qualities. A student's progress in the program may be interrupted for failure to comply with academic standards, or if a student's interpersonal or emotional behavior interferes and/or demonstrates an inability to work humanely, effectively, and ethically in a variety of work settings, including one-on-one and group interactions. For example, in order to demonstrate sound behavioral qualities, a criminal justice graduate student must abide by relevant ethical codes, demonstrate professional and technical knowledge, and demonstrate positive, pro-social interpersonal skills, professional attitudes, and professional character. Criminal Justice program faculty evaluate these factors based on a student's academic performance and ability to convey warmth, respect, honesty, and empathy in interactions with the public, classmates, staff, and faculty. Student should demonstrate the ability to accept and integrate critical feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately.

Remediation Plan

Those students who do not continuously meet professional ethics and academic honesty standards, academic requirements and/or variables outlined in the statement of expectations may be required to have a remediation plan. In order to graduate, such a student must complete the remediation plan in a timely manner. Failure to successfully complete a remediation plan may result in suspension or expulsion from the MA Criminal Justice program.

Admission to Candidacy

Criminal Justice MA students must apply for candidacy upon completion of 18 credit hours (9 of these credit hours must be in the required courses). Students applying for candidacy to graduate with the MA in Criminal Justice must meet the following requirements:

1. Complete a minimum of 9 hours in the required courses, except for the thesis, directed readings, or problem-solving practicum, with a grade of "B" or better in each course;
2. Complete a minimum of 9 hours of elective course work with a grade average of "B" or better;
3. Successfully demonstrate the skills and abilities outlined under "Statement of Expectations" above (students working on a remediation plan will not be admitted to candidacy); and
4. Establish a Graduate Committee. The Graduate Committee must include a project advisor (must be a member of the Criminal Justice Faculty) and two other graduate faculty members (one of which must be another Criminal Justice faculty member, a faculty member from a graduate program in a related discipline, or a faculty member from another graduate program at Governors State University). A Graduate Committee may contain one outside member, who must be a tenured or tenure-track professor from a graduate program at an accredited university. Students apply for candidacy by completing a "Criminal Justice MA Program Application for Candidacy" form, including a list of the student's courses and grades to date, intended graduation project option (thesis, directed readings, or practicum), and a statement from the student's advisor regarding the student's prospects for completion within 4 years. The Criminal Justice MA Program Coordinator will review the application and indicate whether the student is admitted to candidacy, if additional coursework is required, or if the student will not be admitted to candidacy. Students denied admission to candidacy may appeal this decision to the College of Arts and Sciences Dean's Office.

Graduation Requirement

Criminal Justice MA students must complete their approved graduate project (with a "Pass" grade) during the term they intend to graduate. They must demonstrate the expected behavioral qualities outlined under "Statement of Expectations" above, and they must not have an active remediation plan at the time of graduation. Students may opt for one of the three possible graduate projects:

1. Master's Thesis – a traditional master's thesis including thesis statement, theory and hypotheses, literature review, research design, data collection and analysis, findings, conclusions, limitations, and bibliography; or

2. Directed Readings – selection of two specific areas of interest (each completed in a separate 3-credit course), development of readings lists in each, a semester-long dialogue with the lead professor, and a 72-hour take-home examination based on the readings; students must complete two independent directed readings projects, with two different lead professors; or
3. Problem-Solving Practicum – the student selects an issue or problem in the community or workplace, organizes individuals and stakeholders, conducts a needs assessment, develops and implements solutions to the problem, measures the early outcomes of the problem-solving initiative, and prepares a practicum report explaining the development, implementation, and outcomes of the project.

In addition to the requirements for candidacy outlined above, Criminal Justice MA students must complete the following requirement in order to attain the Master's degree:

1. the remaining required courses, with a "B" or better;
2. the remaining elective courses such that the grade average for all elective courses is a "B" or better; and
3. their graduate project with a Pass ("P") grade, which is determined by a vote of the three-member graduate project committee.

Curriculum

The Criminal Justice MA curriculum contains a core (required) sequence of classes comprising 16 credit hours covering a broad range of topics. This provides the leadership, analysis, and management foundation upon which students will build the remainder of their graduate studies. The curriculum provides for 15 elective credits, permitting students to specialize in particular areas of criminal or juvenile justice. Students complete the curriculum with a 6-credit graduation project – a two-course sequence involving a master's graduate research course and thesis, directed reading examinations in two subject areas, or a problem-solving practicum (implementation of a problem-solving initiative in the justice arena) covering two terms.

Curriculum listing

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

I. Required Courses (16 hours)

CJUS 6010	MA Seminar (1)
CJUS 7020	Leadership Theory (1)
CJUS 7030	Assessing Leadership (1)
CJUS 7040	Building Leadership (1)
CJUS 8100	Theories of Crime and Deviance (3)
CJUS 8200	Research Applications (3)
CJUS 8300	Criminal Justice System Organization Finances and Administration (3)
CJUS 8400	Justice and the Community (3)

II. Electives (15 credits)

Students must also complete 15 hours of electives in any of the following areas. Students may also take courses in the different areas with program coordinators' approval.

Understanding Crime and Deviance

CJUS 6130	Gangs, Guns, and Drugs (3)
CJUS 6150	Juvenile Delinquency (3)
CJUS 7110	Inductive Theory Building (3)
CJUS 7220	Theory and Crime Prevention (3)
CJUS 8170	Social Location and Prejudice in the Justice System (3)

Policy and Crime

CJUS 7210	Evaluation Research and Policy Analysis (3)
CJUS 7230	Special Topics in Crime Policy (1-3)
CJUS 7430	Terrorism and the Justice System (3)
CJUS 8210	Justice System Reform and Change (3)
CJUS 8280	Independent Research (1-3)
CJUS 8700	Graduate Research (3)

Administration, Planning, and System Change Management

CJUS 6510	Contemporary Issues in Criminal Law (3)
CJUS 7240	Crime Problem-Solving Approaches (3)
CJUS 8220	Community and Restorative Justice (3)
CJUS 8370	Special Topics in Organization Management (3)
CJUS 8800	Justice System Internship (1-3)

Digital Forensics and Computer Security

CJUS 5300	Digital Forensics (3)
CJUS 5530	Advanced Technological Applications in Criminal Justice (3)
CJUS 5540	Contemporary Issues in Digital Forensics (3)
CPSC 6580	Information Security (3)
CPSC 6584	Special Topics in Information Security (3)

Additional courses from other disciplines may be substituted for the selective courses with approval of the Program Coordinator.

III. Thesis/Directed Readings/Practicum (6 hours)

Select one of the following options:

A. Master's Thesis Option (3 Hours):

The Master's Thesis requires the student to develop an original research idea resulting in a research project entailing a description of the topic, issue, or problem, a literature review, development of a research hypothesis and questions, data collection and analysis, findings, conclusions, and limitations.

The thesis must be approved by three faculty members, one of which is the thesis director.

CJUS 8990	Master's Thesis (3)
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B. Directed Readings Option (6 Hours)

The directed readings option requires the student to take the directed readings course twice (each directed readings includes a 3-credit course), covering two distinct areas of study. Readings are selected from the following areas: Understanding Crime and Deviance; Policy and Crime; Administration, Planning, and Systems Change Management; and Digital Forensics and Computer Security (one different area may be selected with approval from the student's graduate committee). A Criminal Justice faculty member must serve as the director of each directed readings project, and each directed readings project must be reviewed and graded by a committee of three faculty members (one may be from a program other than Criminal Justice). Students must successfully pass two 72-hour take home examinations covering the two areas selected.

CJUS 8891	Directed Readings In... (6, two 3-credit directed readings courses)
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C. Problem-Solving Practicum (6 hours)

Working with a committee of three faculty members (the practicum director must be a Criminal Justice faculty member, and one member may be from another faculty), the student selects an issue or problem in the community or workplace, develops a plan to resolve or reduce the problem, and prepares a practicum report explaining the development, implementation, and outcomes of the project.

CJUS 8880 Problem-Solving Practicum (6)

IV. Total with Thesis/Project - 37 Hours**Master of Arts in English**

The Master of Arts degree in English leads to concentrated knowledge and understanding of civilization and culture as manifested in literature and other texts. The curriculum demands that students explore, analyze, and debate texts in their critical, social, and political contexts, and determine the implications of their differing cultural, historical, and philosophical perspectives. Students gain not only a comprehensive grasp of great literature in English and of issues in critical theory, language, and rhetoric but also a variety of reading and interpretive strategies that can be applied to challenging personal, professional, and societal conditions.

The master's degree requires a greater and more sophisticated scope and proficiency in interpretation, analysis, writing, and the analytical skills that one acquires through the study of literature, theory, and rhetoric, than is required of the bachelor's degree. This study of English is designed to meet not only the needs of persons involved in the teaching of English but also those of adult students who wish to develop abilities that transcend any narrow specialization or particular career orientation. The program enriches lives and improves the work of those who undertake it.

Special Admission Requirements

In addition to meeting the university admission criteria, applicants must:

1. have completed a bachelor's degree in English or in a very closely related field from a regionally accredited college or university with a 3.0 G.P.A.;
2. have an undergraduate major in English, literature, language, linguistics, or a closely related field;
3. submit scores from the Graduate Record Examination (GRE); including "500" or higher on the Verbal section and "4" or higher on the Writing Exam portion; students scoring a "3" may be granted probationary status with additional requirements assigned;
4. complete prerequisite course work with a "B" or better in each course; and
5. provide three letters of recommendation, with at least two letters from professors/instructors in the field.

Required Preparation

1. Students without the following undergraduate prerequisite course work will be granted conditional admission and be required to complete all prerequisites before full admission to the M.A. in English program: three hours in English (or British) Literature I or II, three hours in Ameri-

can Literature I or II, three hours in Shakespeare, and three hours in literary criticism. Completion of all prerequisites is required in addition to graduate degree requirements noted.

2. Students must maintain a G.P.A. of 3.0 for the first nine credit-hours to continue enrollment. Only one course in which a student earns less than a "B" may be repeated once.

Thesis/Non-Thesis Option

With faculty approval, students may choose a thesis option. To receive approval for the thesis option, a student must propose a thesis project after 18 credit hours have been completed to the English program tenure-stream faculty. At least two of the faculty members must vote 'yes' for the student to receive approval. In the thesis option, a student completes research and prepares a formal thesis manuscripts. The thesis option would be appropriate for students who have research interests or who intend to pursue doctoral studies. In the non-thesis option, a student takes ENGL 8950 Comprehensive Exam in English. More information concerning the options is available in the English Graduate Student Handbook.

Admission to Candidacy

After admission as a degree-seeking student, a student will also apply for candidacy after completing her or his course work. Application for candidacy should be made at the beginning of the term in which the student expects to fulfill the candidacy requirements (successful completion of ENGL 8950 for non-thesis students; after 18 credit hours are earned for thesis students). Application forms are available in the college office. To qualify for degree candidacy for the thesis option, a student must do the following:

1. complete each course for the M.A. in English with a "B" (3.0) or better;
2. complete a detailed, approved proposal for a master's thesis; and
3. complete thesis proposal form with the signatures of three full time English faculty who have agreed to serve on the student's thesis committee; the primary thesis advisor must be from the tenure-stream faculty.

More detailed candidacy information is available through the M.A. in English advisors.

Degree Requirements Thesis Option**I. Required Courses (21 Hours)**

- * ENGL 7100 Introduction to Graduate Studies (3)
- ENGL 7200 Seminar: Rhetorical and Critical Theory (3)
- ENGL 8700 Graduate Research (3)
- ** ENGL 8900 Graduate Thesis (3)

Select three of the following courses:

- ENGL 7500 College Composition: Theory and Practice (3)
- ENGL 8540 Seminar: English Literature (3)
- ENGL 8550 Seminar: American Literature (3)
- ENGL 8560 Seminar: Women's Literature (3)
- ENGL 8570 Seminar: World Literature (3)

* Must be taken as early as possible in the graduate student's career, preferably within the first two terms.

** ENGL8900 cannot be attempted until after completing the other core courses and the four elective/selective courses.

II. Additional Requirements (12 Hours)

With the advisor's approval, students will select at least four 5000-plus level courses in literature, rhetoric, composition, linguistics, or closely related fields. (Depending on the student's areas of interest, the electives might include such courses as ENGL6580: Read and Rap: Literature for Young Adult Readers, ENGL6172: Contemporary Native American Authors.)

III. Total - 33 Hours**Degree Requirements Non-Thesis Option****I. Required Courses (21 Hours)**

* ENGL	7100	Intro to Graduate Studies (3)
ENGL	7200	Seminar: Rhetorical and Critical Theory (3)
ENGL	7500	College Composition: Theory and Practice (3)
ENGL	8540	Seminar: English Literature (3)
ENGL	8550	Seminar: American Literature (3)
ENGL	8560	Seminar: Women's Literature (3)
ENGL	8570	Seminar: World Literature (3)

* Must be taken as early as possible in the graduate student's career, preferably within the first two terms.

II. Additional Requirements (12 Hours)

With the advisor's approval, students will select at least four 5000-plus level courses in literature, rhetoric, composition, linguistics, or closely related fields. (Depending on the student's areas of interest, the electives might include such courses as ENGL6580: Read and Rap: Literature for Young Adult Readers, ENGL6172: Contemporary Native American Author.)

III. Exam (1 Hour)

ENGL	8950	Comprehensive Exam in English
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IV. Total - 34 Hours**Master of Science in Environmental Biology**

The graduate major in Environmental Biology prepares students as professional biologists with a strong environmental emphasis. Required courses cover the spectrum of environmental biology from toxicology, microbial ecology, and environmental physiology to population biology and community ecology, emphasizing the applied aspects of these disciplines. Students are trained in the application of quantitative methods and in the design of field and laboratory studies.

Graduates obtain employment in biological and related fields or pursue advanced degrees. A number of graduates work as naturalists and natural resource managers at county, state, and national parks. Others are employed in the public or private sector as environmental consultants, habitat assessment experts, or laboratory scientists. The curriculum also serves certified secondary school biology teachers who wish to develop an environmental focus.

Faculty research interests range widely and include topics such as microbial ecology, resource partitioning in aquatic communities, forest and prairie ecology, rodent population dynamics, environmental toxicology and comparative physiology, plant adaptation in wetland habitats, animal behavior, and curriculum development in biology education.

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must have completed a bachelor's degree with a G.P.A. of 2.75 or higher and maintained a G.P.A. of 3.0 or higher for any graduate work attempted.

Required Preparation

Applicants must complete the following course work with a grade of "C" or better in each course: eight hours of general biology with lab, eight hours of general chemistry with lab, three hours of statistical methods (STAT4219/6219), and four hours each of organic chemistry with lab, ecology with lab, microbiology with lab, animal physiology with lab, and plant physiology with lab. A student may be provisionally admitted to the program pending completion of this list of courses or the re-taking of courses for which the original grade was less than "C." Students are expected to be proficient in a Windows environment with file management, word processing, spreadsheet, graphing, and Internet skills. Otherwise CPSC2005 or equivalent will be required with a grade of "C" or better. A second course in organic chemistry is strongly recommended.

Thesis/Project Option

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

In the thesis option, students develop a thesis proposal usually related to a faculty member's research, carry out a formal research study under the supervision of the faculty member and a degree committee, prepare a final manuscript that includes a thorough literature review chapter followed by a traditional manuscript chapter suitable for publication consideration, and make a formal research presentation. The thesis option would be appropriate for students who have focused research interests or who intend to pursue doctoral study.

In the project option, students develop a master's project proposal, complete the project in conjunction with a faculty member, and prepare a final technical report, and make a formal research presentation.

Admission to Candidacy

After admission as a degree-seeking student, a student also must be admitted to candidacy. To qualify for degree candidacy, an Environmental Biology student must accomplish the following within three years of admission to the program:

1. Required Preparation: Complete the required preparation course work listed above with a grade of "C" or better in each course.
2. Degree Plan: Meet during the first term of enrollment with the program academic advisor and faculty to complete a degree plan for the student's course of study in Environmental Biology. The degree plan must be approved by at least three faculty, the program academic advisor, and the chair of the Science Division.
3. Research Proposal: Identify a research advisor from among the full-time Biology faculty and prepare a formal research proposal. This proposal should be a comprehensive state-

ment of the student's intended thesis/project research and must be approved by a committee of the research advisor and a minimum of two other faculty. Approved research proposals must be filed with the program academic advisor at least one year before the student's expected date of graduation.

4. Grade Point Average: Maintain a G.P.A. of 3.0 or better to sustain candidacy.

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

Degree Requirements

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

I. Required Courses (14 Hours)

BIOL	6657	Ecological Methods: Populations (2)
BIOL	6660	Ecological Methods: Communities (2)
BIOL	8840	Microbial Ecology (2)
BIOL	8841	Microbial Ecology Laboratory (1)
BIOL	8860	Ecosystem Ecology (2)
BIOL	8861	Ecosystem Ecology Lab (1)
STAT	8820	Experimental Design for the Natural Sciences (4)

II. Thesis/Project Option (3-7 Hours)

Select one of the following options:

Thesis Option (7 Hours)

BIOL	8990	Graduate Thesis (6)
BIOL	8998	Research Presentation (1)

or

Project Option (3 Hours)

BIOL	8990	Graduate Project (2)
BIOL	8998	Research Presentation (1)

III. Selectives (11-21 Hours)

Students in the Thesis Option select a minimum of 11 hours.

Students in the Project Option select a minimum of 21 hours.

BIOL	6522	Ornithology (1)
BIOL	6523	Ornithology Laboratory (2)
BIOL	6530	Biotechnology (2)
BIOL	6531	Biotechnology Laboratory (1)
BIOL	6536	Environmental Hydrology (2)
BIOL	6555	Mammalogy (2)
BIOL	6556	Mammalogy Laboratory (1)
BIOL	6560	Plant Systematics (2)
BIOL	6561	Plant Systematics Laboratory (1)
BIOL	6590	Aquatic Ecology (2)
BIOL	6591	Aquatic Ecology Laboratory (2)
BIOL	6615	Geographical Information Systems (3)
BIOL	6622	Natural Areas Ecology (3)
BIOL	6641	Toxicology (3)
BIOL	8000	Special Topics in (1-4)
BIOL	8850	Environmental Physiology (2)
BIOL	8851	Environmental Physiology Laboratory (1)

Other graduate-level science courses as approved by the academic advisor.

IV. Total for Thesis Option - 32 Hours

Total for Project Option - 38 Hours

Master of Fine Arts in Independent Film and Digital Imaging

The interdisciplinary Master of Fine Arts in Independent Film and Digital Imaging is a terminal degree in the applied arts of digital media production and imaging. The degree straddles the disciplines of Production in Media Communications and Digital Imaging in Art. Additional selective opportunities are available through English and Communications Studies.

Coursework for the Master of Fine Arts in Independent Film and Digital Imaging leads to specialized knowledge, creative development, and advanced technological skills in the applied digital arts of image making and media production. Beyond taking the required courses, students plan their specific programs in consultation with their advisors, adapting the degree path's selective sequences to their individual needs and interests. Graduates of the program will work in career areas such as higher education, filmmaking, graphic design, photography, 2D and 3D animation, motion graphics, web design, consulting, producing, media writing, TV production/direction, and training.

Special Admissions Requirements

Applications for admission are due by the fourth Friday in March in any given year. Applications for admission are available from the GSU Office of Admission and Student Recruitment and the Division of Liberal Arts Office. Due to limited space availability, this program can only accept fifteen students each year. Applicants will be ranked for admission on the basis of their academic potential and admission criteria.

In addition to meeting university admission criteria, applicants must:

A. Submit to the Office of Admission:

- provide evidence of an undergraduate major in media, multimedia, communications, English, speech, or liberal arts.
- have a minimum cumulative undergraduate G.P.A. of 3.5 on a 4.0 scale. Graduate courses can be substituted but the cumulative G.P.A. must be a 3.5 or better;
- have appropriate prerequisite course work with a minimum prerequisite G.P.A. of 3.0 on a 4.0 scale. The GSU equivalent course is given in parenthesis. The following courses (in credit-hours) or their equivalents are minimum prerequisites for entry into the M.F.A. program;
 - English composition (3)
 - Speech course or oral communication (3)
 - Applied digital technology (3)
- submit a supplementary application packet which includes:
 - supplemental information form;
 - a current resume;
 - three letters of recommendation; and
- provide official TOEFL scores (if applicable); and
- submit the payment of the \$50 application fee.

B. Submit to the IFDI Program Coordinator:

1. a portfolio: for students in digital imaging, this entails a CD-ROM of stills; for students in digital filmmaking, this entails a sample of a prior production on DVD, tape, or URL for streaming video; and
 2. a personal essay or statement of intent with respect to goals for the degree, and artistic philosophy.
- Note: Applicants may, at the discretion of the M.F.A. Admissions Committee, also be requested to participate in personal interviews.

Recommended Preparation

Admission to the program is restricted to a maximum of 15 students at any given time on a "rolling" basis. Admitted students will have maintained a GPA of 3.5 over the course of completing an undergraduate degree. All students must submit a portfolio demonstrating advanced proficiency and creative promise.

While admission to the program does not require an undergraduate major in Film, Video, or Photography, an undergraduate major in these or in one of the following fields is: media, multimedia, communications, English, speech, or liberal arts. In addition, students are expected to have demonstrable competence in digital technology and in oral and written communication.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application for candidacy should be made at the beginning of the semester in which the student expects to fulfill the candidacy requirements. Application forms are available in the college office. To qualify for degree candidacy, a student must:

1. completion of the following core courses ART 5544, IFDI 8100, IFDI 8400, IFDI 8420, and MCOM 5735 with a grade of "B" or better;
2. completion of 12 hours from the selective sequences with a grade point average of 3.5 or better; and
3. completion of an approved proposal for both a thesis project and internship.

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

Internship and Thesis/Project

As part of this degree program, students will pursue both an internship and thesis/project.

The student independently pursues a field-related internship and develops an agreement with the assistance of the internship site coordinator. Upon approval of the coordinator, the student may register for IFDI8800 Internship with a GSU coordinator. The GSU coordinator must be a full-time faculty in ART, MCOM, or IFDI.

In the thesis/project, the student selects a committee consisting of a thesis/project advisor and two additional faculty members, and then develops a proposal acceptable to the committee. Faculty advisors and readers must be drawn from full-time faculty in IFDI, ART, or MCOM. Students may register for IFDI 8990 once the committee has approved the student's proposal. The student then completes a project/production with the guidance of the thesis/project advisor. A paper must

accompany all projects submitted for evaluation. Once the project is completed and approved by the committee, a grade is assigned.

Minimum Degree Requirements

Students must maintain a GPA of 3.0 or higher to complete requirements for the MFA. A grade lower than "B" taken in any course will not be counted toward graduation.

I. Prerequisite courses:

ART 3325	Advanced Problems in Design or equivalent determined by advisor
MCOM 4740	Television Production or equivalent determined by advisor

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

IFDI 5702	Digital Film Production (3)
IFDI 5444	Digital Photographic Imaging (3)
IFDI 8100	Survey of Independent Film and Digital Imaging (3)
IFDI 8800	Internship (6-9)
IFDI 8990	Masters Thesis Project: (6-9)

Note: Not all courses are offered in all years or all terms. Many courses are offered just once per calendar year. Students are strongly advised to arrange appointments to consult with their advisors prior to beginning the program.

III. Ethics, Theory and Aesthetics Selectives (9-15 hours)

Select Two to Four of the Following:

IFDI 5410/ART 5542	History of Photography (3)
IFDI 5420	Film and TV Documentary (3)
IFDI 8400	Graduate Film Seminar (3)
IFDI 8420	Clinical Practices in Contemporary Photography (3)
IFDI 8850	Digital Imaging Thesis Development Seminar (3)
ART 5520	Art in Context (3)
ART 8810	Studies in Art (3)
ENGL 5485	Film: Analysis, Criticism, Ideologies (3)
ENGL 7300	Seminar: Philosophy in Literature (3)
COMS 5010	Communication Ethics (3)
MCOM5040	Film Seminar (3)

IV. Applied Courses Selectives (21-31 hours)

Select Five to Eight of the following:

ART 5528	Digital Motion Graphics (3)
ART 6605	Digital Mixed Media Techniques (3)
ART 8830	Graduate Photography and Digital Imaging (3)
IFDI 5000	Topics in Art (1-3)
IFDI 5070	Media Workshop (1-4)
IFDI 5460	Advanced Video Editing (3)
IFDI 5490	Photography: Combined Color Processes (3)
IFDI 5540	Documentary Photography (3)
IFDI 5709	Electronic Drawing and Design (3)
IFDI 5720	Audio Production (3)
IFDI 5731	Screenwriting (3)
IFDI 5734	Video Production Editing (3)
IFDI 5735	Documentary Filmmaking (3)
IFDI 5777	Cinematography (3)
IFDI 6709	Advanced Electronic Drawing and Design (3)
IFDI 6730	Directing Drama for TV /Film (3)
IFDI 6744	Advanced Photographic Digital Imaging (3)
IFDI 7725	Advanced Producing for Film-TV (3)
IFDI 7730	The Screenplay Project (3)
MCOM 5005	Media Symposium (1)
MCOM 5725	Desktop Publishing (3)
MCOM 5739	Advanced Studio Production (4)
MCOM 6760	Non-Broadcast TV Operations (3)

V. Electives (0-9 hours)

Up to 9 (nine) credit hours taken at Governors State University, drawn from the Liberal Arts and at the 5000 level and higher, may be counted toward total credit hours allowable for graduation.

VI. Total - 60 Hours

Master of Science in Mathematics

The graduate major in Mathematics prepares students as professional mathematicians with an emphasis on problem solving and mathematical inquiry. Coursework will cover a wide range of mathematics including abstract algebra, probability and statistics, combinatorics, advanced calculus, the history of mathematics, financial mathematics, and mathematical modeling, while emphasizing both the applied and theoretical aspects of these disciplines. The use of the most current mathematics technology will help students analyze and solve problems like experienced mathematicians.

Several processes central to the preparation of outstanding mathematicians will be incorporated into the curriculum and monitored throughout the program. These include the ability to use a broad range of strategies and representations when solving problems and creating models, to use logic and reasoning for the analysis and development of mathematical proof, to identify connections within mathematics and to other disciplines, and to correctly communicate mathematical ideas precisely using the language of mathematics.

Special Admissions Requirement

In addition to the university admissions requirements, students must have:

1. a cumulative undergraduate grade point average of 2.75 (out of a possible 4.0). Students seeking admission to the GSU Master of Science in Mathematics program with a GPA lower than 2.75 may petition to the graduate program coordinator for admission.
2. submit a letter of application including a statement of personal interest in pursuing a master's degree in mathematics,
3. submit three professional or academic letters of reference

Students may apply for the Master of Science in Mathematics program at Governors State University with a baccalaureate degree in any field from an accredited university. An undergraduate major in mathematics, actuarial science, engineering, business, science, or computer science is recommended. Students must have completed, with a grade of "C" or higher, a three-semester sequence in calculus, a course in modern algebra, a course in linear algebra, and a course in analysis. Students may be conditionally admitted if they do not meet the undergraduate prerequisites for the graduate core courses.

Admission to Candidacy

As a benchmark toward graduation, students must apply for and be accepted to candidacy for the Master of Science degree in Mathematics. Mathematics students must ap-

ply for candidacy upon completion of 18 credit hours (6 of these credit hours must be in the Required Core Courses). Students applying for candidacy to graduate with the Master of Science degree in Mathematics must meet the following requirements:

1. Completion of a minimum of 6 hours in the required core, with a grade of "B" or better in each course;
2. Completion of a minimum of 12 additional hours of core or electives course work with a grade average of "B" or better, and no more than one course with a grade of "C" will be accepted; and
3. Establish a Graduate Committee. The Graduate Committee must include a project advisor (must be a tenured/tenure track Mathematics Faculty) and two other graduate faculty (one of which must be a faculty member from a graduate program in a related discipline or graduate program at Governors State University). A Graduate Committee may contain one outside member, who must be a tenured or tenure-track professor from a graduate program at an accredited university. Students apply for candidacy by completing a "Master of Science in Mathematics Program Application for Candidacy" form, including the student's courses and grades to date, date of intended graduate thesis/project/seminar, and a statement from the student's advisor regarding the student's prospects for completion within four years. The Master of Science in Mathematics Program faculty will review the application and vote on whether the student is admitted to candidacy, if additional coursework is required, or if the student will not be admitted to candidacy. Students who are denied admission to candidacy may appeal this decision to the College of Arts and Sciences Dean's Office.

Minimum Degree Requirements

In addition to the requirements for candidacy outlined above, Master of Science in Mathematics students must complete the following requirement in order to attain the Master's degree:

1. the remaining elective courses such that the grade average for all elective courses is a "B" (3.00 of 4.00) or better, no more than one course with a grade of "C" will be accepted, and no grades below a "C" will be accepted; and
2. the graduate thesis/project (MATH8900) or graduate seminar (MATH8950) and presentation (MATH8990) with a Pass ("P") grade, which is determined by a vote of the three-member graduate project committee.

I. Required core courses (15)

Students must complete the following

MATH 6449	Linear Algebra II (3)
MATH 6451	Modern Algebra II (3)
MATH 8117	History of Mathematical Ideas (3)
MATH 8505	Advanced Probability (3)
MATH 8623	Mathematical Modeling (3)

II. Electives (15)

Students must also complete 15 hours of electives selected from any of the following courses. Students may also take courses in different areas with the program coordinator's approval.

MATH 6229	Advanced Calculus (3)
MATH 6337	Modern Geometry (3)
MATH 6373	Topology (3)
MATH 6637	Mathematical Computing (3)
MATH 7121	Combinatorics and Graph Theory (3)
MATH 7211	Advanced Calculus for Educators (3)
MATH 7369	Differential Geometry (3)
MATH 8219	Topics in Analysis (3)
MATH 8243	Partial Differential Equations (3)
MATH 8523	Financial Mathematics (3)

Up to 6 hours of courses from related disciplines may be substituted for the elective courses with approval of the program coordinator including the courses below:

CPSC 6562	Numerical Algorithms (3)
CPSC 6660	Artificial Intelligence (3)
CPSC 8810	Formal Languages and Automata (3)
CPSC 8815	Natural Language Processing (3)
	Finance
	Economics

III. Required graduate thesis/project/seminar (4)

Students must complete a graduate thesis, project or seminar as part of a capstone course and present their work to the mathematics community at Governors State University. Students can select one of the following options:

Master's Thesis/Project Option – A paper describing and synthesizing material from several papers on a selected topic of interest from mathematics, including, but not limited to, pure or applied mathematics, mathematics education, statistics, history of mathematics, mathematical computing, or financial mathematics. The thesis/project must be approved by three faculty members, one of which is the project director. A tenured/tenure track mathematics faculty member must serve as the director of each thesis/project, and each thesis/project must be reviewed and graded by a committee of three faculty members (one may be from a program other than mathematics). In addition, students will be required to present their work to the mathematics community at GSU.

Master's Graduate Seminar Option – Students participate in a seminar class, deeply investigating a topic in mathematics, mathematics education, statistics, history of mathematics, mathematical computing, or history of mathematics. The seminar topic will provide evidence of the ability to understand and synthesize the chosen topic. A Student Study Plan must be submitted to a tenured/tenure track faculty member who will serve as the supervisor of the seminar. This Student Study Plan must be reviewed and approved by a committee of three faculty members (one may be from a program other than mathematics). The seminar must be open to the mathematical community at GSU, and seminar documentation must be submitted to the supervisor.

MATH 8900	Graduate Thesis/Project (3) or
MATH 8950	Graduate Seminar Option (3) and
MATH 8990	Graduate Presentation (1)

IV. Total graduate coursework with thesis/project/seminar - 34 credits**Master of Arts in Political and Justice Studies**

The graduate major in Political and Justice Studies is designed to develop the conceptual abilities and substantive knowledge needed to acquire an understanding of political behavior, current policy issues, problems, and changes in government and society. The curriculum addresses the areas of American politics, justice studies, public policy formulation and evaluation, comparative politics, and international relations. The major and its related course offerings provide individuals with the opportunity to study areas such as American government and public policy, justice studies, comparative politics, and international affairs. The graduate program provides an academic foundation for students seeking careers in higher education, the legal profession, state or local governments, the non-profit sector, the federal bureaucracy, justice related fields, or organizations that monitor political and social processes or influence the content of public policy.

Admission Requirements and Recommended Preparation

In addition to the university admissions requirements, students applying to the Political and Justice Studies MA program must submit:

- Official transcripts showing successful completion of a bachelor's degree. Applicants will be expected to have a 2.75 cumulative G.P. A. (on a 4.0 scale);
- Submit a letter of application explaining a statement of personal interest in pursuing a master's degree in the Political and Justice Studies program. This statement should be specific and include information about the applicant's short- and long-term goals, and how enrolling in the program may help achieve them.
- Completed applications must be submitted by June 1st for fall admission and November 1st for spring admission.
- Addition material such as confidential letters of recommendation from professional references (e. g. current or former college faculty member, current or former work supervisor, or community leader) and written work may be requested by the program admissions committee or submitted voluntarily by the student for admission consideration.

Students seeking admission to the Political and Justice Studies MA program with a GPA lower than 2.75, but have a strong personal interest in the program may petition to the graduate program admissions committee for admission. The admissions committee takes into consideration strong letters of recommendation from professional references that attest to the student's abilities in writing and communication skills and concrete examples of the student's leadership abilities.

An undergraduate major or minor in political science, or a major in one of the social sciences or humanities, including anthropology, economics, sociology, history, philosophy, international studies, black studies, or area studies is recommended. Students may be required to demonstrate competency for graduate work by satisfying the following undergraduate preparatory courses at Governors State University or another accredited university: Foundations of U.S. Democracy (POLS2100) and a research methods course such as SOSC4500. These courses must be completed with a grade

of “B” or better and are required in addition to the degree requirements listed below.

It is also highly recommended that students enroll in POJS6100 Theoretical Foundations to Political and Justice Studies and POJS6120 Research Methods, as well as attend a program orientation at the earliest opportunity.

Transfer Credits

Providing that University policies regarding transfer of graduate credits are met, transfer credit will only be allowed for courses taken in a graduate social science or related graduate programs at accredited institutions. A limit of nine hours of transferable credits can be awarded for the Political and Justice Studies master’s degree program.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application for candidacy should be made at the beginning of the term in which the student expects to fulfill the candidacy requirements. Application forms are available in the college office. To qualify for degree candidacy, a student must:

1. complete each of the core courses listed below with a grade of “B” or better;
2. complete the selectives course work with a grade average of “B” or better, and;
3. with approval of a committee comprised of at least two Political and Justice Studies faculty, complete a proposal for either a thesis topic, internship project, or directed readings and obtain the committee’s approval to study for the comprehensive examination.

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

Degree Requirements

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

I. Required Courses (15 Hours)

POJS 6100	Political and Justice Studies (3)
POJS 6120	Research Methods (3)
POJS 8200	The Presidency, Congress, and the Courts (3)
POJS 8210	Public Policy and Politics (3)
POJS 8300	Comparative Political and Justice Systems I (3)

II. Selectives (15 Hours)

In consultation with an advisor, students select at least 15 hours from the areas below. Courses must be taken in at least two areas. The following courses are suggestive of those that will fulfill this requirement.

A. American Politics and Public Policy

HIST 8400	Research in African-American History (3)
POLS 5380	Urban Politics (3)
POJS 6100	Race, Class, Politics, and Justice (3)
POJS 6200	Community Conflict Resolution (3)
POJS 6300	Corporate Influence in Politics (3)
POJS 6320	Political Sociology (3)
POJS 7150	Law, Society, and Public Policy (3)
POJS 7190	Gender, Political Culture, and the Law (3)
POJS 7200	Non-Profit Organizations and Social Justice (3)
POJS 7250	American Political Behavior (3)

POJS 8200	The Presidency, Congress, and the Courts (3)
POJS 8240	Intergovernmental Relations (3)
POJS 7035	Topics in American Politics and Public Policy (3)

B. Social Justice and Public Policy

ICS 5100	Introduction to Gender Studies (3)
POJS 6100	Race, Class, Politics, and Justice (3)
POJS 6150	Civil and Human Rights (3)
POJS 6250	Community Justice (3)
POJS 7037	Topics in Social Justice and Public Policy (3)
POJS 7101	Constitutional Law: Process and Change (3)
POJS 7150	Law, Society, and Public Policy (3)
POJS 7190	Gender, Political Culture, and the Law (3)
POJS 7220	Global and US Justice Movements (3)
POJS 7300	Social Origins of Violence (3)
POJS 7400	Sexual Politics (3)
POJS 8100	Labor, Workforce and Social Change (3)
POJS 8110	Wealth, Power and Inequality (3)
POJS 8150	Contemporary Theories of Social Justice (3)
POJS 8500	Victimology (3)

C. Comparative and Global Politics

ECON 7200	Current Global Economic Problems (3)
HIST 5115	Modern African History (3)
HIST 5300	Modern Middle Eastern History (3)
HIST 5470	Latin American History (3)
HIST 5650	Europe in the 20th Century (3)
ICS 5320	African Politics (3)
POLS 5360	Problems in International Politics (3)
POLS 5480	Politics of Latin America (3)
POJS 6150	Civil and Human Rights (3)
POJS 6200	Theories of Conflict Resolution (3)
POJS 7036	Topics in Comparative & Global Politics (3)
POJS 7220	Global and US Justice Movement (3)
POJS 7330	U.S. Foreign Policy (3)
POJS 7350	Third World in Global Development (3)
POJS 8390	Challenges of Globalization (3)
POJS 8450	International Law and Organization (3)

III. Thesis/Internship Paper/Practicum/Directed Readings Options (3 or 6 Hours)

Students must be in Candidacy Status before registering for the thesis, internship, practicum, or directed readings options. This includes having completed all core courses with a grade of “B” or better and an overall grade point average of B or higher.

Select one of the following options:

A. Thesis/Project Option (3 Hours):

A panel of three faculty members, one of which is the thesis director who is faculty from Political and Justice Studies, must approve the thesis. Students must also present their thesis to invited faculty members in a public forum. It is highly recommended that student enroll in POJS 8700 Graduate Research prior to registering for thesis hours in order to allow the student the requisite time to complete the readings and research needed for a quality thesis. The student is also responsible for circulating the paperwork so that all three readers (one main reader from Political and Justice Studies faculty and at least two secondary readers, with one of the secondary readers being a faculty member from Political and Justice Studies) sign the appropriate paperwork for a timely registration. POJS 8700 and POJS 8990 must be completed with at least a “B” grade.

POJS 8700	Graduate Research (1-4)
POJS 8990	Graduate Thesis/Project (3)

B. Directed Readings Option (6 Hours):

The directed readings option requires students to take the directed readings course twice covering two distinct areas of study. Readings are selected from the following

areas: American Politics and Public Policy, Social Justice and Public Policy, and Comparative and Global Politics. Students must successfully pass two comprehensive examinations covering the two areas selected with a "B" or higher. Directed Readings (POJS8981 & 8982) must be taken in two different fields and they must be taken with two different faculty members as the main readers, with at least two secondary readers, with one of the secondary readers being a faculty member from Political and Justice Studies.

POJS 8981 Directed Readings (3)

POJS 8982 Directed Readings (3)

C. Internship/Practicum Project and Paper Option (6 Hours):

Students may select the internship project for a total of six credits and will have completed 300 hours at the internship/practicum experience. The analytical internship paper option involves the application of the student's knowledge and skills in a culminating experience approved by a main faculty supervisor in consultation with a panel of two additional faculty readers, with at least one of the secondary readers being a faculty member from Political and Justice Studies who will also read and evaluate the culminating major analytical paper. POJS8970 must be completed with at least a "B" grade.

POJS 8970 Internship/Practicum Project (6)

D. Directed Scholarship I

If the Thesis/Internship/Practicum/Directed readings Options (graduate capstone) is not completed in the term the student is enrolled in the graduate capstone course, students may, under the supervision of the graduate faculty member, register for POJS8999 Directed Scholarship to maintain active enrolment in their graduate program while completing the requirements for their degree. To receive this option, students must have received a grade of "CO" in the graduate capstone course and completed a Student Contract that is signed by the student, thesis director, and department/division chair that clearly specifies how the student will demonstrate significant progress towards or completion of the graduate capstone designate for which they are registered (hold the "CO" in). NOTE: This course is variable (1-2) in credit hours, repeatable (not replaceable) for a maximum of three times in a degree program, and is a P/NC option.

IV. Total with Thesis/Project (33 Hours)

Total with Directed Readings/Internship/Practicum Project - 36 Hours

Certificate in Biology Education

This is a post-baccalaureate certificate to prepare graduates of Biology programs for teacher licensure in Biology at the secondary education level.

Teacher Licensure

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary High School Certificate in Biology. To be recommended for certification by Governors State University, students must earn a grade "B" or better in EDUC4999 Student Teaching: Biology.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Test of Academic Proficiency (formerly Basic Skills), Subject-Matter Knowledge, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

Students must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in this catalog. This requirement is likely to include additional general education, education, and content courses.

Students may obtain an endorsement that prepares them for teaching in the middle school. Students choosing to pursue the middle school endorsement must take three (3) hours in Early Adolescent Educational Psychology and three (3) hours in Curriculum Methods for Middle School. Students should contact the Office of Secondary Education for specific course numbers.

Admission to Biology Education

In addition to meeting all university admissions requirements for certificate students, applicants must meet the following requirements to be admitted to the Biology Education certificate:

1. have a bachelor's or higher in Biology from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the Certificate

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:

1. complete EDUC2310 (or equivalent) with a grade of "B" or better;
2. submit evidence of having passed the Test of Academic Proficiency (formerly Basic Skills) of the Illinois Certification Testing System; and
3. submit scores from the ETS Proficiency Profile.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

Student Progress

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

Conditional Continuation

The faculty may permit a student to continue conditionally. In such cases, faculty reviews of the student's records identify evidence that the student will likely be successful in the program. The status of all students allowed to continue under conditions is reviewed by the faculty each term, and the students are informed in writing of the conditions necessary

for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

Student Handbook

The Student Handbook Undergraduate Degrees in Secondary Education referred to in this catalog is available online at www.govst.edu/uploadedFiles/secedstudenthandbook.pdf.

Admission to Student Teaching

Before enrolling in EDUC4999: Student Teaching, an application for admission to student teaching must be submitted to the director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC6330 and EDUC6340 with a grade of "B" or better;
3. must have completed methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates;
6. submitted evidence of having passed the Biology content area exam of the Illinois Certification Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Students must meet all university requirements for a certificate, and in addition, students must complete the general education requirement for teacher licensure Initial High School Certificate listed in the Teacher Education section of this catalog.

In addition, students must:

1. have a cumulative G.P.A. of 2.75 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in all biology, chemistry, and physics courses;

5. have a G.P.A. of 3.0 or higher for EDCP6101, EDUC4440, and SPED6101, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC2310, EDUC6330, and EDUC6340;
7. earn a grade of "B" or better in EDUC4999;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in nonwestern or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Licensure section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. Professional Education (minimum of 24 Hours at GSU)

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

EDUC	2310	Foundations of Education (3)
SPED	6101	Survey of Students with Exceptionalities (3)

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

EDUC	4440	Educational Psychology in Action (3)
EDUC	4999	Student Teaching: Secondary Biology (12)
EDUC	6330	Principles of Science Education (3)
EDUC	6340	Teaching Secondary School Science (3)
EDCP	6101	Introduction to Educational Technology (3)

II. Additional Requirements

Students may need to complete additional general education or Biology courses if their bachelor degree requirements do not meet the requirements of the approved Governors State University program for the endorsement in Biology Education.

III. Minimum Total - 24 Hours

Certificate in Chemistry Education

This is a post-baccalaureate certificate to prepare graduates of Chemistry programs for teacher licensure in Chemistry at the secondary education level.

Teacher Licensure

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Certificate in Chemistry. To be recommended for licensure by Governors State University, students must earn a grade of "B" or better in EDUC4999 Student Teaching: Chemistry.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Test of Academic Proficiency (formerly Basic Skills), Subject-Matter Knowledge, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

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

This requirement is likely to include additional general education, education, and content courses.

Students may obtain an endorsement that prepares them for teaching in the middle school. Students choosing to pursue the middle school endorsement must take three (3) hours in Early Adolescent Educational Psychology and three (3) hours in Curriculum Methods for Middle School. Students should contact the Office of Secondary Education for specific course numbers.

Admission to Chemistry Education

In addition to meeting all university admissions requirements, applicants for the Chemistry Education certificate must meet the following requirements:

1. have a bachelor's or higher in Chemistry from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.75 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the Certificate

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:

1. complete EDUC 2310 (Foundations of Education, or equivalent) with a grade of "B" or better;
2. submit evidence of having passed the Test of Academic Proficiency (formerly Basic Skills) of the Illinois Certification Testing System; and
3. submit scores from the ETS Proficiency Profile.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

Student Progress

The faculty monitors and evaluates student progress continually. The section, Teacher Education and Certification, in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the secondary education faculty is available in the Secondary Education Undergraduate Student Handbook found on the web at www.govst.edu/uploadedFiles/secedstudenthandbook.pdf.

Conditional Continuation

The faculty may permit a student to continue conditionally. In such cases, faculty reviews of the student's records identify evidence that the student will likely be successful in the program. The status of all students

allowed to continue under conditions is reviewed by the faculty each semester, and the students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

Student Handbook

The Student Handbook Undergraduate Degrees in Secondary Education referred to in this catalog is available online at www.govst.edu/uploadedFiles/secedstudenthandbook.pdf.

Admission to Student Teaching

Before enrolling in EDUC4999: Student Teaching, an application for admission to student teaching must be submitted to the Director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC4465, ENGL6570, and ENGL6575 with a grade of "B" or better;
3. must have completed a methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates;
6. submitted evidence of having passed the Chemistry content area exam of the Illinois Certification Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Students must meet all university requirements for a certificate, and in addition, students must complete the general education requirement for teacher licensure Initial High School Certificate listed in the Teacher Education section of this catalog.

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in chemistry and physics courses;
5. have a G.P.A. of 3.0 or higher for EDCP6101, EDUC4440, and SPED6101, with a grade of "C" or better in each course;

6. earn a grade of "B" or better in EDUC2310, EDUC6330, and EDUC6340;
7. earn a grade of "B" or better in EDUC4999;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Licensure section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. Professional Education (minimum of 30 Hours)

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

- EDUC 2310 Foundations of Education (3)
 SPED 6101 Survey of Students with Exceptionalities (3)

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

- EDUC 4440 Educational Psychology in Action (3)
 EDUC 4999 Student Teaching: Secondary Chemistry (12)
 EDUC 6330 Principles of Science Education (3)
 EDUC 6340 Teaching Secondary School Science (3)
 EDCP 6101 Introduction to Educational Technology (3)

II. Additional Requirements

Students may need to complete additional general education or Chemistry courses if their bachelor degree requirements do not meet the requirements of the approved Governors State University program for the endorsement in Chemistry Education.

III. Minimum Total of 30 Hours (Minimum of 24 hours at GSU)

Certificate in Digital Forensics

To address the increasing threat from computer crimes and cybercrime, digital forensics is necessary. Law enforcement and government agencies, organizations, and companies all need digital forensics professionals to better protect digital assets, or investigate cybercrime. The Digital Forensics Certificate is offered to students who wish to obtain theoretical and practical knowledge in digital forensics. The Center for Law Enforcement and Technology Collaboration, which incorporates the programs of Computer Science, Criminal Justices, and Management Information Systems at GSU, is also involved in offering this certificate.

This certificate is open to both upper-division undergraduate and graduate students. Both full-time and part-time students are eligible to enroll in this certificate program.

Among the four courses required by this certificate program (CPSC6540/CJUS5300, CPSC6542/CJUS5540, and CPSC6622), CPSC6540/CJUS5300 serves as an entry-level course. Two courses are offered per semester. A student should be able to complete all required courses within two terms after fulfilling the prerequisite.

Admission Requirements

In addition to meeting the university requirements for certificate admission, applicants must have completed the following course:

- CPSC 5000 Computer Science Workshop: Digital Forensics Preparation or its equivalent.

Certificate Requirements

In order to receive the Digital Forensics Certificate, both undergraduate and graduate students must complete each required course with a grade of "B" or better and submit the application for award of certificate to their faculty advisor.

*Note: If an undergraduate student gets a "C" in a required course for the certificate program, this course may be counted as an elective course for his/her degree requirements.

Required Courses (12 Hours)

- CPSC6540/CJUS5300 Digital Forensics (3)
 CPSC6542/CJUS553 Contemporary Issues in Digital Forensics (3)
 CJUS 6584 Special Topics in Information Security (3)
 CPSC 6622 Special Topics in Digital Forensics (3)

Certificate in English Education

This is a post-baccalaureate certificate to prepare graduates of English programs for teacher licensure in English Language Arts at the secondary education level.

Teacher Licensure

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Licensure in English Language Arts. To be recommended for licensure by Governors State University, students must earn a grade of "B" or better in EDUC4999: Student Teaching: English.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Test of Academic Proficiency (formerly Basic Skills), Subject-Matter Knowledge, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

Students must meet other requirements for licensure through approved programs listed in the Licensure of Teachers and Other School Professionals section in this catalog. This requirement is likely to include additional general education, education, and content courses.

Students choosing to pursue the middle school endorsement must take three (3) hours in Early Adolescent Educational Psychology and three (3) hours in Curriculum Methods for Middle School. Students should contact the Office of Secondary Education for specific course numbers.

Admission to English Education

In addition to meeting all university admissions requirements for the certificate, applicants must meet the following requirements to be admitted to the English Education certificate:

1. have a bachelor's or higher in English from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the Certificate

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:

1. complete EDUC2310 (Foundations of Education, or equivalent) with a grade of "B" or better;
2. submit evidence of having passed the Test of Academic Proficiency (formerly Basic Skills) of the Illinois Certification Testing system; and
3. submit scores from the ETS Proficiency Profile.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

Student Progress

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

Conditional Continuation

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

Student Handbook

The Student Handbook Undergraduate Degrees in Secondary Education referred to in this catalog is available online at www.govst.edu/uploadedFiles/secedhandbook.pdf.

Admission to Student Teaching

Before enrolling in EDUC4999: Student Teaching, an application for admission to student teaching must be submitted to the director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall term and January 31 for the spring term preceding the

academic year in which the student intends to teach (student teaching is not offered in the summer term). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course and EDUC4465, ENGL6570 and ENGL6575 with a grade of "B" or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. must have no more than six hours (at the discretion of the advisor) remaining to be completed in the major, with a G.P.A. of 3.0 or higher, and completing all courses with a grade of "C" or better;
5. met all state requirements applicable to areas of student teaching assignments as outlined in the "Illinois Program for Evaluation, Supervision, and Recognition of Schools, Part I, Subject G: Staff Qualifications";
6. submitted evidence of having passed the English Content Area Examination of the Illinois Certification Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Students must meet all university requirements for a certificate, and, in addition, students must complete the general education requirement for teacher licensure Initial High School Certificate listed in the teacher education section of this catalog.

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses, if applicable;
4. have a G.P.A. of 3.0 or higher in English courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDUC4440, EDCP6101 and SPED6101 with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC2310, EDUC4465, ENGL 6580, ENGL 6570 and ENGL6575;
7. earn a grade of "B" or better in EDUC4999: Student Teaching;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in nonwestern or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Licensure section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. Professional Education (minimum of 24 Hours)

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

EDUC 2310 Foundations of Education (3)
SPED 6101 Survey of Students with Exceptionalities (3)

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

EDUC 4440 Educational Psychology in Action (3)
EDUC 4465 Methods of Teaching English (3)
EDUC 4999 Student Teaching (12)
EDCP 6101 Introduction to Educational Technology (3)

II. Additional Requirements

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

III. Minimum Total - 24 Hours at GSU**Certificate in Information Security**

With the increase of computer and network attacks, information security has become a very serious concern. Organizations need information security professionals to protect digital assets. The Information Security Certificate is offered to students who wish to obtain theoretical and practical knowledge in information security. The Center for Technology Collaboration, which incorporates the programs of Computer Science, Criminal Justice, and Management Information Systems at GSU, is also involved in offering this certificate.

Special Admissions Requirements

In addition to meeting the university requirements for certificate admission, applicants must have complete the following courses in either category 1 or category 2:

Category 1 - CPSC 4205, CPSC 4335, and CPSC 4342 or their equivalents; or

Category 2 - CPSC 5000 or its equivalent. Note: Students need to be aware that they must have a discrete mathematics background. If the student does not have that background, they will need to seek assistance.

Certificate Requirements

To receive the Information Security Certificate, undergraduate students must complete each required course with a grade of "B" or better and submit the petition for completion to their faculty advisor.

I. Required Courses (15 Hours)

CPSC 6580/MIS 6580 Information Security (3)
CPSC 6581/MIS 6801 Information Security Policy and Management (3)
CPSC 6582 Cryptography and Network Security (3)
CPSC 6583 Laboratory in Information Security (3)
CPSC 6584 Special Topics in Information Security (3)

II. Total - 15 Hours at GSU**Certificate in Mathematics Secondary Education**

This is a post-baccalaureate certificate to prepare graduates of Mathematics programs for teacher licensure in mathematics at the secondary education level.

Teacher Certification

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Licensure in mathematics. To be recommended for licensure by Governors State university, students must earn a grade of "B" or better in EDUC 4999: Student Teaching: Mathematics.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Test of Academic Proficiency (formerly Basic Skills), Subject-Matter Knowledge, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

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

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

Admission to Mathematics Education

In addition to meeting all university admission requirements for certificate students, applicants must meet the following requirements to be admitted to the Mathematics Education Certificate:

1. have a bachelor's or higher in Mathematics from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the Certificate

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:

1. complete EDUC2310 (Foundations of Education, or equivalent) with a grade of "B" or better;
2. submit evidence of having passed the Test of Academic Proficiency (formerly Basic Skills) of the Illinois Certification Testing System; and
3. submit scores from the ETS Proficiency Profile; and Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

Student progress

The faculty monitors and evaluates student progress continually. The Licensure of Teachers and Other School Professionals section in this catalog provides a general description of the

standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the secondary education faculty is available in the Secondary Education Undergraduate Handbook at www.govst.edu/uploadedfiles/secedstudenthandbook.pdf.

Conditional Continuation

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

Student Handbook

The Student handbook Undergraduate Degrees in Secondary education referred to in this catalog is available online at www.govst.edu/uploadedfiles/secedstudenthandbook.pdf.

Admission to Student Teaching

Before enrolling in EDUC4999 Student Teaching, an application for admission to student teaching must be submitted of the director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). This application for student teaching will verify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC 6360 and EDUC 6370 with a grade of "B" or better;
3. must have completed methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the certificate in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates;
6. submit evidence of having passed the Mathematics content area exam of the Illinois Certification Testing System; and
7. received a positive recommendation from the Second-art Education Student progress Committee.

Certificate Requirements

Students must meet all university requirements for a license, and in addition, student must complete the general education requirement for teacher licensure Initial Secondary Certificate listed in the Teacher Education section of this catalog.

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in mathematics courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP6101, EDUC4440, and SPED6101, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC2310, EDUC6360, and EDUC6370;
7. earn a grade of "B" or better in EDUC4999;
8. complete a minimum of 100 clock hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. show evidence of having passed the Assessment of Professional Teaching;
11. meet any additional requirements listed in the Teacher Licensure section of this catalog; and
12. receive a positive recommendation from the Secondary Education Student progress Committee.

I. Professional Education (minimum of 24 hours)

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

- | | |
|-----------|--|
| EDUC 2310 | Foundations of Education (3) |
| SPED 6101 | Survey of Students with Exceptionalities (3) |

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

- | | |
|-----------|---|
| EDCP 6101 | Introduction to Educational Technology (3) |
| EDUC 6360 | Principles of Secondary Mathematics Education (3) |
| EDUC 6370 | Teaching Secondary School Mathematics (3) |
| EDUC 4440 | Educational Psychology in Action (3) |
| EDUC 4999 | Student Teaching: Secondary Mathematics (12) |

II. Additional Requirements

Students may need to complete additional general education or Mathematics courses if their bachelor degree requirements do not meet the requirements of the approved Governors State University program for the endorsement in Mathematics Education.

III. Minimum Total - 24 Hours at GSU

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Ellen Foster Curtis, Dean

The College of Business and Public Administration presents strong theoretical and pragmatic programs at the graduate level which prepare students for careers in business, government, and industry. The majors are designed with the understanding that students enrolled in the college are pursuing management degrees for careers in the public or private sector. Accordingly, the college offers rigorous programs of study which challenge students and provide them with the preparation to assume positions of leadership and responsibility. To this end, the college emphasizes clearly defined instructional methods and curricula that reflect the growing sophistication of modern management techniques. To prepare leaders for the 21st century, graduate majors are designed to accommodate those with undergraduate degrees in business, as well as those with undergraduate degrees in liberal arts, sciences, engineering, education, and other disciplines.

All of the college's business programs are fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The college's Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

Graduate Programs

Accounting (M.S.)
 Accounting, Accelerated Professional (B.S./M.S.)
 Business Administration (M.B.A.)
 Management Information Systems (M.S.)
 Public Administration (M.P.A.)

Faculty of the College of Business and Public Administration

Division of Accounting/Finance/Management Information Systems

David Green, Interim Chairperson

Professor

Aida Shekib

Associate Professors

Anthony Andrews
 Dalsang Chung
 David Green
 Susan Ji
 Brian McKenna
 T J Wang

Assistant Professors

Carlos Ferran
 Xinghua Gao
 Yonghong Jia
 Evelina Mengova
 Michael Williams

Instructors

Jun Zhan

Lecturers

Jeffrey Alfano
 Michael Trendell

Division of Management/Marketing/Public Administration

Jun Zhao, Interim Chairperson

Professors

Akkanad Isaac
 Farouk Shaaban
 Jun Zhao

Associate Professors

Christopher Ann Robinson-Easley
 John Simon

Assistant Professors

Chun-Wei Chang
 Olumide Ijose
 Changyue Luo
 Pragyyan Mohanty
 Gokce Sargut
 Robert Sinclair
 Feng Tian
 Stephen Wagner

Lecturers

Phyllis Anderson
 Sidney Barsuk

Public Administration Program

Susan Gaffney, Interim Program Coordinator

Professor

John Swain

Associate Professors

Mary Bruce
 Susan Gaffney

Assistant Professor

Natalia Ermasova

Announcements

Students are responsible for checking the college bulletin boards and GSU email for announcements concerning scheduling, policies, job and financial aid opportunities, and collegial activities.

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

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

1. All students must have a signed study plan completed in the CBPA Academic Advising Office during the initial semester of enrollment in the degree program.
2. Students must earn an overall G.P.A. of 3.0 or higher in all course work required for the degree with no more than two grades of "C".
3. Only credits earned with a grade of "B" or higher will be considered for transfer credit.
4. Transfer credits earned more than five years before the request to transfer will not be accepted toward meeting degree requirements.
5. Transfer credits can be applied toward required courses only with the permission of the Dean.
6. Credits for experiential learning will not be accepted toward meeting degree requirements unless approved by the Dean.
7. A readmitted student may not apply credits earned more than five years before readmission to degree requirements, unless approved by the Dean.
8. The total number of credits applied toward degree requirements earned in independent studies, internships, and practica cannot exceed six hours, unless approved by the Dean. A maximum of three hours in internships can be counted toward this total.
9. A student who has enrolled in the same course two times without receiving a passing grade must receive permission from the dean to register for that class a third time.
10. A maximum of six credit-hours of graduate course work earned in the last term of an undergraduate program and before official acceptance in the graduate program may be applied toward graduation requirements, with permission of the division chair and the Dean.
11. All graduate students within the College of Business and Public Administration will be required to demonstrate competency in the field of MIS/personal productivity tools by achieving a score of 80% or higher on all appropriate competency exams prior to their second semester of enrollment. Students who fail to achieve the 80% minimum will be required to enroll in the corresponding zero level course(s) and complete with an 80% score or higher. (Students who achieve an 80% on any undergraduate MIS/productivity tools competency exam(s) in the three (3) years prior to enrollment in a graduate program may use this/these undergraduate score(s) and will only be required to meet this requirement on any outstanding area or areas in which they do not meet the 80% criteria.)

Requirements for specific degree programs follow.

Student Course Load

Graduate students may not take more than 12 hours per term without obtaining permission from the dean of the college or designee.

Accelerated Professional Accounting Program (B.S./M.S.)

The Accelerated Professional Accounting program offers qualified high achieving students the ability to complete their BS and MS in Accounting degrees and meet the 150 credit-hour requirement to sit for the CPA exam in three years of full-time course work (2 + 1). Students in the graduate portion of this program will meet the same degree requirements as those in the MS in Accounting. See Master of Science in Accounting section below for more information.

Special Admission Requirements

Students enrolled in the Accelerated Professional Accounting program will apply for continuation to the graduate program at the beginning of the second year of undergraduate course work.

Continuing (Graduate) Student Admission Criteria

- 3.25 cumulative GPA on GSU coursework
- Completion of all university and college graduate admission requirements. Note: GMAT requirement may be waived for students meeting these requirements.

Master of Science in Accounting

The College of Business and Public Administration offers a graduate major in Accounting leading to the degree of Master of Science in Accounting (M.S.).

This professional, graduate degree program is part of a coordinated 150-hour program in Accounting which allows students to earn a B.S. (after 120 hours), an M.S. (after 150 hours), and satisfy the new eligibility requirements for taking the C.P.A. exam.

Although a bachelor's degree in accounting is not required for admission to the M.S. in Accounting program, students who have earned their baccalaureate degrees in other academic areas will be required to complete appropriate preparatory courses in business and accounting in addition to those required for the master's degree.

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. a GMAT or GRE score from tests administered within five years of the date of admission*;
2. two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former work supervisor, community leader);
3. a two-page, double-spaced statement of intent which discusses personal short and long term career goals and reasons for pursuing a MS in Accounting degree at this time and what about this particular program is going to help reach those goals. Please give specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit

from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills and supports your candidacy for the MS in Accounting; and

4. a current resume.

* The GMAT or GRE may be waived for applicants who have (1) an undergraduate G.P.A. of 3.5 or higher for the last 60 hours, from a regionally accredited college or university; or (2) a graduate degree from a regionally accredited college or university.

Required Preparation

Applicants should have completed the equivalent of the following prerequisite courses with a grade of "B" or higher in each course:

ACCT 2110	Financial Accounting
ACCT 2111	Managerial Accounting
ACCT 3111	Cost Accounting I
ACCT 3151	Intermediate Accounting I
ACCT 3152	Intermediate Accounting II
ACCT 3252	Accounting Information Systems
ACCT 4251	Tax I
ACCT 4354	Auditing I
BLAW 2100	Business Law I
BLAW 3100	Business Law II

Applicants will be required to complete the preparatory course work for the master's program. The specific courses an individual will be required to complete will depend on previous course work. With permission of the dean, students can enroll in graduate level courses for which they have completed the prerequisites before completing all of the preparatory courses.

Candidacy Requirements

After admission as a degree-seeking student, a student must also apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:

1. satisfy all conditions of admission;
2. maintain an overall G.P.A. of at least 3.0 (on a 4.0 scale) for all course work completed at Governors State University as a graduate student with no more than two grades of "C."
3. complete all prerequisite courses with a grade of "B" or higher in each course;
4. apply for candidacy after earning a minimum of 9 and a maximum of 12 graduate credit-hours (beyond prerequisite coursework). Students who complete more than 15 hours of degree requirements before attaining candidacy status may be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college.

Prerequisite Competencies

Students will be expected to show evidence of completion of appropriate course work in the following areas with a grade "B" or higher:

- 1) calculus;
- 2) students must successfully complete collegial proficiency exams with a grade of 80% or higher (or equivalent courses) in MIS prior to enrolling in their second semester of coursework; and
- 3) written communication and college algebra.

Degree Requirements

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

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

Information on these alternatives can be obtained from the Academic Advising Office.

I. Business Courses (6 Hours)

Select two of the following courses:

ECON 7500	Managerial Economics and Forecasting (3)
FIN 7101	Financial Management (3)
MGMT 7400	Operations Management: Strategies and Techniques (3)
MGMT 7500	Organizational Behavior in the Global Context (3)
MGMT 7600	International Business (3)
MKTG 7100	Strategic Marketing (3)

II. Accounting Core Courses (12 Hours)

ACCT 6201	Seminar in Financial Accounting Theory and Practice (3)
ACCT 6252	Advanced Taxation of Individuals (3)
ACCT 6331	Accounting Information Technology and Systems (3)
ACCT 6355	Seminar in Auditing Standards and Applications (3)

III. Master's Final Project (3 Hours)

ACCT 8965	Integrative Perspective on Accounting Issues (3)
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IV. Accounting Selective Courses (6 Hours)

Select two of the following courses:

ACCT 6253	Federal Income Taxation of Partnerships and Corporations (3)
ACCT 6461	Governmental and Nonprofit Accounting (3)
ACCT 7111	Managerial Accounting Theory and Applications (3)
ACCT 7254	Advanced Tax Research (3)
ACCT 7815	Financial Statement Analysis (3)
ACCT 8260	Estate Planning (3)
ACCT 8265	Employee Benefits and Retirement Planning (3)

V. Career Selectives (6 Hours)

Select six hours from any CPBA courses numbered 7000 or above.

VI. Total - 33 Hours

Master of Business Administration

The College of Business and Public Administration offers a graduate major in Business Administration leading to the degree of Master of Business Administration (M.B.A.). This degree program prepares students for positions of executive leadership. It is a general management program of study designed for students with business undergraduate degrees, as well as for students with preparation in other fields. A broad core of courses provides an in-depth understanding of business operations and management. In addition, selective courses may be used to design a specialization in a single functional area if desired.

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. a GMAT or GRE score from tests administered within five years of the date of admission*;
2. two confidential letters of recommendation from professional references (e.g., current or former college faculty member, current or former work supervisor, community leader);
3. a two-page, double-spaced statement of intent which discusses personal short- and long-term career goals, reasons for pursuing an MBA degree at this time and what about this particular program is going to help reach those goals. Please give specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills and supports candidacy for the MBA degree; and
4. a current resume.

* The GMAT/GRE may be waived for applicants who have
(1) an undergraduate G.P.A. of 3.5 or higher for the last 60 hours, from a regionally accredited college or university; or
(2) a graduate degree from a regionally accredited college or university.

Master's Final Project

MGMT 8900: Strategic Management in the Global Context is the capstone course of the M.B.A. program. It is designed, through intensive case analysis and study, to integrate the various operating functions of a business and to demonstrate the student's overall knowledge and skills. Applications for enrollment in MGMT 8900 are required and available in the CBPA Academic Advising Office.

Thesis Option

A thesis is optional for M.B.A. students. The thesis provides an opportunity for intensive study of a problem chosen by the student. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Each student selecting to do a thesis will be required to submit a thesis proposal to a faculty member. If the proposal is approved, a thesis advisor

and examining committee will be appointed by the dean or designee. A candidate who is approved for a thesis will be required to take a research methods course as approved by the advisor and to defend the thesis orally.

Candidacy Requirement

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:

1. satisfy all conditions of admission;
2. maintain an overall G.P.A. of at least 3.0 (on a 4.0 scale) for all course work completed at Governors State University as a graduate student with no more than two grades of "C" in all required course work;
3. complete all foundation courses and prerequisite competencies with a grade of "B" or higher in each course; and
4. apply for candidacy after earning a minimum of nine and a maximum of 12 graduate credit-hours (beyond foundation coursework). Students who complete more than 15 hours of degree requirements before attaining candidacy status may still be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college.

Degree Requirements

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

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

Students will be required to take a standardized assessment test as a part of their capstone course to complete their degree. A fee of \$35 will be charged at the time of registration for the course.

Prerequisite Competencies

Students will be expected to show evidence of completion of appropriate coursework in the following areas with a grade "B" or higher:

1. calculus;
2. students must successfully complete collegial proficiency exams with a grade of 80% or higher (or equivalent courses) in MIS prior to enrolling in their second semester of coursework; and
3. written communications.

Foundation Courses (12 Hours):

MGMT 6100 Foundations of Management and Marketing (3)
(Equivalent: MGMT 3100 and MKTG 3100)*
ECON 6100 Foundations of Economics (3)
(Equivalent: ECON 2301 and ECON 2302)*
MGMT 6700 Foundations of Managerial Statistics (3)
(Equivalent: STAT 2700 and STAT 3700)*
ACCT 6100 Foundations of Accounting and Finance (3)
(Equivalent: ACCT 2110, ACCT 2111, and FIN 3110)*

*Foundation courses may be waived on a course-by-course basis for students with appropriate academic preparation. Generally, students with an undergraduate degree in business

completed within five years prior to application from a nationally or regionally accredited school, with a grade of "B" or higher have satisfied most of these requirements. Undergraduate equivalent courses that may be used to satisfy each required foundation course are noted.

I. Required Courses (24 Hours)

ACCT 7101	Strategic Management Accounting (3)
ECON 7500	Managerial Economics and Forecasting (3)
FIN 7101	Financial Management (3)
MGMT 7400	Operations Management: Strategies and Techniques (3)
MGMT 7500	Organizational Behavior in the Global Context (3)
MGMT 7600	International Business (3)
MIS 7101	Information Systems and Technology (3)
MKTG 7100	Strategic Marketing (3)

II. Master's Final Project (3 Hours)

MGMT 8900	Strategic Management in the Global Context (3)
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III. Career Selectives or Specialization (9 Hours)

A student has three options: (1) select a specialization from among those listed below; (2) select nine hours from any CBPA courses numbered 7000 or above; or (3) select nine hours of a group of specific courses to customize a specialization.

Specialization Options:

a. Corporate Entrepreneurship

ENTR 7100	Principles of Corporate Entrepreneurship (3)
ENTR 8100	Corporate Entrepreneurial Opportunity (3)
ENTR 8500	Corporate Entrepreneurial Leadership (3)

b. Finance

Select three of the following courses:

FIN 7501	Investments (3)
FIN 8101	Advanced Financial Management (3)
FIN 8350	International Finance (3)
FIN 8501	Derivatives (3)

c. Human Resource Management

MGMT 7300	Human Resource Management Strategies (3)
MGMT 8300	Labor Management Relations (3)

Select one of the following courses:

MGMT 7200	Problems in Business Ethics (3)
MGMT 8310	Human Resource Selection and Compensation (3)
MGMT 8500	Leadership Dynamics (3)

d. International Business

Select three of the following courses:

FIN 8350	International Finance (3)
MGMT 8610	International Business Strategy and Organization (3)
MKTG 8600	International Marketing (3)

e. Management Information Systems

Select three of the following courses:

MIS 7201	Systems Analysis and Design (3)
MIS 7401	Database Development and Implementation (3)
MIS 7601	Distributed and Network Systems (3)
MIS 7700	ERP Systems(3)

f. Marketing

Select three of the following courses:

MKTG 8000	Selected Contemporary Issues in Marketing (3)
MKTG 8200	Buyer Behavior (3)
MKTG 8300	Marketing Information: Methods and Analysis (3)
MKTG 8600	International Marketing (3)

g. Supply Chain Management

MGMT 8400	Global Supply Chain Management (3)
MGMT 8410	Logistics, Transportation, and Warehouse Management (3)

Select one of the following courses:

MGMT 8420	Decision Models in Supply Chain Management (3)
MGMT 8430	Strategic Procurement and Materials Management (3)
MGMT 8460	Project Management (3)

IV. Total - 36 Hours (Graduate Core) and 12 Hours (Graduate Foundation)

Accelerated Online MBA in Supply Chain Management

Rapid changes in the economy and technology, and the globalization of markets have increased the importance of effective supply chain management in organizations. In the MBA program with a specialization in Supply Chain Management, you will learn how to solve logistics problems, mobilize organizations to achieve strategic objectives, and introduce and manage innovations that lead to business success.

This high quality, fully accredited MBA program in supply chain management takes only 17 months to complete. It is a cohort-based program offered exclusively online in a highly interactive format. The program is taught by accessible and dedicated full-time faculty who are experts in their fields.

As a Supply Chain Management graduate, you will possess a strong business foundation and familiarity with the cutting-edge theories and practices essential to addressing supply chain management issues. You will gain the analytical and problem-solving skills required of managers and executives. The curriculum focuses on forecasting and supply chain optimization, sourcing, and procurement. Emphasis is placed on materials management; distribution and logistics; and warehouse, inventory, and transportation management.

Special Admission Requirements

(cohorts formed each January)

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. a GRE or GMAT score from tests administered within five years of the date of admission (This requirement is waived for applicants with a master's degree or a 3.5 GPA in a business degree from an AACSB or ACBSP accredited program);
2. two confidential letters of recommendation from professional references (e.g., current or former college faculty member, current or former work supervisor, or community leader);
3. a two-page, double-spaced statement of intent. The statement of intent offers applicants an additional opportunity to demonstrate writing and communication skills and supports candidacy for the MBA degree. Please address the following questions:

- What are your personal short- and long-term career goals?
 - What are your reasons for pursuing an online MBA degree at this time?
 - How do you plan to commit to starting and completing a 17-month accelerated online MBA program? Please discuss your level of self-discipline, planning, and organizational skills and impact on family, work, or finances.
 - Describe your feelings and experience in working with others in an online setting.
 - Please give specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit from and contribute to the online program and are committed to completing the entire program with the other cohort students; and
4. a current resume.

Limited space availability for online cohort groups

Prerequisite Competencies

Required prior to start of cohort with grade "B" or higher:

- Calculus and
- Written Communications

Students must successfully complete collegial proficiency exams with a grade of 80 percent or higher (or equivalent courses) in MIS prior to enrolling in their second semester of coursework.

Foundation Courses (12 Hours)

Required prior to start of cohort with grade "B" or higher:
ACCT 6100 Foundations of Accounting and Finance (3)
(Equivalent: ACCT 2110, ACCT 2111,
and FIN 3110)*

MGMT 6100 Foundations of Management and Marketing (3)
(Equivalent: MGMT 3100 and MKTG 3100)*

ECON 6100 Foundations of Economics (3)
(Equivalent: ECON 2301 and ECON 2302)*

MGMT 6700 Foundations of Managerial Statistics
(Equivalent: STAT 2700 and STAT 3700)*

* Foundation courses may be waived on a course-by-course basis with appropriate academic preparation

Online Cohort Program Requirements

I. Required Courses (24 Hours)

ACCT 7101 Strategic Management Accounting (3)
ECON 7500 Managerial Economics and Forecasting (3)
FIN 7101 Financial Management (3)
MGMT 7400 Operations Management: Strategies
and Techniques (3)
MGMT 7500 Organizational Behavior in the Global Context (3)
MGMT 7600 International Business (3)
MIS 7101 Information Systems and Technology (3)
MKTG 7100 Strategic Marketing (3)

II. Supply Chain Management Specialization (9 Hours)

MGMT 8400 Global Supply Chain Management (3)
MGMT 8410 Logistics, Transportation, & Warehouse
Management (3)
MGMT 8430 Strategic Procurement and Materials
Management (3)

III. Master's Final Project (3 Hours)

MGMT 8900 Strategic Management in the Global Context (3)

IV. Total - 36 Hours (Graduate Core)

12 Hours (Graduate Foundation)

Master of Science in Management Information Systems

The College of Business and Public Administration offers a graduate major in Management Information Systems leading to a degree of Master of Science in Management Information Systems (MIS). This degree program is an applications-focused program designed to provide students with the required body of knowledge, skills, and attitudes needed to be a successful leader in the IT profession.

The M.S. in MIS degree is an extension of an undergraduate major in Management Information Systems (MIS). However, a bachelor's degree in MIS is not required for admission to the program. Students who have earned their baccalaureate degrees in other academic areas will be required to complete appropriate preparatory courses in addition to those required for the master's degree.

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. a GMAT or GRE score from tests administered within five years of the date of admission*;
2. two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former supervisor, community leader);
3. a two page, double spaced statement of intent which discusses personal short and long term career goals and reasons for pursuing a MS in MIS degree at this time and what about this particular program is going to help reach those goals. Please give specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills and supports your candidacy for the MS in MIS; and
4. a current resume.

* The GMAT or GRE may be waived for applicants who have (1) an undergraduate G.P.A. of 3.5 or higher for the last 60 hours, from a regionally accredited college or university, or (2) a graduate degree from a regionally accredited college or university.

Required Preparation

Applicants should have completed coursework in the following areas with grade "B" or higher:

Programming Course

Statistics Course

(Equivalent: MGMT 6700 or STAT 2700 and STAT 3700)

Calculus (Equivalent: MATH 2281)

MIS Competency exam with a score of 80% or higher

Management Course

(Equivalent: MGMT 6100 or MGMT 3100 and MKTG 3100)

Accounting Course

(Equivalent: ACCT 6100 or ACCT 2110 and ACCT 2111 and FIN 3110)

Organization Behavior Course

(Equivalent: MGMT 4500)

Operations Management Course

(Equivalent: MGMT 3400)

Prerequisite courses may be waived on a course-by-course basis for students with appropriate academic or professional preparation. Generally, students with an undergraduate degree in MIS completed within the five years prior to application from a regionally accredited school, with grades of "B" or higher have satisfied most of these requirements. Applicable work experience may be demonstrated by submitting a portfolio documenting work. Each portfolio will be evaluated by the MIS faculty.

Candidacy Requirements

After admission as a degree-seeking student, a student must also apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:

1. satisfy all conditions of admission;
2. maintain an overall G.P.A. of at least 3.0 (on a 4.0 scale) for all course work completed at Governors State University;
3. complete foundation and prerequisite courses with a grade of "B" or higher in each course; and
4. apply for candidacy after earning a minimum of 9 and a maximum of 12 graduate credit-hours (beyond foundation and prerequisite coursework). Students who complete more than 15 hours of degree requirements before attaining candidacy status may still be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college.

Degree Requirements

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

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

I. MIS Core Courses (15 Hours)

MIS	6580	Information Security (3)
MIS	7201	Systems Analysis and Design (3)
MIS	7401	Database Development and Implementation (3)
MIS	7601	IT Infrastructure (3)
MIS	7700	ERP Systems (3)

II. Business Courses (9 Hours)

MIS	7101	Information Systems and Technology (3)
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Select two of the following:

ACCT	7101	Strategic Management Accounting (3)
ECON	7500	Managerial Economics and Forecasting (3)
FIN	7101	Financial Management (3)
MGMT	7400	Operations Management: Strategies and Techniques (3)
MGMT	7500	Organizational Behavior in the Global Context (3)
MKTG	7100	Strategic Marketing (3)

III. Career Sequence (9 Hours)

The career sequence component is based on individual career goals. Students select 9 elective graduate credit hours from their career area, to be approved by their advisor. Student career sequence courses may be in disciplines such as business, logistics and supply chain management, management information systems, information security, computer science, and accounting. Students with a non-technical background are encouraged to pursue work in MIS or CPSC, while those students with technical backgrounds will be encouraged to pursue course work in business, management, supply chain management and logistics, accounting.

Students may choose any 9 hours of approved electives. The following courses have been approved. Courses not listed require approval of the MIS faculty:

a. Information Security

CPSC	6581/ MIS	6801	Information Security (3)
CPSC	6582		Cryptography and Network Security (3)
CPSC	6583		Laboratory in Information Security (3)
CPSC	6584		Special Topics in Information Security (3)

b. Logistics and Supply Chain Management

MGMT	8400		Global Supply Chain Management (3)
MGMT	8410		Logistics, Transportation and Warehouse Management (3)
MGMT	8420		Decision Models in Supply Chain Management (3)
MGMT	8440		Project Management (3)

c. Business

7000 or higher level courses in MGMT, MKTG, ACCT, ECON, FIN, MIS from the College of Business and Public Administration are acceptable if the student has met the necessary prerequisites for the course.

- * Three credit-hours may be waived in the Career Sequence if the graduate research thesis (MIS 8999) is done as the final project.

IV. Master's Final Project Selective (3-6 Hours)

Select one of the following:

MIS	8979		Advanced Management Information Systems (3)
MIS	8989		Graduate Project (3)
MIS	8999		MIS Graduate Research Thesis (6)

V. Total - 36 Hours

Master of Public Administration

The College of Business and Public Administration offers graduate study in public administration leading to the degree of Master of Public Administration (M.P.A.). The MPA program prepares students to serve as effective managers in nonprofit, local, county, state, and federal organizations. The MPA program provides a high quality education to a diverse student body while engaging in scholarly activities and community service. We empower our students with an ethical perspective and with the critical thinking and decision making skills to effectively manage a public entity.

The Public Administration faculty recognizes that these governments are complex systems designed for the purpose of realizing American ideals, of which there are several, and among which there are inherent tensions and partial contradictions. Accordingly, the primary emphasis of the M.P.A. program is to imbue the students with an understanding and respect for the normative, ethical, and political environment within which American public administration is conducted and the ability to apply sound reasoning (critical thinking) to develop viable solutions to problems within this environment. The program also teaches specific concepts, techniques, and skills of management in the public sector.

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. all official transcripts showing evidence of a 3.0 cumulative G.P.A. on a 4.0 scale (G.P.A. calculated from the last 60 credit hours);
2. two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former work supervisor, or community leader);
3. a two page, double spaced statement of intent which discusses personal short and long term career goals and reasons for pursuing a MPA degree at this time and what about this particular program is going to help reach those goals. Please give specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills and supports your candidacy for the MPA; and
4. a current resume.

Final Project Options: Master's Research Paper or Capstone Course

As part of this degree program, students must choose one of the following options to complete the MPA program (grade "B" or higher required):

- PADM 8900 Problems in Applied Public Management
OR
PADM 8990 Master's Research Paper

In the Capstone Course PADM 8900, students demonstrate their cumulative knowledge and skills through the completion of case studies and a research paper.

Before registering for PADM 8900 students must:

1. complete 39 hours of required courses including PADM 8600 ;
2. be in final term of program; and
3. obtain permission from the CBPA Advising Office.

The Master's Research Paper PADM 8990 involves a demonstration of the student's knowledge and skills through the development of a major research paper approved by a committee of three faculty members

Before registering for PADM 8990 students must:

1. complete all required courses;
2. select a committee and have the chairperson approved by the dean; and
3. complete a written proposal approved by their committee and chairperson.

Further information, instructions, and forms are available through the CBPA Academic Advising Office.

Candidacy Requirement

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:

1. satisfy all conditions of admission;
2. maintain an overall G.P.A. of at least 3.0 (on a 4.0 scale) for all coursework completed at Governors State university as a graduate student;
3. satisfy the written communication proficiency requirement;
4. apply for candidacy after earning a minimum of 9 and a maximum of 12 graduate credit-hours (beyond preparatory coursework). Students who complete more than 15 hours of degree requirements before attaining candidacy status may be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college; and

Degree Requirements

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

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

I. Required Courses (33 Hours)

MIS 7650	Public Sector Information Management (3)
PADM 7100	Political and Legal Frameworks for Public Administration (3)
PADM 7200	Economic Analysis in Public Administration (3)
PADM 7300	Seminar in Public Human Resource Administration (3)
PADM 7400	Public Organization Theory and Behavior (3)
PADM 7500	Seminar in Public Budgeting (3)
PADM 7700	Data Analysis for Public and Nonprofit Administration (3)
PADM 8200	Ethics for Public Administrators (3)
PADM 8300	Public Finance (3)
PADM 8400	Seminar in Public Planning (3)
PADM 8600	Seminar in Research Methods (3)

II. Select three of the following courses (9 hours)

Note: at least one course chosen must be a PADM course:*

- MGMT 8300 Labor Management Relations (3)
- PADM 8000 Advanced Topics in Public Administration (3)
- PADM 8100 Seminar in Urban Government (3)
- PADM 8500 Seminar in Public Policy (3)
- PADM 8880 Internship (3)
- POLS 8240 Intergovernmental Relations (3)

* Other appropriate graduate classes may be approved by
MPA Program Coordinator

III. Master's Final Project (3 Hours)

Select one of the following:

- PADM 8990 Master's Research Paper (3)
- PADM 8900 Problems in Applied Public Management (3)*

* Students must earn a B or higher grade in their Master's
Research Paper or PADM8900 in order to successfully complete
the MPA program.

IV. Total - 45 Hours

COLLEGE OF EDUCATION

Deborah Bordelon, Dean

The College of Education prepares counselors, psychologists, teachers, and school administrators to function effectively in a variety of instructional, guidance and counseling, and leadership roles. The graduate programs in Reading, Early Childhood, Multicategorical Special Education and Urban Teacher Education, offered by the college are designed to meet the educational needs of those who work as teachers in the region's schools. In addition, the college offers programs in Psychology, Counseling, and Educational Administration to meet the needs of students preparing to enter those fields or developing expertise for career advancement.

The graduate programs in Early Childhood Education, Multicategorical Special Education, Reading, Urban Teacher Education, School Counseling, School Psychology, and Educational Administration are fully approved by the Illinois State Board of Education to offer related Illinois licenses. Students completing the graduate programs described below are also well prepared to pursue doctoral programs at other institutions.

Graduate instruction combines classroom lectures with extensive field experience. Field experience takes place in school districts and in mental health facilities throughout the Chicago area.

Masters Programs

Counseling (M.A.)

*Clinical Mental Health
Marriage and Family
School Counseling*

Early Childhood Education (M.A.)

Education (M.A.)

*Bilingual/ESL
Computer Education
Curriculum and Instruction
Mathematics Education
Science Education*

Educational Administration (M.A.)

*Chief School Business Official
Higher Education Administration
Principal Leadership*

Multicategorical Special Education (M.A.)

Psychology (M.A.)

*Clinical
Theoretical*

Reading (M.A.)

Urban Teacher Education (M.A.)

Certificates

College Career Counseling
Early Childhood Education for Currently Certified Teachers
Mindfulness and Psychotherapy
Online Teaching
Post-Master's School Counseling Certification
Reading Teacher Endorsement
Supervisory Endorsement in Reading

These do not typically lead to initial teacher licensure.

Specialist Degree Program

School Psychology (Ed.S)

Doctoral Program

Counselor Education and Supervision (Ed.D.)

Interdisciplinary Leadership (Ed.D)

Licensure and Accreditations

The college offers graduate programs approved by the Illinois State Board of Education (ISBE) and subject to ISBE rules for teacher licensure in the areas of early childhood education, administration, reading, special education, urban teacher education, school counseling, and school psychology. The College is accredited by the National Council for the Accreditation of Teacher Education.

The Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs.

Faculty of the College of Education

Division of Education

Colleen Sexton, Chairperson

Professors

Diane Alexander
Lisa Chang
Maribeth Montgomery Kasik
Marian Marion
Steven Russell
Colleen Sexton

Associate Professors

Larry Cross
Sondra Estep
Sandra Gandy
Glenna Howell
Taida Kelly
Jeannine Klomes
Joe Matula
Barbara Winicki

Assistant Professors

John Cook
Lorenzo Flores
Daniel Hechenberger
Tywanda Jiles
Vickie Person
Xiaobo She
Cathy Toll

Lecturers

Thomas Bierdz
 Phillip Boudreau
 Lucianne Brown
 Susan Burke
 James Cunneen
 Mary Fischer
 Raquel Herrera-Byrne
 Michael Gordon
 Judith Hannigan
 Sharon Neste
 Morven Ngaiyaye
 Evie Plofsky
 Ellen Silver-Horrell
 Veronica Zalewski

Division of Psychology and Counseling

Shannon Dermer, Chairperson

Professors

Linda Buyer
 Jon Carlson
 Julia Yang

Associate Professors

Shannon Dermer
 Christopher Dyslin
 Cyrus Ellis
 E. Jean Johnson
 Patricia Robey
 Elizabeth Ruiz
 Catherine Sori
 Albert Tuskenis
 Byron Waller
 Darlene Wright

Assistant Professors

Shaalein Carroll-Lopez
 Shea Dunham
 Barbara Gormley
 Larry Maucieri
 Rebecca Michel

Lecturers

Crystal Blount
 Jennifer Boender
 Matthew Covic
 Kim Jaroszewski
 Richard Lencki
 David Lewandowski
 Kevin Nicolei
 Kim Snow
 Rosanne Tadsen

Visiting Professor

Terri Christiansen

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

Requirements for specific degree programs follow.

Master of Arts in Counseling

The graduate major in Counseling offers a choice of three sequences: clinical mental health counseling, marriage and family counseling, or school counseling. Individuals are prepared to enter the counseling profession with a special focus on urban settings. Students interested in counseling receive skill preparation for direct service to clients; for diagnostic, consultative, and evaluative services; and for preventive intervention. Possible employing agencies and institutions include mental health clinics and hospitals, corporations, governmental social agencies, public and private schools, community colleges, various community intervention programs, and correctional institutions. This major also prepares students for advanced graduate work at other institutions. A 600-hour internship placement is required.

Accreditation and ISBE Certification

All three counseling sequences: clinical mental health counseling, marriage and family counseling, and school counseling are accredited by the Council for the Accreditation of Counselor Education and Related Programs (CACREP).

The Illinois State Board of Education (ISBE) has approved the School Counseling sequence as leading to the School Service Personnel License with an endorsement in School Counseling. GSU counseling degree seeking students who wish to be recommended for a school personnel license endorsed for school counseling shall either (1) hold or be qualified to hold a teaching license, or (2) have completed the GSU or equivalent teaching competence courses (i.e. EDAD7713, COUN7620, COUN6622, and SPED6101).

All School Counseling students must provide evidence of successful completion of the Test of Academic Proficiency prior to admission to the program. All School Counseling students must present evidence of passing the ISBE School Counselor Proficiency Test before they are permitted to begin internship and before they are recommended for Type 73 licensure.

International applicants (not residing in the U.S.) applying for the School Counseling sequence who have not met the Illinois Test of Academic Proficiency requirements may petition for conditional admission. Applicants choosing to petition should include a letter with the supplementary admission materials. If approved, admission would be conditional; students must successfully pass the Test of Academic Proficiency by the end of their third term. Failure to do so will result in dismissal from the program.

Admission Criteria

In addition to the GSU graduate application for admission, applicants must:

- 1a have a G.P.A. of 2.75 or higher for all undergraduate course work attempted; or
- 1b have a G.P.A. of 3.0 for the last 60 hours of bachelors degree; or
- 1c have a G.P.A. of 2.74 or below for all undergraduate course work attempted and
 - a. attain a score of at least 302 on the verbal and quantitative portions of the Graduate Record

- Examination - General Test; or
- b. take COUN6600, COUN6630 and COUN6609 (writing course) and complete with "B's" or better. (NOTE: completion of these courses does not guarantee admission.); and
2. have recommendation of the faculty based on the submission of supplementary application packet which includes:
 - a. official transcripts of all previous college work;
 - b. counseling application form;
 - c. three Personal Reference Forms; and
 - d. Statement of Character form.

Information related to the program and special application materials for the Master of Arts in Counseling program are available from the GSU Office of Admission and on the university website at www.govst.edu/counseling or Office of Admission
Governors State University
1 University Parkway
University Park, Illinois 60484
708.534.4490

3. have completed all prerequisite courses with a G.P.A. of 3.0 or higher. If these are not completed at the time of admission, they must be completed prior to attaining candidacy. Prerequisite courses for the Clinical Mental Health and Marriage and Family Counseling sequences include statistics (STAT4720), a course in research methodology (PSYC4770), a course in abnormal psychology (PSYC3430), and course work in Addictions Studies at the 5000 level (Marriage and Family sequence must complete ADDS6300) or above totaling three credit hours; applicants for the School Counseling sequence must have completed a course in statistics (STAT4720), a course in research methodology (PSYC4770), and course work in Addictions Studies at the 5000-level or above totaling three credit hours.

Admission to the program is determined by the program faculty. Program faculty reserves the right to request personal interviews with applicants to the program.

Application packet must be submitted by February 15 for fall admission and August 15 for spring admission. Admission may be affected by accreditation standards and requirements.

Admission to Candidacy

After admission as a degree-seeking student, a student must apply for candidacy. Students who have been admitted conditionally may not apply for candidacy until those conditions have been met. Application forms are available online. Application for candidacy should be made within two weeks of the start of the term in which degree candidacy is sought. To qualify for degree candidacy, a student must:

1. be admitted to the program;
2. complete COUN6600, COUN7720, COUN7810, and COUN7847 with a grade of "B" or better in each course;
3. show proof of professional liability insurance; and
4. show proof of LiveText account (School Counseling only)

In addition, students in the school counseling sequence must display, or be judged as developing, the dispositions expected of graduate students as listed in the section, Licensure of

Teachers and Other School Professionals.

The candidacy committee will review applications and inform students of their candidacy status within six weeks of application. Students should refer to the "Handbook for the Counseling Program" for further details.

Degree Requirements

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

Enrollment in COUN8842, COUN8844, COUN8845, COUN8852, and COUN8856 requires prior admission to candidacy and completion of course prerequisites.

A 600-hour internship sequence is required for all counseling students.

I. Required Courses (33 Hours)

COUN 6600	Professional Orientation and Ethical Standards for Counselors (3)
COUN 6610	Research and Assessment (3)
COUN 6630	Counseling Theories (3)
COUN 7620	Life Span Developmental Issues (3)
COUN 7720	Social and Cultural Foundations (3)
COUN 7725	Family Systems: Theory and Practice (3)
COUN 7730	Life Style and Career Development (3)
COUN 7810	Beginning Counseling and Human Relations Skills (3)
COUN 7847	Group Dynamics and Intervention (3)
COUN 7855	Assessment and Treatment Planning (3)
COUN 8811	Interventions with Children and Adolescents (3)

II. Counseling Sequences

Select one of the following sequences:

Clinical Mental Health Counseling Sequence (27 Hours)

COUN 7633	Community Counseling and Professional Orientation (3)
COUN 8842	Practicum 1: Individual and Vocational Counseling (3)
COUN 8845	Practicum 2: Advanced Individual and Vocational Counseling (3)
COUN 8848	Crisis Intervention and Trauma Counseling (3)
COUN 8849	Psychopharmacology and Substance Abuse Counseling (3)
COUN 8856	Practicum in Group Counseling: Adult (3)
COUN 8859	Family Counseling Techniques (3)
COUN 8971	Counseling Internship I: Clinical Mental Health Counseling (3)
COUN 8972	Counseling Internship II: Clinical Mental Health Counseling (3)

Marriage and Family Counseling Sequence (27 Hours)

COUN 7633	Community Counseling and Professional Orientation (3)
COUN 8825	Advanced Family Systems Theory (3)
COUN 8842	Practicum 1: Individual and Vocational Counseling (3)
COUN 8845	Practicum 2: Advanced Individual and Vocational Counseling (3)
COUN 8856	Practicum in Group Counseling: Adult (3)
COUN 8859	Family and Couples Counseling (3)
COUN 8860	Applied Systems Theory (3)
COUN 8981	Counseling Internship I: Marriage and Family Counseling (3)
COUN 8982	Counseling Internship II: Marriage and Family Counseling (3)

School Counseling Sequence (24 Hours)

Students who wish to pursue an Illinois Type 73 certificate and who do not currently hold a valid Illinois or comparable out-of-state initial, standard, or master teaching certificate must complete the teaching competency classes as well as the required sequence courses. All other students must complete only the required sequence courses.

Teaching Competency Classes for Non-Certified School Counseling Students

EDAD 7713	Leadership and Organizational Behavior (3)*
COUN 6622	Applied Learning Theory for School Personnel (3)*
COUN 7620	Lifespan Developmental Issues (3)*
SPED 6101	Survey of Students with Exceptionalities (3)*

* or equivalent courses

Required Sequence Courses

COUN 6638	Introduction to School Counseling (3)
COUN 8844	Practicum: School Counseling (K-12) (3)
COUN 8851	Consultation and School Staff Development (3)
COUN 8852	College Career Coaching Academy (3)
COUN 8853	Parent Education: Prevention and Intervention (3)
COUN 8858	Development of School Counseling Programs (3)
COUN 8968	Counseling Internship I: School Counseling (3)
COUN 8969	Counseling Internship II: School Counseling (3)

III. Total - 60, 60, or 57 Hours**Master of Arts in Early Childhood Education**

The graduate degree in Early Childhood Education offers options to students who have prepared and are licensed as elementary or special education teachers and now seek EC licensure. It also offers to those who have pursued other objectives at the undergraduate education level the opportunity to seek initial EC licensure. A third option is available for those who prepared in early childhood at the undergraduate level and now seek advanced study in this area.

Teacher Certification

This program is approved by the Illinois State Board of Education for recommendation of the Initial Early Childhood License by entitlement, as well as the Early Childhood Special Education Approval. Four courses required for EC SPED approval are offered in this program: EDEC7780, EDEC6641/6640, EDEC6650/6651, and EDEC8830. To be recommended for licensure by Governors State University, students must complete the requirements listed under Option I or Option II and meet the requirements listed in the Teacher Licensure section of this catalog.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Test of Academic Proficiency (TAP), Content Area, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

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

Upper Level Coursework Requirements:

In order to graduate with a master's from Governors State University, the student must complete a minimum of 12 graded credit-hours in graduate only courses.

Option I: Students Holding an Illinois Elementary or Special Education Certificate

A student holding an Illinois elementary or standard special education teaching license is not required to complete additional clinical hours in those areas in which they have previously had supervised experience. Those without Kindergarten through third grade experience will be required to complete a practicum experience in one of those grade levels. Students who have an Illinois teaching license do not need to complete additional general education requirements.

Option II: Students Without Illinois Elementary or Special Education Teaching Licences

Students who do not hold Illinois elementary or special education licenses must complete EDEC4999 Student Teaching in addition to the course work listed below. Depending on their previous course work, they may be required to complete additional undergraduate general education course work, including the completion of a teaching specialization area. See an education advisor for further details.

Option III: Students with a B.A. Degree and/or a Teaching Certificate in Early Childhood Education

Students who have significant undergraduate preparation in early childhood education or a closely related field and wish to pursue advanced study of early childhood education are required to complete the core and professional courses.

Program Requirements

In order to continue in the program after meeting university admission requirements and before completing nine hours of graduate course work which must include EDUC6100 and EDEC8810 or 8820.

Students must submit to the College of Education a supplemental application packet containing:

- * transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and a grade of "B" or better in current graduate course-work;
- * scores from the Graduate Record Examination (GRE) (General Test); and
- * if seeking the Early Childhood Education certificate, evidence of having passed the Test of Academic Proficiency of the Illinois Certification Testing System or evidence of possessing an Illinois teaching certificate that required passing this test.
- * if seeking the Early Childhood Education certificate, complete the GSU approved criminal background check prior to enrolling in any field experience courses. Also, some assigned field site locations may, due to state licensing, require students to submit a brief physical including a TB test, as well as finger print background check. For more information, please consult with your advisor.

After the student has completed EDUC6100 and EDEC8810 or 8820, the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the student must earn a grade of "B" or better in EDUC6100 and in either EDEC8810 or 8820.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record and performance identifies evidence that the student is likely to be successful in the program. The status of all students permitted to progress conditionally is reviewed by the appropriate professional (i.e. advisor, program coordinator, chair of student progress, etc.) each semester, and students are informed accordingly of the conditions necessary for them to be transferred to good standing status. When conditions are met, the students are transferred to good standing status. Students may not be admitted to the culminating project without achieving good standing status. Conditional continuation is an option for program decisions. Students neglecting to meet state requirements for teacher licensure are not eligible to progress conditionally.

Student Progress

The faculty monitor and evaluate student progress continually. The section, Licensure of Teachers and Other School Professionals, in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the Early Childhood Education faculty is available in the Graduate Early Childhood Education Student Handbook.

Student Handbook

The Graduate Early Childhood Education Student Handbook referred to in this catalog is available at www.govst.edu/education.

Admission to Lab Courses

Before enrolling in any lab courses, students must:

1. submit to their advisor verification of a passing score on the Illinois Test of Academic Proficiency;
2. verify the completion of the general education requirements of English 1 and 2, Math 1 and 2, one science, and one social science course before entering labs 3 and 4;
3. complete all prerequisite coursework successfully; and
4. maintain a cumulative 3.0 G.P.A. with a grade of "C" or better in all coursework, having no more than two core or professional courses with a grade of "C".

Admission to Student Teaching Students required to student teach must:

1. if seeking teacher licensure for the first time, verify completion of any undergraduate general education requirements as well as documentation of an 18-19 credit hour in as teaching specialization area;
2. complete all professional education requirements maintaining a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC6100 and EDEC8810 or 8820, and a grade of "C" or better in all other coursework, having no more than two core or professional courses with a grade of "C";
3. have no more than a total of nine approved general education/specialization hours outstanding; and
4. verify successful completion of the early childhood content area state examination.

Candidacy

To continue in the program, the student must be accepted as a candidate for the M.A. in Early Childhood Education degree after completing EDUC6100 and three other EDEC graduate courses on the student's approved study plan.

Students must submit to the Division of Education Graduate Advising Office an application for candidacy in the term that they expect to have completed nine credit-hours in graduate EDEC courses or 15 hours in the program by the following date: September 30 for fall term, January 31 for spring term, or May 31 for summer term. Application forms are available on the Division of Education website at www.govst.edu/education.

To qualify for candidacy, a student must:

1. attain a score of "4" or higher on the GRE Writing Exam; students scoring a "3" may be granted probationary status with additional requirements assigned;
2. complete undergraduate preparatory courses, SPED6101, EDEC3320, and EDCP6101 with a "B" or better;
3. complete all course work applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC6100 and EDEC8810 or 8820, and a grade of "C" or better in all other courses having no more than two core or professional courses with a grade of "C";
4. display, or be judged as developing, the dispositions expected of graduate students as listed in the section, Licensure of Teachers and Other School Professionals; and
5. be recommended for candidacy by the Early Childhood Education program faculty.

Degree Requirements

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

In addition, students:

1. must complete all course work on the student's approved study plan;
2. may apply a maximum of six hours of course credit earned from other accredited institutions or as a student-at-large toward the degree requirements, subject to approval by the coordinator of graduate studies;
3. must maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC6100 and either EDEC8810 or 8820,

and a grade of "C" or better in all other course-work, having no more than two core or professional courses with a grade of "C";

4. must complete all course work, including transfer credits, within six calendar years; and
5. must pass a written comprehensive examination.

The following are the required core courses for all three options leading to a master's in Early Childhood Education:

Core Courses (18 Hours)

EDEC 7740	Issues and Methods for At Risk/Special Needs (3)
EDEC 8810	History and Philosophy of Early Childhood Education (3)
EDEC 8820	Advanced Early Childhood Development (3)
EDEC 8968	Culminating Experience: . . (3)
EDUC 6100	Issues in Education (3)
EDUC 8114	Teacher as Researcher (3)

(Note: This experience consists of writing a thesis, completing a research project, preparing a portfolio, completing an internship or other experience approved and supervised by a committee of three faculty members.

Further information is available in the Graduate Early Childhood Education Student Handbook.)

Additional Required Courses

Option I: Students seeking the Early Childhood Certificate who hold an Illinois Elementary or Special Education Certificate* (22-30 hours; 34-42 hours with student teaching, plus the 18 hour core)

EDEC 4510	Beginning Reading and Writing Instruction (3)
EDEC 6620	Methods of Teaching in the Arts (2)
EDEC 6640	Child with and without Special Needs and Family in the Community (3)
EDEC 6641	Lab 1: Infant and Toddler (1)
EDEC 6650	Preprimary and Special Education Curriculum Development in Early Childhood (3)
EDEC 6651	Lab 2: Preprimary (1)
EDEC 7780	Psycholinguistics (3)
EDEC 8830	Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood (3)
EDEC 8860	Integrating Instruction in Early Childhood Education (3)

Students who do not have prior course work in teaching reading, language arts, science, math, or social science at the primary level will be required to complete the appropriate courses below or equivalent course work determined by the coordinator of the Early Childhood program:

EDEC 6680	Literacy Methods in Early Childhood Education (3)
EDEC 6681	Lab 3: Literacy in Early Childhood Education (1)
EDEC 6690	Methods of Teaching Primary Math, Science, and Social Studies (3)
EDEC 6691	Lab 4: Teaching Primary Math, Science, and Social Studies (1)

* Students who do not document previous student teaching in grades K-3, or successful teaching experience while holding a valid teaching certificate at these grade levels, are required to complete:
EDEC 4999 Student Teaching (12)

Total - 40-60 Hours

Option II: Students seeking the initial Early Childhood Education certificate who do not hold an elementary or special education certificate* (39 hours; plus the 18 hours required core)

EDEC 4999	Student Teaching (12)
EDEC 6620	Methods of Teaching in the Arts (2)
EDEC 6641	Lab 1: Infant and Toddler (1)
EDEC 6640	Children with and without Special Needs and Family in the Community (3)
EDEC 6650	Preprimary and Special Education Curriculum Development in Early Childhood Education (3)
EDEC 6651	Lab 2: Preprimary (1)
EDEC 6680	Literacy Methods in Early Childhood Education (3)
EDEC 6681	Lab 3: Literacy in Early Childhood Education (1)
EDEC 6690	Methods of Teaching Primary Math, Science, and Social Studies (3)
EDEC 6691	Lab 4: Primary Math, Science, and Social Studies (1)
EDEC 7780	Psycholinguistics (3)
EDEC 8830	Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood (3)
EDEC 8860	Integrating Instruction in Early Childhood Education (3)

* Also required is documentation of an 18-19 hour approved teaching specialization area (see choices in the Bachelor of Arts in Early Childhood Education Section)

Total - 57-76 Hours

Option III: Students with a BA degree and/or teaching certificate in Early Childhood Education (15-19 Hours)

Students in this option must complete an additional preparatory course:
STAT 4720 Statistics (or an equivalent course) (3)

The following professional advancement courses:

PSYC 4770	Research Methodology (3)
PSYC 6110	Measurement and Evaluation (3)
PSYC 8653	Human Neuropsychology I: Brain Function (3)

Select 3 or 4 credit-hours from the following electives:

EDEC 6640	Children with and without Special Needs and Family in the Community (co-requisite EDEC6641) (3)
EDEC 6641	Infant/Toddler Laboratory (co-requisite EDEC6640) (1)
EDEC 7780	Psycholinguistics (3)
EDEC 8860	Integrating Instruction in Early Childhood Education (3)
SPED 8619	Psychological Diagnosis of Learners with Exceptionalities (3)

Total - 33-37 Hours

Master of Arts in Education

The graduate program in Education is designed to enhance and facilitate the professional development of in-service classroom teachers at all levels. The program enables candidates to improve their effectiveness as teachers by increasing their knowledge and skill in their chosen area of teaching, preparing them to assume leadership roles within their school systems, taking responsibility for their continued professional development, and developing the skills that enable them to solve significant problems of practice. By relating theory to practice, the program emphasizes developing reflective practitioners committed to lifelong learning and to those who hold their students to high expectations. The MA in Education provides specialization experiences in the following sequences: Computer Education, Curriculum and Instruction, English as a Second Language/Bilingual Teacher Education, Mathematics Education, and Science Education.

Teacher Licensure

Completion of the degree program does not lead to certification in the State of Illinois.

Program Requirements

After meeting the university admission requirements, in order to continue in the program, candidates must, before completing nine hours of course work which must include EDUC6100 and EDUC8244, submit to the College of Education a supplemental application packet containing:

- transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better; and
- scores from the Graduate Record Examination (GRE), including a score of "4" or higher on the Writing Subtest.

After the candidate has completed EDUC6100 and EDUC8244, the faculty will review this information and recommend that the candidate be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the candidate must earn a grade of "B" or better in EDUC6100 and EDUC8244, and both must be taken at Governors State University. Candidates who score a "1" or "2" on the GRE Writing Subtest will not be permitted to continue in the M.A. in Education program.

Conditional Continuation

The faculty may permit a candidate to progress conditionally. In such cases, faculty review of the applicant's record will have identified evidence that the candidate will likely be successful in the M.A. in Education program. If the candidate's GRE Writing Subtest score is a "3", he or she may be permitted to continue conditionally if:

- within one calendar year, he or she retakes the GRE and scores above a "3"; and
- within one calendar year, he/she maintains a "B" or better grade point average (based on a four-point scale) in all core or required courses and a grade of "C" or better in all courses taken for the M.A. in Education program. Core or required courses are listed elsewhere in the catalog.

The status of all candidates permitted to progress conditionally is reviewed by the faculty each term, and candidates are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, candidates are informed in writing of the transfer to good standing status. A candidate may not be admitted to the culminating project without achieving good standing status.

Admission to Candidacy

To continue in the program the candidate must be accepted as a candidate for the M.A. in Education degree after completing EDUC6100, EDUC8244, EDUC8105, and one additional course listed on the student's approved study plan. Candidates must submit to the Division of Education Graduate Advising Office an application for candidacy in the term that they expect to have completed the courses required for candidacy: September 30 for fall term, January 31 for spring term, or May 31 for summer term. Application forms are available on the Division of Education website at www.govst.edu/education.

To qualify for candidacy, a student must:

1. have completed undergraduate prerequisites for all courses on the study plan;
2. have completed all course work applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC6100 and EDUC8244 and with a grade of "C" or better in all other courses;
3. submit an acceptable word-processed essay not to exceed 300 words;
4. display, or be judged as developing, the dispositions expected of a graduate student as listed in the section Licensure of Teachers and Other School Professionals; and
5. be recommended for candidacy by the M.A. in Education program faculty.

Further information about candidacy is available in the M.A. in Education Student Handbook at www.govst.edu/education.

Students admitted to candidacy will be assigned to a faculty advisor. Students not admitted to candidacy will be dropped from the program and will not be permitted to register for courses at Governors State University until they have changed their major to a major outside the Division of Education.

Student Progress

A detailed statement of the standards and processes followed by the education faculty in assessing student progress is available in the M.A. in Education Student Handbook.

Student Handbook

The M.A. in Education Student Handbook referred to in this catalog is available at www.govst.edu/education.

Degree Requirements

Credit-hours earned in EDPD or undergraduate courses cannot be applied toward degree requirements.

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

In addition, students:

1. may apply a maximum of six hours of graduate credit earned from other accredited institutions or as an undeclared seeking student toward the degree requirements, subject to approval by the M.A. in Education coordinator;
2. must maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC6100 and EDUC8244 and a grade of "C" or better in all other courses;
3. must complete all course work, including transfer credits, within six calendar years;
4. must pass a comprehensive examination in the area of specialization listed on the student's approved study plan. (Further information regarding comprehensive examinations is available in the M.A. in Education Student Handbook.);
5. display the dispositions expected of graduate students as listed in the section, Licensure of Teachers and Other School Professionals; and
6. be recommended by the M.A. in Education program faculty.

I. Required Courses (15 Hours)

EDUC 6100	Issues in Education (3)
EDUC 8105	Student Learning and Assessment (3)
EDUC 8114	Teacher as Researcher (3)
EDUC 8244	Academic Evaluation and Assessment (3)
EDUC 8999	Culminating Experience (3)

(Note: This experience consists of writing a thesis or completing a research project approved by a committee of three faculty members.)

Further information is available in the M.A. in Education Student Handbook at www.govst.edu/education.)

II. Electives (6 Hours)

With advisor's approval, candidates will select six hours of graduate education courses. A graduate course from related disciplines may be included with the approval of the advisor.

III. Sequences (18 - 21 Hours)

Candidates will select and complete a 15 - 18 hour sequence. Some of the sequences in the MA in Education program are offered on a less frequent basis. Please consult with your advisor about the availability and alternatives.

Bilingual/ESL

BBED 6520	Foundations of Bilingual and ESL Education (meets the requirement for Theoretical Foundations of Teaching ESL) (3)
BBED 6525	Assessment of Language Minority Students (3)
BBED 6530	Methods and Materials for Teaching Bilingual Students (for the Bilingual Approval only) (3)
BBED 6538	Cross Cultural Education (3)
BBED 7977	Reading Strategies in Bilingual and ESL Programs (3)
BBED 8100	Practicum in Bilingual and ESL Education (elective – last course in the sequence) (3)
EDUC 6501	Topics in Education: Teaching English as a Second Language [equivalent to ENGL 508] (3)

18 credit hours are required for the Illinois State Board of Education's Bilingual/ESL endorsement.

21 credit hours (including BBED 8100 Practicum in Bilingual and ESL Education) may be applied to fulfill the sequence requirement for the M.A. in Education with Specialization in Bilingual/ESL Education.

Computer Education

EDCP 6610	Evaluating Software for Instruction (3)
EDCP 7370	Educational Applications of the Microcomputer: Special Education (3)
EDCP 8100	Multimedia in Education (3)
EDCP 8200	Telecommunications in Education (3)
EDCP 8500	Coordinating Educational Technology (3)

Electives for Computer Education

Select two of the following courses:

EDCP 7320	Educational Applications of the Microcomputer: Mathematics (3)
EDCP 7350	Educational Applications of the Microcomputer: Reading and Writing Development (3)
EDCP 7360	Educational Applications of the Microcomputer: Science (3)
EDCP 7700	Administrative Uses of Microcomputers (3)

Curriculum and Instruction

EDUC 8257	Curriculum Development (3)
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Electives for Curriculum and Instruction

Select eighteen hours from courses that are clearly related to the student's written goals for graduate study. These courses must be approved by the student's faculty advisor and the coordinator of graduate studies.

Mathematics Education

EDUC 5640	Teaching Math in Intermediate and Mid Grades (3)
EDUC 6400	Teaching and Learning Mathematics (3)
EDUC 8180	Teaching Mathematical Problem Solving and Critical Thinking (3)
EDUC 8310	Strategies for Teaching Geometry (3)
EDUC 8330	Teaching Mathematics to Mathematically Able Students (3)

Electives for Mathematics Education

Select one of the following:

EDUC 6320	Teaching Math to Low-Achieving Students (3)
EDUC 7732	Issues in Math Curriculum and Instruction (3)
EDCP 7320	Educational Applications of the Microcomputer: Mathematics (3)

Science Education

EDUC 6625	Models and Strategies for Science Education (3)
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Select twelve 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.

IV. Total - 36 Hours

Master of Arts in Educational Administration

The graduate major in Educational Administration provides students the option of acquiring the background and specific skills necessary for employment as an elementary or secondary school principal, a supervisor, a curriculum consultant, or a department chairperson; preparing to be a Chief School Business Official; or working in a higher education administrative setting. The curriculum includes a number of courses that provide essential knowledge and skills for continued growth in positions of educational leadership.

Licensure/Endorsement

Completion of Principal Leadership Sequence and compliance with other requirements presented in the "Teacher Licensure" section of this catalog, leads to the Illinois Principal endorsement on the initial Professional Educator License.

Completion of the Chief School Business Official Sequence and compliance with other requirements presented in the Licensure of Teachers and Other School Professionals section of this catalog leads to the Chief School Business Official endorsement on the initial Professional Educator License.

Note: Holders of an M.B.A., a Masters Degree in Finance, or a Masters Degree in Accounting from a regionally accredited institution may wish to complete the school finance sequence (EDAD8839, EDAD8840, and EDAD8845) to prepare for service as Chief School Business Officials. See isbe.net/teachers/Documents/minreq.htm Chief School Business Official Endorsement for certification requirements for holders of an M.B.A.

Program Requirements for Principal Leadership

There is a selection process for acceptance into the Principal Leadership Sequence. After meeting the university admission criteria, students must meet the program selection criteria which includes:

- scores from the Graduate Record Examination (GRE General Test including a score of "4" or higher on the Writing Subtest;
- undergraduate GPA of 2.75 or higher;
- letter of recommendation and support from school district administrator;
- valid IL Professional Educator License;
- evidence of passing the Illinois Test of Academic Proficiency or equivalent;
- two years of full-time teaching experience;
- submission of a professional portfolio demonstrating impact on student learning and teacher leadership
- successful interview and written scenario

Contact program advisor for details of the selection process.

Program Requirements for Chief School Business Official

In order to continue in the program after meeting the university admission criteria, students must submit the following documentation before completing nine hours of course work, which must include

- two recommendations submitted on the EDAD Admissions Recommendation Form. Recommendations must be completed by a school administrator who holds an Illinois Principal, CSBO or Superintendent Administrative Certificate or an out-of-state equivalent administrative license and submitted in a sealed format;
- evidence of having passed the Test of Academic Proficiency of the Illinois Certification Testing System;
- evidence of two years full-time of administrative experience in school business management is required before applying for state endorsement on the initial Professional Educator License.

Program Requirements for Higher Education Administration

- two recommendations submitted on the EDAD Admissions Recommendation Form. Recommendations must be completed by a university administrator and submitted in a sealed format;
- evidence of two years of full-time experience in a higher education setting.
- After the student has completed with a grade of "B" or better HEAD6621 and EDUC8114 (for Chief School Business Official and for Higher Education Administration) or completed with a grade of "B" or better EDAD7801 and 7802 (for Principal Leadership), the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record identifies evidence that the student will likely be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each semester, and students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to practicum courses without achieving good standing status. Students in the Principal Leadership and CSBO sequence must pass the Illinois Content Exam for their sequence before enrolling in practicum courses.

Admission to Candidacy

To continue in the HEAD or CSBO sequences, the student must be accepted as a candidate for the M.A. in Educational Administration degree program after completing HEAD6621 and EDUC8114 and two other courses listed on the student's approved study plan.

To continue in the Principal Leadership sequence, the student must be accepted as a candidate for the M.A. in Educational Administration degree program after completing EDAD7801 and EDAD7802 and two other courses listed on the student's approved study plan.

Students must submit to the Division of Education Graduate Advising Office an application for candidacy in the term that they expect to have completed 12 credit-hours in courses

required in the program: September 15 for fall term, January 15 for spring term, or June 15 for summer term. Application forms are available on the Division of Education website at www.govst.edu/edad.

To qualify for candidacy, a student must

- have completed the four courses referred to above with a grade point average of 3.0;
- display, or be judged as exhibiting, or developing, the dispositions expected of graduate students as listed in the section "Licensure of Teachers and Other School Professionals"; and
- receive a positive recommendation from the Educational Administration faculty.

Student Progress

The faculty monitor and evaluate student progress continually. The section Licensure of Teachers and Other School Professionals in this catalog provides a general description of the standards used to evaluate student progress.

A more detailed statement of the standards and processes followed by the Educational Administration faculty is available in the Educational Administration Student Handbook.

Student Handbook

The Educational Administration Student Handbook referred to in this catalog is available at www.govst.edu/education.

Degree Requirements

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

In addition students must:

1. successfully complete 33 - 36 hours of required course work including supervised internship and three hours of selected course work for CSBO and six hours of selected course work for HEAD sequence;
2. pass a comprehensive examination; and
3. meet all other requirements listed in the Educational Administration Student Handbook.

Course Requirements for Sequence in Principal Leadership Endorsement

I. Required Courses - 36 Hours

EDAD 7801	Organizational Leadership (3)
EDAD 7802	Technology Driven Leadership (3)
EDAD 7803	Principal as Evaluator (3)
EDAD 7804	Principal as Curriculum Leader (3)
EDAD 7901	Instructional Leadership (3)
EDAD 7904	Effective Operations for Spring (1)
EDAD 7905	Effective Operations for Summer (1)
EDAD 7906	Effective Operations for Fall (1)
EDAD 8101	School Improvement Process (3)
EDAD 8102	Leading for All Students (3)
EDAD 8103	School Law for Principals (3)
EDAD 8105	Engaging the Community (3)
EDAD 8201	Principal Internship I (2)
EDAD 8202	Principal Internship II (2)
EDAD 8203	Principal Internship III (2)

II. Total 36 Hours

Course Requirements for Sequence in Chief School Business Official Endorsement

I. Required Courses (33 Hours)

EDUC 8114	Teacher as Researcher (3)
EDAD 8105	Engaging the Community (3)
EDAD 8832	School Finance (3)
EDAD 8103	School Law for Principals (3)
EDAD 8836	Administration of School Personnel (3)
EDAD 8838	Collective Negotiations (3)
EDAD 8839	School Finance II: Advanced Concepts/ Chief School Business Official (3)
EDAD 8840	School Finance III: Applications/Chief School Business Official (3)
EDAD 8845	School Business Internship (3)
EDAD 8865	Information Technology for School Administrators (3)
HEAD 6621	Foundations of Higher Ed Administration and Organization (3)

II. Selectives - 3 Hours (With advisor's approval)

EDAD 8846	Practicum Experience in School Business Management (1-3 hours)
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III. Total - 36 Hours

Course Requirements for Sequence in Higher Education Administration

I. Required Courses - 30 Hours

EDAD 7729	Research in Educational Administration (3)
HEAD 6618	The Adult Learner (3)
HEAD 6621	Foundations of Higher Education Administration and Organization (3)
HEAD 6625	Institutions of Higher Education (3)
HEAD 7713	Leadership and Organizational Behavior in Higher Education (3)
HEAD 7731	Community Relations and Higher Education (3)
HEAD 8823	Higher Education Administration (3)
HEAD 8833	Higher Education Law (3)
HEAD 8834	Practicum in Higher Education Administration I (3)
HEAD 8835	Practicum in Higher Education Administration II (3)

II. Selectives - 6 Hours

With advisor's approval, select six hours from the following courses

EDAD 8838	Collective Negotiations (3)
HEAD 8832	Higher Education Finance (3)
HEAD 8850	Seminar: Higher Education Policies and Issues (3)

III. Total - 36 Hours

Master of Arts in Multicategorical Special Education

The graduate major in Multicategorical Special Education prepares individuals to teach in special education settings covering the full range of students encompassed by the Illinois LBS I Unlimited credential, i.e., students with LD, S/ED, MR/MI/CI, PH, traumatic brain injury (TBI), and autism. Graduates of the MCSE program serve across the continuum of services instructional, resource, and including settings and as collaborators/consultants to educators, administrators, staff, and parents.

Licensure/Endorsement

The program is approved by the Illinois State Board of Education and prepares candidates for the Learning Behavior Specialist I Unlimited license and is nationally recognized by the Council for Exceptional Children.

To be recommended for certification, the student must present evidence of having passed the Test of Academic Proficiency and any other examinations required by the Illinois State Board of Education.

Option I: Students Holding a Professional Educator License for Teaching

Students holding a teaching license are not required to complete additional clinical hours in those areas in which they have previously had supervised experience. Such students are not required to repeat student teaching if they provide documentation from the institution at which they completed student teaching, and have successfully taught at appropriate experiential levels. Students who have an Illinois teaching license do not need to complete additional general education requirements.

Option II: Students Without Teaching Licenses

Students who do not hold a Professional Educator License for Teaching must complete SPED6999: Student Teaching, in addition to the course work listed below. Depending on their previous course work, they may be required to complete additional undergraduate general education course work, including the completion of a teaching specialization area. Please see an education advisor for further details.

Program Requirements

After meeting the university admission requirements, in order to continue in the program, students must have successfully passed the IL Test of Academic Proficiency prior to enrolling in any Professional Education course work, and before completing nine hours of course work which must include SPED8619 and SPED8200. Also, the student must submit to the College of Education a supplemental application packet containing:

- transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- scores from the Graduate Record Examination (GRE General Test);

- for Option I: a valid Illinois or comparable out-of-state Professional Educator License for Teaching;
- evidence of having passed the Test of Academic Proficiency of the Illinois Certification Testing System or evidence of possessing an Illinois teaching license that required passing this test; and
- for Option I: evidence of two years teaching prior to completion of program. Experiences will be evaluated by program faculty for appropriateness.

After the student has completed SPED8619 and SPED8200, the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the student must earn a grade of "B" or better in SPED8619 and SPED8200 which must be taken at Governors State University.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record identifies evidence that the student will likely be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each semester, and students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, students are informed in writing of the transfer to good standing status. A student may not be admitted to the culminating project without achieving good standing status.

For Option II: Approval for Student Teaching: Students required to student teach must:

1. complete all professional education requirements maintaining a G.P.A. of 3.0 or higher, with a grade of "B" or better in a graduate level SPED course, and a grade of "C" or better in all other coursework,
2. have passed the Special Education General Curriculum Test (163) and the Learning Behavior Specialist I Test (155) of the Illinois Certification Testing System, and
3. have no more than a total of nine general education hours outstanding.

Admission to Candidacy

To continue in the program, the student must be accepted as a candidate for the M.A. in Multicategorical Special Education degree after completing SPED8619, SPED8200, and two additional courses on the approved study plan. Students must submit to the Division of Education Graduate Advising Office an application for candidacy in the semester that they expect to have completed the courses required for candidacy: September 30 for fall term, January 31 for spring term, or May 31 for summer term. Application forms are available on the Division of Education website at www.govst.edu/education.

To qualify for candidacy, a student must:

1. have completed all undergraduate prerequisites for courses on the study plan;
2. have completed all course work applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of "B" or

better in SPED8619 and SPED8200 and with a grade of "C" or better in all other courses;

3. display, or be judged as developing, the dispositions expected of graduate students as listed in the section Licensure of Teachers and Other School Professionals; and
4. be recommended for candidacy by the M.A. in Multicategorical Special Education program faculty.

Further information about candidacy is available in the M.A. in Special Education Student Handbook at www.govst.edu/education.

Students admitted to candidacy will be assigned to a faculty advisor. Students not admitted to candidacy will be dropped from the program and will not be permitted to register in courses at Governors State University until they have changed their major to a major outside the Division of Education.

Degree Requirements

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

In addition, students must:

1. maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in SPED8619 and SPED8200 and a grade of "C" or better in all other courses;
2. complete all course work, including transfer credits, within six calendar years; and
3. pass written comprehensive exams covering all course work.

Students may apply for a maximum of six hours of course credit from other accredited institutions toward the degree requirements, subject to approval by the faculty advisor and the coordinator of the Multicategorical Special Education program.

For Option I: Students who hold a teaching license

I. Required Courses (37 Hours)

EDCP	7370	Educational Applications of the Microcomputer: Special Education (3)
EDUC	6320	Teaching Mathematics to Low Achieving Students (3)
EDUC	8114	Teacher as Researcher (3)
EDUC	8463	Reading Remediation in the Classroom (3)
SPED	8200	Learning Characteristics of Learners with Exceptionalities (3)
SPED	8310	Behavioral Characteristics of Learners with Exceptionalities (3)
SPED	8350	Methods for Teaching Learners with Exceptionalities (3)
SPED	8400	Special Education Practicum I (1)
SPED	8500	Special Education Practicum II (1)
SPED	8600	Collaboration Skills for Teachers and Support Personnel (3)
SPED	8619	Psychological Diagnosis of Learners with Exceptionalities (3)
SPED	8805	Administration and Supervision of Special Education (3)
SPED	8963	Special Education Practicum III (1)
SPED	8999	Graduate Seminar in Multicategorical Special Education (3)

II. Total - 37 Hours

For Option II: Students seeking the initial license who do not hold an early childhood, elementary, or secondary education license (46 Hours; plus the general education requirements, if necessary)

I. Required Courses (46 Hours)

EDCP	7370	Educational Applications of the Microcomputer: Special Education (3)
EDUC	6320	Teaching Mathematics to Low Achieving Students (3)
EDUC	8114	Teacher as Researcher (3)
EDUC	8463	Reading Remediation in the Classroom (3)
SPED	6999	Special Education Student Teaching (9)
SPED	8200	Learning Characteristics of Learners with Exceptionalities (3)
SPED	8310	Behavioral Characteristics of Learners with Exceptionalities (3)
SPED	8350	Methods for Teaching Learners with Exceptionalities (3)
SPED	8400	Special Education Practicum I (1)
SPED	8500	Special Education Practicum II (1)
SPED	8600	Collaboration Skills for Teachers and Support Personnel (3)
SPED	8619	Psychological Diagnosis of Learners with Exceptionalities (3)
SPED	8805	Administration and Supervision of Special Education (3)
SPED	8963	Special Education Practicum III (1)
SPED	8999	Graduate Seminar in Multicategorical Special Education (4)

II. Total - 46 Hours

Master of Arts in Psychology

The Master of Arts in Psychology program consists of two sequences: Clinical and Theoretical. The program is based upon the scientist-practitioner model that calls for psychologists to be trained both as scientists and as practitioners. The program provides students with a strong theoretical base as well as skills in assessment and research. Both sequences are designed to prepare students to pursue advanced graduate degrees in Psychology.

Clinical Sequence

The Clinical Sequence in Psychology is designed to develop competent and creative professionals who have the capacity to function in a variety of clinical settings, including research and academic settings. The faculty strives to present balanced training and experience in research and clinical work. Students are expected to develop proficiency in the content, theories, and methodological approaches of psychology; the planning and execution of psychological research; specialized knowledge of psychological dysfunction and treatment; psychological assessment procedures; and knowledge of and observance of the ethical standards of the profession. The program seeks to produce sensitivity to cultural and individual differences. It is aligned with course requirements for eligibility for examination for the Licensed Professional Counselor (LPC) in Illinois.

Theoretical Sequence

The Theoretical Sequence in Psychology is designed to provide students with a strong theoretical background in the traditional areas of psychology. The program also seeks to engender sensitivity to cultural and individual differences. Students with this sequence will be well-prepared to pursue advanced graduate studies in psychology (the Ph.D. or Psy.D. degrees). They may also be employed in research units in business or social services. There are limited teaching opportunities for persons with a master's degree in general psychology. Such teaching opportunities are usually at the junior or community college level and are often part-time positions. With the addition of a teaching certificate from another institution or program, those with an M.A. in Psychology - Theoretical sequence may be eligible to teach in a high school. Students should be aware that the M.A. in Psychology (Theoretical Sequence) is not an applied degree.

Required Preparation

While an undergraduate major in Psychology is strongly recommended, students without a psychology background may be admitted to the major and enroll for courses. Students must show evidence of having completed the following prerequisites (or their equivalent): Personality Theories (PSYC3310), Cognitive Psychology (PSYC3520), Abnormal Psychology (PSYC3430), Social Psychology (PSYC3345), Child Development (PSYC3201), Research Methodology (PSYC4750), and Statistics (STAT4720). These courses may not be used to fulfill degree requirements for the M.A. in Psychology and may be taken at another institution.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

1. have completed, with an overall G.P.A. of 3.0 or higher, no grade lower than a "C" and no more than two grades of "C," undergraduate courses from a regionally accredited college/university that are comparable to Personality Theories (PSYC3310), Cognitive Psychology (PSYC3520), Abnormal Psychology (PSYC3430), Social Psychology (PSYC3345), Child Development (PSYC 3201), Research Methodology (PSYC4750), and Statistics (STAT4720). Please note, these courses are prerequisites and may not be used to fulfill degree requirements of the M.A. and may be taken at another institution; **
2. have earned a grade point average (G.P.A.) of at least 3.0 in the last 60 hours of undergraduate course work; **
3. have a combined score (Verbal and Quantitative) of at least 302 on the Graduate Record Exam (GRE). general test if the GRE is taken after August 2011, or a combined score (Verbal and Quantitative) of 1050 if taken prior to August 2011; **
4. demonstrate evidence of satisfactory professional writing and analysis by one of the following: a grade of "B" or higher in PSYC3102 (Thinking and Writing in Psychology) or its equivalent, or a score of 4.5 or higher on the Analytical Writing section of the GRE General Test**
5. provide a statement of the applicant's purpose in seeking a master's degree in Psychology and his/her long-term

- goals (applicants should be aware that faculty also evaluate this statement as a professional writing sample);
6. ask three professionals/professors who can speak to the applicant's academic and/or professional capabilities in the field of Psychology to complete and submit a Personal Reference Form available on the M.A. Psychology website at www.govst.edu/coe/t_coe_pgm_mapsy_clinical.aspx?id+4222; and
7. Complete a "Statement of Character" Form available on the Admissions Office website at www.govst.edu/admissions/mapsycapplication.htm.

Admission to the program is determined by the program faculty. Program faculty reserves the right to request personal interviews with applicants to the program.

Application packets must be received by March 15 for Fall admission, or by October 15 for Spring admission.

** Applicants not meeting one of the above noted admission criteria are eligible to petition for conditional admission to the program. Applicants choosing to petition should include a letter with the supplementary admission materials. Faculty recommend the letter, include discussion of the factors contributing to the academic achievement and why those factors could be judged by the faculty as successfully remediated. Faculty reserve the right to require additional coursework (for example, PSYC3102 or other undergraduate psychology courses) as a condition of admission.

Admission to Candidacy

After admission as a degree-seeking student, a student must apply for candidacy. Application forms are available in the Division of Psychology and Counseling Office. Application for candidacy should be made within two weeks of the start of the term in which degree candidacy is sought. To qualify for candidacy, a student must:

1. complete all preparatory courses listed above with the minimum grades required; and
2. complete PSYC6110, PSYC6160, PSYC6221, and PSYC6229 with a grade of "B" or better and submit core course candidacy evaluation forms for each course to the faculty.

The candidacy committee will review the applications and inform students of their candidacy status within six weeks of application. Candidacy review is one of several evaluative steps to help ensure program objectives are being satisfied and student outcomes are being reached. Students should refer to the Handbook for Graduate Students: Master of Arts in Psychology for further details.

Degree Requirements

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

In addition, students must:

1. maintain a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course and have no more than two courses with a grade of "C";
2. complete PSYC7240, PSYC8549, and STAT8260;

3. receive a passing score on the program comprehensive examination; and
4. receive positive endorsement from the faculty.

I. Required Courses (21 Hours)

PSYC 6110	Measurements and Evaluation (3)
PSYC 6160	Ethical and Legal Issues in Psychology (3)
PSYC 6221	Psychopathology (3)
PSYC 6229	Seminar in Human Development (3)
PSYC 7240	Topics in Multicultural Psychology (3)
PSYC 8549	Advanced Research Seminar (3)
STAT 8260	Advanced Statistics in Behavioral Science (3)

II. Psychology Sequences

Select one of the following sequences:

Clinical Psychology Sequence (31 hours)

Completion of the Degree in Psychology with the clinical sequence meets the course requirements for eligibility to take the Illinois Licensed Professional Counselor (LPC) examination.

ADDS 5200	Screening, Referral, and Treatment Planning (3)
COUN 7725	Family Systems: Theory and Practice (3)
COUN 7730	Life Style and Career Development (3)
PSYC 7325	Introduction to Child Therapy (2)
PSYC 7320	Theories of Psychotherapy (3)
PSYC 7430	Psychotherapy Techniques I(2)
PSYC 7431	Psychotherapy Techniques II (3)
PSYC 8440	Group Psychotherapy (3)
PSYC 8463	Practicum in Psychotherapy (3)
PSYC 8920	Internship Program I (3)
PSYC 8921	Internship Program II (3)

Theoretical Psychology Sequence (13 hours)

PSYC 6070	Topics in Psychology (3)
PSYC 8950	Graduate Thesis/Project (4)

6 hours of electives selected with advisor (6)

III. Total - 52 or 34 Hours

Master of Arts in Reading

The Master of Arts in Reading program prepares teachers to be reading specialists and literacy coaches and to deliver staff development to teachers who serve an increasingly diverse student population. The program is designed for persons holding an Illinois (or comparable out-of-state) Early Childhood, Elementary, Secondary, or Special teaching license and who either have, or will have, completed at least two years of appropriate teaching experience before admission to candidacy in the M.A. program.

M.A. in Reading students take courses in reading-related subjects, including reading diagnosis, reading remediation, the psycholinguistic and sociolinguistic foundations of literacy, developing school reading programs, and narrative and expository writing instruction. Practicum experiences at both the elementary and secondary levels and completion of an action research project are required.

The M.A. in Reading program has Nationally Recognized Status from the International Reading Association. Knowledge areas and competencies incorporated into the program's required course work are based on those identified by the Professional Standards and Ethics Committee and the

Advisory Group to the National Council of Accreditation of Teacher Education Joint Task Force of the International Reading Association.

Up to nine credit-hours in previous graduate Reading course work may be applied to degree requirements (see below for restrictions). Credit-hours earned in EDPD or undergraduate courses cannot be applied toward degree requirements.

Note: The M.A. in Reading program prepares students for the role of Reading Specialist. A subset of eight courses prepares students for the role of Reading Teacher. The Illinois State Board of Education explains the difference between these two roles as follows: "Although there is overlap between the roles and requirements for these endorsements, a 'Reading Teacher' is one whose assignment involves teaching reading to [K-12] students. Generally, this new endorsement title is the successor to the 18-hour 'reading' endorsement. A 'Reading' Specialist is one whose assignment involves the provision of technical assistance and/or professional development to other teachers, as well as teaching reading to students. Generally, this certificate/endorsement is the successor to the previous K-12 reading certificate" (Patton, ISBE, 6/30/04). See below for details about Reading Teacher options.

Program Admissions

The Reading Teacher Endorsement program is offered in a cohort format. Admission to the M.A. in Reading program is available at two points each year: summer term and fall term.

Applications for summer term admission are due by February 15; applications for fall term admission are due by May 15.

After meeting the university admission criteria, in order to continue in the program, students must submit to the College of Education all components of the complete application packet, before completing their first term's course work (READ6210 or READ6220). These are due by August 1 for those students beginning the program during the summer term and by November 1 for those students beginning the program during the fall term. The complete application packet includes:

- transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- syllabi and/or detailed narrative descriptions of previous graduate reading course work to be evaluated for transfer credit (see below for restrictions);
- scores from the Graduate Record Examination (GRE) (General Test), including a score of 4 or higher on the Writing Subtest;
- a valid Illinois or comparable out-of-state initial, standard or master teaching license;
- evidence of having passed the Test of Academic Proficiency of the Illinois Certification Testing System or evidence of possessing an Illinois teaching certificate that required passing this test; and
- evidence of two years teaching experience in a recognized public or private school as directed in the application materials prior to candidacy (READ7240).

After the student has completed six hours in READ course work the faculty will review this information and recommend

that the student be permitted to continue in the program, continue in the program conditionally, or recommend to the division chair that the student be dismissed from the program. To receive a recommendation to continue, the student must meet the knowledge, skills, and dispositions standards outlined in the Licensure of Teachers and Other Professionals section of this catalog, as well as earn a grade of "B" or better in each READ class.

Note: Those applicants who previously acquired ISBE 24-hour Reading Teacher endorsements through GSU course work (taken no more than six years prior to application for admission to the M.A. in Reading program) must submit all of the above materials, including GRE scores, prior to enrolling in the first of their additional ISBE Reading Specialist endorsement/certification and M.A. in Reading courses.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record and performance identifies evidence that the student will likely be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each term, and students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, students are informed in writing of the transfer to good standing status. A student may not be admitted to READ8260, READ8270, READ8828, or the culminating project (EDUC8999) without achieving good standing status.

Candidacy

To continue in the program, the student must apply for and be accepted as a candidate for the M.A. in Reading after completing 12 hours of graduate course work that must include the following four courses: READ6200, READ6210, READ6220 and one additional READ course listed on the student study plan. Candidacy must be attained prior to enrollment in READ7240, which in most cases will be taken during the student's third term in the program.

Students must submit to the Division of Education Graduate Advising Office an application for candidacy by the end of the first month of the term they expect to have completed the courses required for candidacy (i.e., their second term). Application forms are available on the Division of Education website at www.govst.edueducation.

To qualify for candidacy, a student must:

- have an approved degree study plan;
- have completed the courses listed above with a grade of "B" or higher; and
- receive a positive recommendation from the reading faculty.

Note: Those applicants who have acquired ISBE 24-hour Reading Teacher Endorsement through GSU course work (taken no more than six years prior to application for admission to the M.A. in Reading program) must apply for candidacy before the end of the first term during which they take additional, required courses for ISBE Reading Specialist endorsement/licensure and the M.A. in Reading degree.

Student Progress

The program faculty monitor and evaluate student progress continually. The section Licensure of Teachers and Other Professionals in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the reading faculty is available in the Graduate Reading Student Handbook.

Student Handbook

The Graduate Reading Student Handbook referred to in this catalog is available at www.govst.edu/read.

Program Requirements

In addition to meeting all university requirements for a master's degree, students:

1. must earn "B" or better in each course;
2. may apply a maximum of nine hours of course credit from other accredited institutions toward the degree requirements, subject to approval by the faculty of the M.A. in Reading program;
3. must complete all required course work, including transfer credits, within eight calendar years;
4. must display the dispositions expected of graduate students as listed in the Licensure of Teachers and Other Professionals section of this catalog;
5. must have candidacy before being admitted to READ7240;
6. must take the required comprehensive examination for the program during the term immediately following completion of READ8260 or READ8270, whichever is first;
7. must provide evidence of having passed the ICTS Exam (176 Reading Specialist) and/or the program comprehensive exam before being admitted to READ8260; and
8. be recommended by the M.A. in Reading program faculty.

Course Requirements for M.A. in Reading

EDUC 8999	Culminating Experience (3)
READ 6190	Narrative and Expository Writing Instruction, K-12 (3)
READ 6200	Psycholinguistic and Sociolinguistic Foundations of Literacy (3)
READ 6210	Survey of Reading: Theory and Practice (3)
READ 6220	Teaching Reading in Content Areas (3)
READ 6230	Integrating Children's and Adolescents' Literature Across the Curriculum (3)
READ 7240	Reading Diagnosis (3)
READ 7250	Reading Remediation (3)
READ 7300	Developing and Supervising Reading Programs (3)
READ 8260	Reading Practicum I: Elementary School Reading (3)
READ 8270	Reading Practicum II: Middle and Secondary School Reading (3)
READ 8828	Seminar in Reading (3)

Total - 36 Hours

Note: A maximum of nine credit-hours of previous graduate reading course work may be applied to the degree requirements. Only courses potentially equivalent to specific M.A. in Reading courses (READ6190, 6200, 6220, and 6230) will be

considered. Courses must have been taken no longer than six years prior to application for admission to the M.A. in Reading program. Petitions and documents for these applied credits must be submitted before or at the same time as application for admission to the M.A. in Reading program. No courses taken at other institutions after starting course work for the GSU M.A. in Reading may be applied.

All petitions for transfer credit will be evaluated by the M.A. in Reading faculty. Under no circumstances will previous course work that does not closely match one of the above GSU READ courses be applied for credit to the GSU M.A. in Reading degree. This restriction is necessary in order to maintain the program's accreditation.

Master of Arts in Teaching in Urban Teacher Education

Alternative Teacher Licensure

The Master of Arts in Teaching in Urban Teacher Education prepares candidates to become an elementary or secondary Mathematics, Biology, or Chemistry teacher. Professional education courses provide preparation for teaching, and general education courses expand upon the candidate's knowledge of elementary school or secondary Mathematics, Biology or Chemistry curriculum. This program offers a combination of classroom instruction, field experiences, and a year-long residency in an elementary or secondary school.

Eligibility

This program is designed for individuals who have obtained their bachelor's degree. Individuals must be willing to complete their residency and work in one of the program's partner school districts for a period of at least three years after completing the program.

Program Admissions Requirements

Admission to the program is on a competitive basis. Requirements include:

1. A complete Alternative Certification application:
 - Complete set of official higher education transcripts
 - 300-word typed essay expressing interest in the program and a career in education
 - Letter(s) of reference which document your experience working with children and/or young adults
 - Documentation of work experience from employer(s) - five (5) years preferred
 - Transcribed general education credits of sufficient scope to allow satisfaction of program requirements by the time this program is completed (nine to twelve additional credits may be earned within the scope of this program)
 - Current resume
 - Illinois Certification Test of Academic Proficiency Exam results indicating a passing score on all sections
2. Holistic assessments including, but not limited to:
 - GRE scores, including Writing test
 - Interview
 - Group problem solving activity
 - Presentation

Candidate Progress

The Alternative Certification Assessment Committee made up of faculty and school district personnel evaluates candidates progress continually, and specifically at four checkpoints: (1) after 5 months, (2) after 9 months, (3) after 13 months, and (4) after 16 months. The section on Teacher Education and Certification in this catalog provides a general description of the standards used to evaluate student progress and a general description of the performance assessment model used. A more detailed statement of the standards and processes followed by the Alternative Certification faculty is available in the Alternative Certification Candidate Handbook.

Conditional Continuation

The Assessment Committee may permit a student to continue in the program with an unsatisfactory rating. In such cases, the Assessment Committee reviews the candidate's record and identifies evidence that the candidate will likely be successful in the program. The status of all candidates allowed to continue with an unsatisfactory rating is reviewed by the Assessment Committee every trimester. Candidates are informed in writing of their progress.

Admission to Teaching Residency

Before beginning the teaching residency, candidates must:

1. Pass the Illinois Test of Academic Proficiency and the Illinois Elementary/Middle Content Area Test or Secondary Content Area Test (Chemistry, Biology, or Mathematics Exam);
2. apply for and receive an Illinois Type 23 Elementary Provisional Teaching or Type 25 Secondary Provisional Teaching Certificate; and
3. have a signed agreement to teach in one of the partnership school districts.

Middle School Endorsement

Requirements for the middle school endorsement are discussed in the section Licensure of Teachers and Other Professionals in this catalog. Candidates are encouraged to contact their advisor if middle school endorsements are desired so their study plan reflects this decision and required additional coursework.

Professional Teaching Standards and Standards for Certification in Elementary and Secondary Education are emphasized throughout the program.

Teacher Licensure

This program is approved by the Illinois State Board of Education for recommendation of the Initial Elementary or Initial Secondary Professional Educator License for Teaching by entitlement. To be recommended for license by Governors State University, elementary and secondary candidates must complete the program and apply for the license within one year of the program's ending date.

I. General Education Requirement for Teacher Licensure

The Alternative Certification MAT program requires that candidates have a background in general education. Courses can be taken at the lower or upper division levels. A grade of "C" or higher must be earned.

II. Professional Course Work Requirement (33-34 Hours)

A grade of "B" or higher must be earned in all professional courses.

Prerequisite for ALL candidates:

EDUC 3320 Future of American Education (3)
EDUC 3321 Effective Teaching and Laboratory (4)

All Candidates:

ACA 6110 Initial Field Experience (1)
ACA 6230 Field Experience I (1)
ACA 6340 Field Experience II (1)
ACA 6420 Theory to Practice (3)
ACA 7110 Research Based Reading Instruction (3)
ACA 7220 Teaching English as a Second Language (3)
ACA 8110 Student Learning and Assessment (3)
ACA 8220 Action Research in Schools (3)
ACA 8990 Best Practice in Urban Setting (3)

Elementary Licensure:

ACE 6130 Teaching in the Content Area (3)
ACE 7230 Reflective Teaching I (3)
ACE 8330 Reflective Teaching II (3)

Mathematics Licensure:

ACM 6140 Methods of Teaching Math 1 (3)
ACM 7240 Methods of Teaching Math II (3)
ACS 8345 Advanced Methods Secondary Teaching (3)

Science:

ACS 6150 Methods of Teaching Science I (3)
ACS 7250 Methods of Teaching Science II (3)
ACS 8345 Advanced Methods Secondary Teaching (3)

Total - minimum of 33-34 Hours

Early Childhood Education for Currently Licensed Teachers

(GSU Post-B.A. leading to ISBE EC License)

The program is designed for those who already possess an Elementary or Elementary Special Education Teaching License and now wish to pursue licensure in Early Childhood Education. This set of a minimum of six courses (16 hours) meets the ISBE requirements for entitlement leading to teacher licensure in Early Childhood Education (Birth through 3rd grade).

Special Admission Requirements

In addition to meeting the university admission criteria, applicants must provide:

1. an application to the teacher education Entitlement/License in Early Childhood Education;
2. transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;

3. syllabi and/or detailed narrative descriptions of previous graduate early childhood coursework (within the past six years) to be evaluated for transfer credit, if applicable;
4. a copy of valid Illinois or comparable out-of-state initial, standard, or master teaching license in Elementary or Elementary Special Education;
5. evidence of having passed the Test of Academic Proficiency of the Illinois Certification Testing System (ICTS), or evidence of possessing an Illinois teaching license that required passing this test; and
6. evidence of one year full time teaching experience in an accredited primary or elementary public or private school.

Requirements for Transfer of Previous Graduate Coursework

Students with previous graduate early childhood coursework may be allowed to apply a maximum of six credit hours to the entitlement/licensure requirements. Courses must have been completed no longer than six years prior to application for admission to the Entitlement/Licensure Early Childhood Education Option. Petitions and documents for these applied credits must be submitted before or at the same time as application, prior to completion of EDEC8820 and EDEC7740. No courses taken at another institution after admission to the entitlement/certificate ECE option may be applied. The M.A. in Early Childhood Education faculty will evaluate all petitions for transfer of coursework, and only courses potentially equivalent to specific GSU Early Childhood courses as listed below will be considered.

Required Courses (16 Hours)

[In prerequisite order]

EDEC 8820 Advanced Early Childhood Development (3)
EDEC 7740 Issues and Methods for At Risk/
Special Needs (3)
EDEC 7780 Psycholinguistics (3)
EDEC 6650 Preprimary and SPED Curriculum
Development in EC (3)
EDEC 6641 Lab 1: Infant and Toddler (1)
EDEC 6640 Child W/WO Special Needs and
Family in the Community (3)

Prior to recommendation for entitlement leading to certification in Early Childhood Education, all candidates must document passing the ICTS Early Childhood Content Exam and ICTS EC APT Exam.

Additional Requirements:

Candidates whose elementary education student teaching experience or minimum one-year full time teaching experience was not at the kindergarten, first, second or third grade level, must also take:

15 additional credit hours

EDEC 4510 Beginning Writing and Reading Instruction (3)
prior to or concurrently with EDEC8820; and
EDUC 8702 Independent Study: Early Childhood Practicum
(3-6 depending upon experience)

Additional Approval Consideration:

Candidates wishing to apply to ISBE for the optional Special Education Approval that can be placed on an ISBE Early Childhood Education Teaching License must document completing the below courses:

EDEC 8830 Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood (3)

SPED 6101 Survey of Students with Exceptionalities (3)

Note: Those who complete the entitlement/license Early Childhood Education have the option of applying these credits towards the M.A. in Early Childhood Education. All admission requirements to the M.A. in Early Childhood will apply, as well as prerequisites and time restrictions.

College Career Counseling Certificate

The College Career Counseling Certification offered by the Counseling Program in the Division of Psychology and Counseling is designed in the hybrid format that will be accessible to a diverse population of various localities. While most course work is accomplished online, the monthly face to face class meetings will enhance the community feeling among students. The curriculum includes a sequence of five 3-credit hour courses designed to prepare professionals to enhance college career readiness in adolescents and adults in preparation for the challenging workforce. The curriculum focuses on knowledge and skill building in the areas of college career assessment, college admission counseling and career coaching with individuals in the secondary and postsecondary settings. Practicing or retired professionals in counseling, academic advising, financial aid, registrar, student life, and human resources will find a window of opportunities for professional renewal, development, and advancement.

Admission Criteria

In addition to the GSU graduate certificate requirements for admission, applicants must:

1. Provide evidence of having completed a bachelor's degree from a regionally accredited institution of higher education.
2. Have an undergraduate GPA of 3.0 (A=4) or higher.

Students will be admitted in the Fall and the Spring semesters. Applications must be received by February 15 for Fall and August 15 for Spring.

Student Progress

The faculty monitor and evaluate student progress continuously. The Counseling Department Faculty and Student Handbook provide a specific description of the standards used to evaluate student progress.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record and performance identifies evidence that the student is likely to be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each semester, and students are informed in writing

of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is transferred to good standing status. Students may not be admitted to the culminating project without achieving good standing status.

Certificate Requirements

Students must meet all university requirements for a certificate. A 100-hour practicum embedded in COUN8852 is required for all students.

I. Required Preparation/Prerequisite Courses

To receive the College Career Coaching Certification, students must successfully complete the following courses with a grade of "B" or better.

Counseling Course Prerequisites

COUN 6620 Lifespan Developmental Issues*

COUN 7730 Life Style and Career Development*

*or equivalent courses

II. College Career Coaching Certificate Courses (9 Hours)

COUN 7735 Students in Higher Education

COUN 8852 College Career Coaching Academy

(Lab: COUN 3300 My Career Workshop

or Community Service Learning Project)

COUN 8862 College Admission Counseling

Total – minimum of 9 - 15 Hours

Mindfulness and Psychotherapy Certificate

The College of Health and Human Services and the College of Education offer to train professionals to integrate mindfulness-based approaches to clinical practice. The program focuses on three areas: academic, professional, and personal. At the academic level, program participants will become familiar with current research on the application of mindfulness to a variety of clinical settings. At the professional level, participants will develop skills to utilize interventions to treat a variety of clinical problems and disorders, including anxiety and depression and stress-related illnesses. At the personal level, participants will integrate mindfulness practices into their own lives.

The program is intended for post-masters mental health and allied health professionals with access to clinical populations. In addition, current masters level GSU students enrolled in clinically-oriented programs and who are in their final year of their advanced clinical practicum/internship, are eligible for the program. The deadline for admission for fall semester will be February 15.

Admissions Requirements

A master's or doctoral degree in mental health or allied health professions. Graduate students enrolled in and having good standing in their final year of practicum/internship and who have access to a clinical population will be considered for admission on an individual basis.

Applicants must:

1. Provide evidence of 30-60 hours and a master's, specialist,

- or doctoral degree from an accredited institution.
2. Provide evidence of being currently enrolled in a graduate degree program and having completed or being enrolled in an advanced clinical practicum/internship, or working toward clinical/counseling licensure with access to a clinical population.
 3. Being in good academic standing at the last institution attended.
 4. Have satisfied any university and program admission criteria for the certificate program for which they are applying.
 5. Submit a non-refundable \$50 application fee.

Requirements for the Certificate

The curriculum leading to the Mindfulness and Psychotherapy Certificate consists of eight graduate courses:

SOCW 7801	Introduction to Mindfulness and Psychotherapy (3)
	or
PSYC 7801	Introduction to Mindfulness and Psychotherapy Practice (3)
SOCW 7802	Laboratory in Mindfulness I (2)
	or
PSYC 7802	Laboratory in Mindfulness and Psychotherapy I (2)
SOCW 7803	Advanced Mindfulness and Psychotherapy (3)
	or
PSYC 7803	Advanced Mindfulness and Psychotherapy Practice (3)
SOCW 7804	Laboratory in Mindfulness II (2)
	or
PSYC 7804	Laboratory in Mindfulness and Psychotherapy II (2)
SOCW 7805	Integrative Seminar and Mindfulness I (2)
	or
PSYC 7805	Integrative Seminar I (2)
SOCW 7806	Laboratory in Mindfulness III (2)
	or
PSYC 7806	Laboratory in Mindfulness and Psychotherapy III (2)
SOCW 7807	Integrative Seminar and Mindfulness II (2)
	or
PSYC 7807	Integrative Seminar II (2)
SOCW 7808	Laboratory in Mindfulness IV (2)
	or
PSYC 7808	Laboratory in Mindfulness and Psychotherapy IV (2)

Total - 18 Hours

Completion

To receive the Mindfulness and Psychotherapy Certificate each student must:

1. Be admitted to the certificate according to the admission requirements;
2. Complete the eight required courses with a cumulative GPA of at least a 3.0;
3. Remove all grades of incomplete by the date that the certificate is to be completed;
4. Complete all coursework within two (2) years from the date of admission;
5. Meet all financial obligations to the university; and
6. Submit an application for award of the certificate.

Certificate in Online Teaching

The use of the Internet to deliver education and training in fully-online and web-enhanced formats has grown in all sectors of our economy, creating a need for professionals who possess the skills to develop curriculum and facilitate high-quality online learning. This certificate program in online teaching prepares faculty members and trainers in all settings to design, produce, and facilitate online courses in accordance with best-practice guidelines. In keeping with the nature of this curriculum, all courses toward the certificate are offered online with no on-campus requirements.

Admission Requirements

All courses must be taken in sequence; students will be admitted only in the term in which the Introduction to Online Teaching course is offered.

Certificate Completion Requirements

The Certificate in Online Teaching will be awarded to participants who complete the 12 credit-hour program with a "B" or better in each required course and a 3.0 cumulative grade point average. The required courses include the following:

ONTL 6101/NURS 650	Introduction to Online Teaching (3)
ONTL 6201/NURS 651	Facilitating Online Learning (3)
ONTL 7101/NURS 652	Designing Online Courses (3)
ONTL 7201/NURS 653	Producing Digital Content (3)

Total - 12 Hours

Certificate in Reading Teacher Endorsement

(GSU Post-B.A. Certificate Program)

This set of eight courses (24 credit hours) meets the ISBE requirements for endorsement as Reading Teacher. It is designed for those whose goal is to teach reading to K-12 students. This leads to an ISBE endorsement, not an ISBE teaching licensure program. "The Reading Teacher endorsement is the minimum requirement for anyone assigned to teach reading who is not teaching reading as part of general classroom instruction." (ISBE, 2010)

Those who complete the certificate in Reading Teacher Endorsement have the option of applying these credits towards the M.A. in Reading and for licensure as a Reading Specialist. Admission requirements to the M.A. Reading will apply, as well as time restrictions. In addition, students may be concurrently enrolled in the M.A. in Reading and the Reading Teacher Endorsement programs. If this option is desired, the student should apply to the M.A. in Reading and then apply to the Reading Teacher Endorsement program during the first term of coursework.

Special Admission Requirements

In addition to meeting the university admission criteria, applicants must hold an Illinois (or comparable out-of-state) Early Childhood Certificate, Elementary, Secondary, or Special Teaching License. They should either have completed at least two years of appropriate teaching experience or will have completed two years of teaching experience before being

enrolled in READ7240 Reading Diagnosis. Formal application to this certificate program is necessary.

The Reading Teacher Endorsement program is offered in a cohort format. Admission to the Reading Teacher Endorsement program is available at two points each year: summer term and fall term. Applications for summer term admission are due by February 15; applications for fall term admission are due by May 15.

After meeting the university admission criteria, in order to continue in the program, students must submit to the College of Education all components of the complete application packet before completing the first term's coursework (READ6210 and READ6220). The complete application packet includes:

- the certificate in Reading Teacher Endorsement application;
- an additional set of transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- syllabi and/or detailed narrative descriptions of previous graduate reading course work to be evaluated for transfer credit, if applicable;
- a copy of valid Illinois or comparable out-of-state initial, standard, or master teaching certificate;
- evidence of having passed the Test of Academic Proficiency of the Illinois Certification Testing System (ICTS), or evidence of possessing an Illinois teaching certificate that required passing this test; and
- evidence of two years teaching experience in a recognized public or private school as directed in the application materials.

Note: Effective July 1, 2005, ISBE requires the ICTS content test prior to issuance of the Reading Teacher Endorsement.

Faculty Monitoring of Student Progress

The process for evaluating students' progress in the Reading Teacher Endorsement program is the same as that described above for the M.A. in Reading program.

Required Courses (24 Hours)

READ 6190	Narrative and Expository Writing Instruction, K-12 (3)
READ 6200	Psycholinguistic and Sociolinguistic Foundations of Literacy (3)
READ 6210	Survey of Reading: Theory and Practice (3)
READ 6220	Teaching Reading in Content Areas (3)
READ 6230	Integrating Children's and Adolescents' Literature Across the Curriculum (3)
READ 7240	Reading Diagnosis (3)
READ 7250	Reading Remediation (3)

Select the practicum appropriate to original certificate:

READ 8260	Reading Practicum I: Elementary School Reading (3) or
READ 8270	Reading Practicum II: Middle and Secondary School Reading (3)

Total - 24 Hours

Requirements for Transfer of Previous Graduate Coursework

Students with previous graduate reading coursework may be allowed to apply a maximum of six credit hours to the program requirements. Only courses potentially equivalent to specific GSU Reading courses (READ6190, 6200, 6220, or 6230) will be considered. Courses must have been completed no longer than six years prior to application to the certificate in Reading Teacher Endorsement. Petitions and documents for these applied credits must be submitted before or at the same time as application to the RDTE certificate program. No courses taken at another institution after admission to the certificate may be applied. All petitions for transfer of coursework will be evaluated by the MA in Reading program faculty. Under no circumstances will previous coursework that does not closely match one of the above GSU READ courses be applied for credit to the GSU RDTE certificate program.

Post Master's School Counseling Certification

This certificate is designed for those who already possess a master's degree in Counseling or Psychology and now wish to pursue licensure in School Counseling (Type 73). This set of a minimum of 24 hours meets the ISBE requirements for the Type 73 - School Counseling.

ISBE Certification

The Illinois State Board of Education (ISBE) has approved the School Counseling program to prepare candidates for the School Service Personnel License with an endorsement in School Counseling. Candidates seeking to be recommended for this credential shall either (1) hold or be qualified to hold a teaching certificate from a regionally accredited institution, or (2) have completed the GSU or equivalent teaching competence courses (i.e. EDAD7713, COUN7620, COUN6622 and SPED6101).

All School Counseling students must provide evidence of successful completion of the Test of Academic Proficiency prior to admission to the program. All School Counseling students must present evidence of passing the ISBE School Counselor Proficiency Test before they are permitted to begin internship and before they will be recommended for the School Service Personnel license.

Admissions Criteria

In addition to the GSU graduate certificate requirements for admission, applicants must:

1. provide evidence of having completed a master's degree from a regionally accredited institution of higher education in counseling or psychology;
2. provide evidence of having passed the Test of Academic Proficiency of the Illinois Certification Testing System; and
3. have a graduate GPA of 3.0 or higher.

Student Progress

The faculty monitor and evaluate student progress continuously. The Counseling Department Faculty and Student Handbook provides a specific description of the standards used to evaluate student progress.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record and performance identifies evidence that the student is likely to be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each term, and students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is transferred to good standing status. Students may not be admitted to the culminating project without achieving good standing status.

I. Required Preparation/Prerequisite Courses (30 Hours) Counseling Course Prerequisites

COUN 6630	Counseling Theories (3)*
COUN 7720	Social and Cultural Foundations (3)*
COUN 7725	Family Systems: Theory and Practice (3)*
COUN 7730	Lifestyle and Career Development (3)*
COUN 7847	Group Dynamics (3)*
COUN 6610	Research and Assessment (3)*

Teacher Competency Prerequisites

COUN 6622	Applied Learning Theory for School Personnel (3)*
COUN 7620	Life Span Development Issues (3)*
EDAD 7713	Leadership and Organizational Behavior (3)*
SPED 6101	Survey of Students with Exceptionalities (3)** or equivalent courses

II. School Counseling Required Certificate Courses (24 Hours)

COUN 6638	Introduction to School Counseling (3)
COUN 8851	Consultation and School Staff Development (3)
COUN 8853	Parent Education: Prevention and Intervention (3)
COUN 8844	Practicum: School Counseling (K-12) (3)
COUN 8852	College Career Coaching Academy(3)
COUN 8858	Development of School Counseling Programs (3)
COUN 8968	Counseling Internship I: School Counseling (3)
COUN 8969	Counseling Internship II School Counseling (3)

III. Total - minimum of 24 Hours

Certificate Requirements

1. Students must meet all university requirements for a certificate. See the internship manual or materials for additional information.
2. In addition, candidates must complete all relevant requirements in the Teacher Education and Licensure section of the University Catalog.
3. A 600-hour internship is required for all counseling students.

Prior to receiving the university recommendation for the School Service Personnel license, students must provide evidence of having passed the School Counselor content area examination of the Illinois Certification Testing System.

Certificate in Supervisory Endorsement in Reading

(GSU Post-M.A. Certificate)

The GSU M.A. in Reading program provides an option under which students successfully completing the following course work will be eligible for the Supervisory Endorsement on the Initial or Standard Special License from the ISBE.

Note: This program leads to endorsement on existing licenses only and does not prepare candidates for a teaching certificate.

Special Admission Requirements

In addition to the university admission requirements, students must apply to this certificate before enrolling. This certificate is only open to graduates of the M.A. in Reading program or current M.A. in Reading students in their last term. No credits from other institutions may be applied to this certificate.

Required Courses

Taken during the M.A. in Reading Program:
READ 7300 Developing and Supervising
Reading Programs (3)

Additional Coursework is required for completion of this certificate program. Please contact the program advisor for additional information.

Total for Supervisory Endorsement in Reading - 9 Hours

School Psychology Program

The Educational Specialist degree (Ed.S.) in School Psychology at GSU has been designed to equip professionals to directly and indirectly deliver a continuum of educational and mental health services to children and families in the region and beyond, and to work with teachers and other educators in public and private schools and other educational settings to enhance student learning and well-being. This program of study incorporates theoretical and applied approaches across developmental, cognitive, social, and behavioral domains to promote the development of a superior level of professional competence towards the implementation of school psychological services that are empirically supported, data driven, and culturally competent. Graduates of the program are prepared to enhance student achievement and wellness by functioning in multiple roles including treatment, assessment, and consultative modalities, as well as teaching and research roles. The entire program is a four-year, cohort-based model providing future school psychologists with a solid professional and academic foundation reflecting depth and diversity in both psychology and education. Students accepted into the Ed.S. in School Psychology program will also earn a Master of Arts in School Psychology and will be eligible to apply for practice in Illinois.

The master's degree program (contained within the specialist degree program) typically takes two years of study and involves:

- A minimum of 36 hours of coursework
- A practicum in school psychology (125 hours)
- Completion of a portfolio containing performance-based and knowledge-based evidence demonstrating attainment of the program competencies.

The specialist's degree program typically takes a total of four years (2 beyond masters including internship) and involves:

- A minimum of 66 hours of coursework (30 hours beyond Master's)
- An advanced practicum in school psychology (125 hours)
- Completion of a capstone project providing evidence demonstrating completion of program competencies, as well as consultation, intervention planning, and/or program evaluation evidence.
- A passing score on the National School Psychology Examination or State of Illinois Subject Area Test in School Psychology; applicants will be encouraged to take both examinations.
- A two-semester full-time internship which requires 1200 hours, at least half of which takes place in a school setting.

Mode-of-Delivery: Face-to-face (with many web-enhanced courses).

Admission Requirements:

Admission to the program occurs annually (Fall only). Complete Admissions packets are accepted February 1 through March 15. Meeting or exceeding the minimum admission criteria does not guarantee admission to the program. The minimum criteria for admission are described below. Incomplete application packets will NOT be reviewed for admission. Please submit the following materials together in one envelope to the Psychology Advising Office (G386):

1. University Application for Admission.
2. \$50 application fee.
3. One set of official (unopened) transcripts from all colleges/universities attended. Applicants must have a grade point average (GPA) of at least 3.0 in the last 60 hours of undergraduate coursework.
4. Proof of having taken the General Test of the Graduate Record Exam (GRE) within five years of intended admission. Applicants are recommended to have GRE combined scores of 316 on the Verbal and Quantitative sections (or a combined Verbal and Quantitative score of 1050 if taken prior to August 2011); and 4.5 on the analytical writing section (Click here for GRE testing information).
5. Evidence of satisfactory professional writing and analysis by one of the following:
 - a. A grade of "B" or higher in PSYC3102 (Thinking and Writing in Psychology) or its equivalent; or
 - b. A score of 4.5 or higher on the Analytical Writing section of the GRE General test.
Applicants not meeting this criterion may have to complete PSYC 3102 or its equivalent prior to or upon admission to the program.
6. An essay outlining the applicant's purpose in seeking a specialist degree in School Psychology and long-term goals.
7. Personal Reference Forms from three professionals/professors who can attest to the applicant's academic and/or professional capabilities in the field of School Psychology. (link to forms here)
8. Completed Statement of Character Form. (link here)
9. Proof of basic competency met by one of the following:
 - a. Official evidence of having passed the Test of Academic Proficiency (TAP) of the Illinois Certification Testing System;
 - b. Official ACT Plus Writing score report demonstrating a composite score of at least 22;*
 - c. Official SAT score report demonstrating a composite (mathematics and critical reading) score of at least 1030;* or
 - d. Official evidence of having passed the previous Illinois Basic Skills Test (300 or 096) within five years.

* The writing subtest must have been taken for the ACT or SAT; however, the writing score is not included in the composite score requirement for either test.

Note: If the applicant holds a valid Illinois Educator Certificate or License and the Illinois Basic Skills test was previously passed for this issuance, the TAP/ACT/SAT test will not be required. In this case, the applicant would need to supply an official copy of their Illinois Educator Certificate or License as verification.

Additional Admission Requirements:

In addition to submitting the elements above for admissions consideration, applicants must:

1. Complete the specified prerequisite coursework (see below) with no grade below B allowed. If these are not completed at the time of admission, they must be completed prior to attaining candidacy or taking courses for which they are prerequisite;

2. Pass an Illinois State Criminal Background check (only applicants approved to interview will need to complete this step);
3. Complete an admission's interview (if selected).

Prerequisite Coursework:

Must be completed prior to admission with no grade below "B" allowed. Equivalent GSU courses are in parentheses.

Developmental Psychology (PSYC3201)
 Abnormal Psychology (PSYC3430)
 Cognitive, Behavioral, or Educational Psychology (PSYC3520, 4524, or EDUC4440)
 Research Methods (PSYC4750)
 Statistics for the Social Sciences (STAT4720)
 Foundations of Education (EDUC2310)
 Foundations of Special Education (SPED4100)
 Substance Abuse (ADD5100 or equivalent)
 Writing for Psychology (PSYC3102, evaluation, or 4.5 on analytical writing section of GRE)

Degree Requirements:

Master of Arts (MA) in School Psychology (36 Hours)

- I. **Educational and Psychological Foundations (12 Hours)**
 - PSYC 6221 Psychopathology (3)
 - PSYC 6606 Cognitive/Educational Psychology (3)
 - PSYC 6629 Seminar in Human Development (3)
 - PSYC 6635 Seminar in School Psychology (3)
- II. **Data Based Decision Making and Assessment (18 Hours)**
 - PSYC 7620 Psychoeducational Lab (3)
 - PSYC 7625 Psychoeducational Assessment and Intervention (3)
 - PSYC 7630 Diagnostic Lab I (3)
 - PSYC 7635 Psychodiagnostics I: Intelligence (3)
 - PSYC 7640 Diagnostic Lab II (3)
 - PSYC 7645 Psychodiagnostics II: Psychobehavioral (3)
- III. **Intervention, Consultation, and Program Evaluation (3 Hours)**
 - PSYC 7320 Theories of Psychotherapy (3)
- IV. **Field Experiences (3 Hours)**
 - PSYC 8965 Practicum in School Psychology (3)

Total - 36 Hours

Educational Specialist (Ed.S.) in School Psychology (30 Hours beyond MA)

- I. **Educational and Psychological Foundations (6 Hours)**
 - PSYC 7240 Topics in Multicultural Psychology (3)
 - PSYC 8635 Neuropsychology: Brain and Behavior (3)
- II. **Data Based Decision Making and Assessment (3 Hours)**
 - STAT 8260 Advanced Statistics in Behavioral Science (3)
- III. **Intervention, Consultation, and Program Evaluation (12 Hours)**
 - COUN 7725 Family Systems: Theory and Practice (3)
 - PSYC 7650 Crisis and Intervention Strategies for Schools (3)
 - PSYC 8858 Advanced Assessment and Intervention (3)
 - PSYC 8930 Consultation and Program Evaluation (3)

IV. Field Experiences (9 Hours)

- PSYC 8866 Advanced Practicum in School Psychology (3)
- PSYC 8960 Internship in School Psychology I (3)
- PSYC 8961 Internship in School Psychology II (3)

Total - 30 Hours

Program Total - 66 Hours

Ed.D. in Counselor Education and Supervision

The doctoral program in Counselor Education and Supervision is designed for students who hold a masters degree from a CACREP-accredited counseling, a degree in counseling, or a degree in a related field. Students are expected to attain advanced level competence in counseling, supervision, teaching, research, advocacy and leadership. Teaching, supervision, practicum, and internship experiences are required. The doctoral program requires passing of the doctoral written and oral comprehensive examinations, and completion of a capstone/dissertation project. The program is designed to be completed in eight semesters, taking six credit hours each term.

Admission Requirements

Students for Ed.D. in Counselor Education and Supervision will be admitted for the fall term only. Late admissions packets will be accepted on a space available basis. Applications for admission are available from the GSU Admissions Office and the Division of Psychology and Counseling (www.govst.edu/counseling). Due to space availability, this program can only accept a limited number of students each year. All materials must be submitted by January 15 of that year for fall admission. Applicants will meet with an admissions committee prior to acceptance into the program. Applicants will be ranked for admission on the basis of their academic potential and the admission criteria. Applicants must have completed a master's degree in counseling (CACREP approved) or a related field by the time they enter the doctoral program. Students may be admitted to the program even if they do not have all of the prerequisites for the doctoral program, but must complete them before Candidacy.

In addition to meeting university admission criteria, applicants must:

1. Submit a statement describing personal and professional goals for seeking an Ed.D. in Counselor Education and Supervision along with a vita or resume summarizing prior education and employment history and pertinent professional activities.
2. Hold a Masters Degree in Counseling or closely related field from an accredited institution and a minimum GPA of 3.0.
3. Have taken the Graduate Record Exam within the past five years of intended admission: there is a suggested combined verbal and quantitative score of 1100 points on the Graduate Record Examination and a 4.0 on the analytical writing section. Students with scores lower than the suggested score will be considered for admission.
4. Submit three letters of recommendation by professionals

who hold doctorates or masters in Counseling or related fields (doctorates preferred).

5. Attend an interview with a faculty admissions committee.

Academic advisor and Faculty advisor

Upon admission to the Ed.D. program in Counselor Education and Supervision, each student will be assigned two advisors. All doctoral students will be assigned an academic advisor and a faculty advisor. The academic advisor will assist with the coordination of the student's plan of study and necessary paperwork that is to be filed with the appropriate GSU office for dealing with admission, candidacy, and graduation matters. Together, the academic advisor and faculty advisor work together to decide what courses are allowed to count toward the prerequisite entry-level course work for the doctoral degree. The faculty advisor is in charge of mentoring the doctoral student and facilitating the comprehensive exam, oral defense, internship, and capstone/dissertation project process. As the student's specialized interest(s) develop, the faculty advisor may be changed by following the procedures outlined in the Program Handbook.

Continuous Enrollment Requirement

Doctoral students must register for a minimum of 9 graduate credits (three a term) each year they are enrolled in the doctoral program until they graduate.

Time Limit

All doctoral requirements must be completed within 7 years of starting coursework at Governors State University. Extensions of up to one year may be granted by the Program upon written request by the student and recommendation by the faculty advisor and Division Chair.

Credits

The doctoral program in Counselor Education and Supervision requires a minimum of 48 credit hours. More hours may be taken in order for the student to specialize his/her studies, or more credits may be required in order to meet prerequisite requirements for the doctoral program.

Transfer Credits

Up to 25 percent (12 Credit Hours) post-masters work may be transferred from an accredited college or university. All transfer credit must be at the "A" or "B" level in graduate courses. Transfer credits earned ten or more years before student's degree program at GSU will not be accepted toward degree requirements unless approved by the faculty advisor, division chair, and dean. The credits must be approved as being equivalent to the required coursework in the doctoral program. Any student who seeks to enroll in courses elsewhere while enrolled in the GSU doctoral program must receive prior approval from the faculty advisor, division chair and dean. Transfer credits from other universities will not be computed as part of a student's GSU grade point average.

Comprehensive Exam and Oral Defense

Counselor Education and Supervision doctoral students are required to complete written and oral comprehensive examinations before they are granted candidacy. The purpose of the written and oral exams is to synthesize previous coursework and experiences and allow students to demonstrate their mastery of advanced practitioner knowledge and skills. The Oral Defense is scheduled upon successful completion of the Comprehensive Exam. For more detail please see the Program Handbook.

Candidacy

In order to go on to internship a student must have received Candidacy. Candidacy is conferred upon a student once he/she has completed all coursework required before internship, passed the written Comprehensive Exam, and passed the Oral Defense. Candidacy is part of the ongoing evaluation process of doctoral students and its conferral is an indication that the faculty agree that the student is ready to progress to internship.

Teaching Experience

Congruent with the mission of Counselor Education programs, doctoral students will be afforded the opportunity to gain experience as a Counselor Educator in the classroom. Following the successful completion of the course Teaching in Psychology and Counseling, a doctoral student will have the opportunity to teach or co-teach under the supervision of a faculty member, an undergraduate and/or a graduate class at Governors State University. This experience may be credited as part of internship with the permission of both the academic advisor and the faculty advisor. A limited number of assistantships will be available for those interested in teaching.

Practica and Internship

Doctoral students are required to participate in two advanced practica and an internship. The practica may be done onsite or offsite and they must equal a minimum of 100 clock hours and 40 client contact hours. Students enrolled in a practicum must have professional insurance and receive weekly individual/triadic and group supervision.

After earning candidacy, doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the faculty advisor in consultation with the student, based on experience and training. During the doctoral internship students must receive weekly individual/triadic supervision. In addition, group supervision is provided on a regular schedule with other students progressing through internship. Individual/triadic supervision is usually performed by a site-supervisor and group supervision is usually provided by a program faculty member. As part of the internship process, doctoral students have the opportunity to teach.

Capstone/Dissertation project

The capstone/dissertation project is used to synthesize the knowledge and skills gained by the student as a result of his/her matriculation through the Ed.D. program in Counselor Education and Supervision. This project is to consist of quantitative or qualitative inquiry on the part of the student to investigate a topic of interest related to his/her primary subject area of study. Examples of capstone/dissertation projects include quantitative research, in-depth case studies, program evaluation, or an extensive literature review.

A doctoral committee composed of four tenured/tenure track faculty members (3 Counseling faculty and one faculty member from outside the Counseling Program) will review this project from its inception to its final defense. The student works with his/her chair in an advisory manner by which the topic of inquiry will be selected, proposed and formally investigated. The chair and student are responsible at all times for ensuring that the study is properly documented and approved by all necessary channels involved with the review of studies that incorporate human participants. At GSU, the policies and procedures regarding Institutional Review Board (IRB) protocol are to serve this primary capacity. External constituencies may have their own independent review and approval process for research involving human subjects that must also be followed by chair and student in such cases.

Graduation

In order to graduate, a candidate must have completed coursework with a minimum cumulative graduate grade-point average of 3.0; been advanced to candidacy, passed the comprehensive exam, passed the oral defense, completed internship, passed the capstone/dissertation project defense, applied for graduation, and paid all fees.

Ed.D. in Counselor Education and Supervision Requirements:

Masters Degree Coursework:

Students must have completed a masters degree in counseling or a related field before entering the doctoral program. Students' masters coursework must be equivalent to entry-level course-work earned in a CACREP-accredited masters degree. Students graduating from a CACREP-accredited masters degree automatically meet the prerequisite masters degree coursework. Candidates who did not graduate from a CACREP-accredited masters degree must have course-work equivalent to the following coursework before or during the doctoral program:

Core Coursework:

COUN 6600	Professional Orientation and Ethical Standards for Counselors (3)
COUN 6630	Counseling Theories (3)
COUN 7620	Life Span Developmental Issues (3)
COUN 7720	Social and Cultural Foundations (3)
COUN 7725	Family Systems: Theory and Practice (3)
COUN 7730	Life Style and Career Development (3)
COUN 7810	Beginning Counseling and Human Relations Skills (3)
COUN 7847	Group Dynamics and Intervention (3)
COUN 7855	Assessment and Treatment Planning (3)
COUN 8811	Interventions with Children and Adolescents (3)
PSYC 6110	Measurements and Evaluation (3)

Must also have a 100 clock hour practicum with 40 direct client contact hours (3-9 credit hours) and a 600 clock-hour internship with at least 240 direct client contact hours (6 credit hours). The core coursework and minimum number of practicum and internship credit hours equal 42 credit hours. Students with a masters in counseling or a masters in a related field may use 6 other credit hours of counseling-related coursework toward the prerequisites if approved by the academic advisor and faculty advisor. All doctoral students must have 48 credit hours approved entry-level work completed before or during the doctoral program.

Curriculum Plan: Ed.D. in Counselor Education and Supervision Total - 48 Hours

Prerequisite: 48 hour CACREP master's degree or equivalent as determined through transcript review

Professional Identity, Roles and Ethics (12)

COUN 9301	Professional Identity in Counselor Education and Supervision (3)
COUN 9330	Advanced Counseling Theory (3)
COUN 9365	Supervision (3)
PSYC 8501	Teaching in Psychology and Counseling (3)

Practicum (6)

COUN 9360	Advanced Counseling Skills Practicum I (3)
COUN 9361	Advanced Counseling Skills Practicum II (3)

Human Development and Biological Bases of Behavior (3)

PSYC 6229	Advanced Human Development (3)
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Multicultural (3)

COUN 9320	Advanced Issues in Diversity (3)
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Research (9)

COUN 8826	Research Literature in Counseling and Psychotherapy (3)
PSYC 8549	Advanced Research Seminar (3)
STAT 8260	Advanced Statistics (3)

Internship (6)

COUN 9990	Internship I (3)
COUN 9991	Internship II (3)

Capstone/Dissertation Project (9)

COUN 9999	Capstone/dissertation project (3 credit hours—repeatable)
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Ed.D. in Interdisciplinary Leadership

The doctorate in Interdisciplinary Leadership is an online program based on a practitioner-scholar model with an emphasis on a core set of leadership principles and four concentrations. This program adopts a primarily applied action research-oriented model with a specific emphasis on addressing real-world problems and issues. The purpose of an interdisciplinary doctoral degree is to produce advanced leaders for the fields of education, not-for-profit, and public safety. A significant strength of the program is its experiential component, through which all graduates will have opportunities to integrate theory and practice. There is also a direct focus on sustainability of innovative practices and global competencies. The doctoral program requires passing of the doctoral written and oral comprehensive examinations, and completion of a capstone/dissertation project.

Admission Requirements

Applicants will meet with an admissions committee comprised of at least three faculty representing different program concentrations prior to acceptance into the program. Applicants will be ranked for admission on the basis of their academic potential and the admission criteria. Applicants must have completed a master's degree from a regionally accredited institution in Educational Administration or Principals by the time they enter the Superintendent concentration of the doctoral program.

In addition to meeting university admission criteria, applicants must

1. Submit a statement describing personal and professional goals for seeking an Ed.D. in Interdisciplinary Leadership along with a vita or resume summarizing prior education and employment history and pertinent professional activities.
2. A master's degree from an accredited institution and a minimum cumulative GPA of 3.0.
3. The following minimum scores on the Graduate Record Exam taken within the past five years of intended admission: a combined GRE verbal and quantitative score of 1000 points or its equivalent on the revised Graduate Record Examination and a 4.0 on the analytical writing section.
4. Three letters of recommendation by professionals (Two must be from faculty members who have worked extensively with the applicant. The third later may be from another faculty member or other professional)
5. An interview with a faculty admissions committee.

Academic Advisor and Faculty Advisor

Upon admission to the Ed.D. program in Interdisciplinary Leadership, each student will be assigned two advisors. All doctoral students will be assigned an academic advisor and a faculty advisor. The academic advisor will assist with the coordination of the student's plan of study and necessary paperwork that is to be filed with the appropriate GSU office for dealing with admission, candidacy, and graduation matters. The faculty advisor is in charge of mentoring the doctoral student in his or her area of concentration, and through the qualifying exam, oral defense, internship, and capstone proj-

ect process. As the student's specialized interest(s) develop, the faculty advisor may change according to the procedures outlined in the Program Handbook.

Program Requirements

Continuous Enrollment – Students must register for a minimum of nine graduate credits per semester.

Time Limit – Students must complete all coursework and capstone project within seven years after admission.

Credits – Minimum 60. Additional hours may be required for specialization or prerequisite.

Qualifying Exam and Oral Defense – Students must complete written and oral Qualifying Examinations before granted candidacy.

Candidacy – Candidacy is conferred upon completion of required coursework, passage of written Qualifying Exam and Oral Defense, and prior to capstone project.

Capstone Project – Consists of quantitative or qualitative inquiry into a topic of interest related to student's primary area of study. Continually reviewed by a doctoral committee composed of four tenured/ tenure track faculty members (two from concentration area and two members from outside of area). Student works with his/her chair in an advisory manner to select topic of inquiry and complete the project.

Degree Requirements

I. Core Courses: (18 Hours, plus the Qualifying Exam)

LEAD 9101	Research Literature, Data Analysis, and Decision Making (3)
LEAD 9102	Theories and Ethics of Leadership (3)
LEAD 9103	Finance and External Funding (3)
LEAD 9104	Strategic Planning/Collaboration/Sustainability (3)
LEAD 9105	Community Relations/Media/Technology (3)
LEAD 9106	Change, Diversity and Global Issues (3)
LEAD 9201	Qualifying Examination (3)

II. Capstone Project (9 hours)

LEAD 9991	Capstone Project Seminar (3 Credits)
LEAD 9998	and LEAD 9999 Capstone Project (6 Credits)

III. Concentrations

Not for Profit/Social Entrepreneurship (33 Hours)

NPSE 9101	Public Relations for Not for Profit Organizations (3)
NPSE 9102	Public Policy and Finance for Not for Profits – Foundation (3)
NPSE 9103	Government and Governmental Relations (3)
NPSE 9104	Applied Management for Not for Profit Organizations (3)
NPSE 9105	Law for Not for Profit Organizations (3)
NPSE 9106	Issues and Trends for Not for Profits (3)
NPSE 9107	Special Topics in Not for Profits (3)
NPSE 9201	Public Policy and Finance for Not for Profits – Advanced (3)
NPSE 9202	Strategic Planning, Project Evaluation, and Sustainability (3)
NPSE 9203	Advanced Social Entrepreneurship (3)
NPSE 9204	Advanced Organizational Behavior (3)

Superintendent (33 Hours) (pending ISBE approval)

EDAD 8836	Administration of School Personnel (3)
EDAD 8838	Collective Bargaining (3)
EDAD 8842	The Politics of Education (3)
EDAD 8860	The Dynamics of School Climate (3)
EDAD 9101	School Finance for Superintendents (3)
EDAD 9102	Education for Diversity (3)
EDAD 9103	Advanced Curriculum/Instruction/Assessment (3)
EDAD 9104	Facilities and Sustainability (3)
EDAD 9330	Advanced School Law (3)
EDAD 9340	The Superintendency – Issues and Trends (3)
EDAD 9350	District Improvement Planning (3)

Higher Education (33 Hours)

HEAD 9101	Leadership in Colleges and Universities (3)
HEAD 9102	Organization, Governance, and Campus Culture in HE (3)
HEAD 9103	Strategic Planning in Higher Education (3)
HEAD 9104	Political and Legal Issues in Higher Education (3)
HEAD 9105	Theories of Teaching and Learning in Adult Education (3)
HEAD 9106	Student Affairs in Higher Education (3)
HEAD 9201	Accountability and Accreditation in Colleges and Universities (3)
HEAD 9202	Business and Fiscal Management in Colleges and Universities (3)
HEAD 9203	Emerging Trends in Higher Education (3)
HEAD 9001	Independent Study in Higher Education or Elective (3)
HEAD 9002	Special Topics in Higher Education (3)

Public Safety (33 Hours)

PSJS 9001	Special Topics in Public Safety (3)
PSJS 9101	Budgeting in Public Safety (3)
PSJS 9102	Intergovernmental Relations in Public Safety (3)
PSJS 9103	Emerging Trends I: The Justice System (3)
PSJS 9104	Emerging Trends II: Public Safety (3)
PSJS 9105	Outreach and Collaboration in Public Safety (3)
PSJS 9106	Specialized Operations in Public Safety (3)
PSJS 9201	Social Action, Cultural Perspectives, and Problem Solving in Public Safety (3)
PSJS 9202	Public Safety Research Methods (3)
PSJS 9203	Intrapersonal Leadership and Ethics in Public Safety (3)
PSJS 9204	Ethical Organizational Leadership in Public Safety (3)

Total - 60 Hours

Graduation Requirements

In order to graduate, a candidate must have completed all coursework (minimum of 60 credit hours) with a minimum cumulative graduate grade-point average of 3.00; been advanced to candidacy, passed the qualifying exam, passed the oral defense, passed the capstone project defense, applied for graduation, and paid all fees.

COLLEGE OF HEALTH AND HUMAN SERVICES

Beth Cada, Dean

The graduate degree programs in the College of Health and Human Services prepare students for a variety of employment opportunities in the health and human services fields, either through career changes or advancement within a profession. All majors provide extensive field experiences and exposure to, or participation in, research and service activities through a vast network of hospitals, medical centers, ambulatory-care facilities, long-term care facilities, private practices, schools, and social services agencies in the Chicago region. Courses using both traditional and innovative teaching strategies provide the theoretical bases for clinical and research experiences. The college also provides credit and noncredit continuing education courses and workshops for health and human service professionals at many off-campus locations throughout the country.

The college is organized into seven academic departments and the Center for Care and Study of Vulnerable Populations. The academic departments are the Department of Addictions Studies and Behavioral Health; Department of Communication Disorders; Department of Health Administration; Department of Nursing; Department of Occupational Therapy; Department of Physical Therapy; and the Department of Social Work. Please see the website for current information about the college and its programs.

ACCREDITATION

The graduate Addictions Studies major is accredited by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA).

The graduate program in Communication Disorders is accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). It also is approved by the Illinois State Board of Education (ISBE) and leads to the eligibility for the Professional Educator License endorsed in Non-Teaching Speech-Language Pathology. This major also meets the academic requirements for licensure in speech-language pathology in the state of Illinois.

The graduate Nursing major is accredited by the National League for Nursing Accrediting Commission (NLNAC). The National League for Nursing Accrediting Commission, Inc. is located at 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326. Phone 404.975.5000. Fax 404.975.5020.

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449.

The Physical Therapy program has been granted Accreditation Status for the first-professional DPT by the Commission on Accreditation in Physical Therapy Education (CAPTE), at 1111 N. Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245, and e-mail at accreditation@apta.org.

The Health Administration program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

The graduate Social Work program is accredited by the Council on Social Work Education (CSWE).

Masters Programs

Addictions Studies (M.H.S.)
Addictions Counseling
 Communication Disorders (M.H.S.)
 Health Administration (M.H.A.)
 Nursing (M.S.N.)
Clinical Nurse Specialist
Family Nurse Practitioner
Nursing Administration
 Occupational Therapy (M.O.T.)
 Social Work (M.S.W.)
Holistic Practice
Practice with Children and Families
School Social Work

Certificates

Addictions Screening, Assessment, and Referral
 Family Nurse Practitioner
 Health Care Informatics
 Health Services Research
 Long-Term Care Administration
 Nurse Educator
 Principles of Conductive Education
 Substance Abuse Intervention in Healthcare

Doctoral Programs

Nursing Practice (D.N.P.)
 Occupational Therapy (Dr.O.T.)
 Physical Therapy (D.P.T.)
 Transitional Doctorate in Physical Therapy (t.D.P.T.)

Faculty of the College of Health and Human Services

Department of Addictions Studies and Behavioral Health

Cheryl L Mejta, Department Chair

Professor Emeritus

Gregory Blevins

Professors

Cheryl Mejta

Assistant Professors

Darrin Aase
Mark Blagen
Raven James
Serena Wadhwa

Lecturers

James Golding
David O'Donnell
Peter Palanca

Community Health Program

Assistant Professor

Joseph Day

Lecturer

Carolyn Estes-Rodgers

Department of Communication Disorders

William Yacullo, Department Chairperson

Professors

Sandra Mayfield
William Yacullo

Associate Professors

Catherine Balthazar
Jessica Bonner
Ravi Nigam

Assistant Professor

Jennifer Armstrong

University Lecturers

Lidia Huerta
Kim Prokes
Claire Thompson
M. Eileen Truskowski

Director, Clinical Education

Judith Platt

Department of Health Administration

Rupert M. Evans, Sr., Department Chairperson

Professor

Linda Samson

Associate Professors

Rupert M. Evans, Sr.
Ning Lu

Assistant Professors

DeLawnia Comer-HaGans
Zo Ramamonjjarivelo
Nadene Chambers

Lecturers

Jennifer Groebner
Caren Rosso
James Munz
Dwayne Mitchell

Department of Nursing

Nancy MacMullen, Department Chairperson

Professor

Martha Libster
Linda Samson

Associate Professors

Nancy MacMullen
Georgianna Thomas
Catherine Tymkow

Assistant Professors

Dianne Jamison
Patricia Martin
Shirley Spencer

University Lecturers

Shirley Comerr

Department of Occupational Therapy

Catherine Brady, Interim Department Chairperson

Professor

Elizabeth A. Cada

Associate Professors

Catherine Brady
Cynthia Carr
Melanie Ellexson

Assistant Professors

Danila Cepa
Divya Sood
Reneé Theiss

University Lecturers

Patti Kalvelage, Senior Lecturer
Caren Schranz

Department of Physical Therapy

Rebecca Wojik, Department Chairperson

Professor Emeritus

Russell Carter

Professors

Ann Vendrely
 Roberta O'Shea

Associate Professors

David Diers
 Roberta O'Shea
 Dale Schuit
 Rebecca Wojcik

Assistant Professor

Renee Theiss
 Robin Washington

Instructor

Antonia Christian

University Lecturer

Joyce Sligar, Senior Lecturer

Department of Social Work

Gerri Outlaw, Department Chairperson
 and Director of the M.S.W. Program

Undergraduate Program Coordinator

Lorri Glass

Professors

Paul Keys
 Gerri Outlaw

Associate Professors

Kim Boland-Prom
 Elizabeth Essex
 Lorri Glass
 Adelle Sanders
 Maristela Zell

Assistant Professors

Judy Berglund
 Lydia Falconnier

University Lecturers

Levi Glass
 Giesela Grumbach
 Juan Reed
 Phyllis West
 Asabi Yakini

Director of Field Education

Joanne Smith

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

Requirements for specific degree programs follow.

Master of Health Science in Addictions Studies

The graduate major in Addictions Studies is designed to prepare individuals for leadership careers in the prevention and treatment of substance abuse. The curriculum is based on the premise that addictions are multi-factorial, requiring a multi-solution academic approach. As professionals in the field, students need theoretical and empirical knowledge drawn from diverse behavioral, health, and social sciences. As substance abuse specialists, students will need a theoretical knowledge of etiology and epidemiology, education and community health approaches to prevention, clinical reasoning in treatment, and a background in the political, legal, and historical development of the field. As leaders in the substance abuse field, students will be familiar with planning, managing, and evaluation of both treatment and prevention services.

Students who have experience and academic training in the field of criminal justice and who wish to pursue certification as Criminal Justice Addictions Professionals should contact an advisor for information about this option.

Program Outcomes

Graduates of the program are expected to:

1. Identify the behavioral, psychological, physical, and social effect of psychoactive substances on the user and significant others.
2. Recognize the social, political, economic, and cultural context within which substance use exists, including risk and resiliency factors that characterize individuals, groups, and living environments.
3. Describe the interaction between substance use disorders and other medical and mental health conditions.
4. Describe the philosophies, practices, policies, and outcomes of evidence-based models of treatment, recovery, relapse prevention, and continuing care for substance use disorders and related problems.
5. Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
6. Understand established screening and assessment criteria for substance use disorders, treatment modalities, and placement criteria within the continuum of care.
7. Adapt helping strategies and treatment modalities to the client's stage of use, dependence, change, or recovery.
8. Incorporate the relevant needs of culturally diverse groups and people with disabilities into clinical practice.
9. Gather and organize data systematically from the client and other sources using a variety of methods that are sensitive to age, developmental level, culture, and gender that can be used for screening and assessment, treatment planning, referral, service coordination, provision of services, and consultation.
10. Adhere to established professional codes of ethics, Federal and State laws, and agency regulations that define the professional context and standards of the counselor and safeguard the client.
11. Recognize and utilize evidence-based practices in their professional activities.

Special Admissions Requirements

In addition to meeting university admission criteria, applicants must:

1. have a cumulative G.P.A. of 2.5 or higher for all undergraduate courses; and
2. have completed the following course work or their equivalent: six hours of study in the behavioral sciences (three hours must be in an introductory psychology course and the additional three hours in psychology, sociology, social work, or anthropology); six hours of biological sciences or chemistry; and a statistics or research methods course.

Prerequisites: nine credit-hours of addiction-related course work, including three credits in multicultural perspective (may be completed after admission to the program).

Applicants must provide documentation of equivalent course work to the advisor.

Recommended Preparation

An undergraduate major in one of the following fields is recommended: behavioral sciences, social work, or allied health disciplines. An undergraduate minor in addictions studies is suggested.

Admission to Candidacy

After admission as a degree-seeking student, a student must also apply for candidacy. Application forms are available in the program office. Application for candidacy should be made at the beginning of the term in which the student expects to fulfill the candidacy requirements. Until degree candidacy status is attained, a student will not be permitted to enroll ADDS8300, or ADDS8800. To qualify for degree candidacy, a student must:

1. maintain a G.P.A. of 3.0 or higher for all graduate courses attempted; and
2. earn a grade of "B" or better in six of the following eight courses: ADDS6100, ADDS6600, ADDS7200, ADDS7400, ADDS6900, ADDS6500, ADDS7500, and ADDS8200.

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

Degree Requirements

Credit-hours earned in Addictions Studies, Professional Development courses cannot be applied toward degree requirements.

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

I. Required Courses (29 Hours)

ADDS 6100	Psychopharmacology (3)
ADDS 6500	Planning, Managing, and Evaluating Substance Abuse Programs (3)
ADDS 6600	Substance Abuse Prevention (3)
ADDS 6900	Etiology and Epidemiology of Substance Abuse (3)
ADDS 7200	Substance Abuse Counseling (3)
ADDS 7400	Group Techniques (3)
ADDS 7500	Clinical Models of Addiction (3)

ADDS 7600	Treating Coexisting Disorders (3) or
ADDS 8200	Seminar in Substance Abuse (3)
ADDS 8300	Comprehensive Examination (1)
ADDS 8800	Internship (4)

II. Career Selectives (3 Hours)

In consultation with advisor, select three hours from the courses that are appropriate to the student's career or educational goals.

III. Total - 32 Hours

Master of Health Science in Addictions Studies – Addictions Counseling Concentration

The Master of Health Science in Addictions Studies-Addictions Counseling Concentration is designed to meet the increased professional expectations for addictions counselors as detailed in, Center for Substance Abuse Treatment (2009), *Addiction Counseling Competencies: The Knowledge, Skills and Attitudes of Professional Practice*.^{*} The intent of the Addictions Counseling Concentration is to expand the professional opportunities of addictions studies graduate majors and to provide the community with specialized addictions counselors who are educated to address the persistent problems of addictions and related issues.

^{*} Center for Substance Abuse Treatment (2009). *Addictions Counseling Competencies: The Knowledge, Skills and Attitudes of Professional Practice*. Technical Assistance Publication (TAP) 21. HHS Publication No. (SMA) 08-4171. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Additional Program Outcomes

In addition to the program outcomes for the MHS in Addictions Studies specified above, graduates of the Addictions Counseling Concentration are expected to:

1. Differentiate substance use disorders from other psychopathologies.
2. Identify developmental factors in substance abuse diagnosis and treatment across the lifespan.
3. Incorporate evidenced-based family interventions into clinical work.
4. Apply career theories as related to lifestyle, education, decision-making, and development in substance abuse treatment.
5. Evaluate different models of supervising counselors.

Special Admissions Requirements

You are eligible to apply for the MHS in Addictions Studies- Addictions Counseling Concentration if you meet the following criteria:

1. Current student in the MHS in Addictions Studies Program.
2. Have achieved candidacy.
3. Have no grade of "C" or less in any core courses; and
4. Have a G.P.A. of 3.5 or higher in all completed core courses.

- Complete the Application Packet for the Addictions Counseling Concentration.

Degree Requirements

Students must meet all university requirements for a master's degree. Students also must have met all requirements for candidacy status in the MHS in Addictions Studies Program.

I. Required Courses (35 Hours)

ADDS 5520	Disparity & Diversity in Substance Abuse (3)
ADDS 6140	Professional Practice (3)
ADDS 6300	Families & Addictions (3)
ADDS 6400	Behavioral Health Across the Lifespan (3)
ADDS 7100	Screening, Motivation & Referral (3)
ADDS 7300	Career Development (3)
ADDS 7600	Treating Coexisting Disorders (3)
ADDS 7700	Clinical Supervision (3)
ADDS 8200	Seminar in Substance Abuse
ADDS 8700	Practicum in Addictions (3)
ADDS 8800	Internship (4)
ADDS 8810	Advanced Internship (4)

Subtotal for Addictions Studies Candidacy – 25 Hours

Subtotal for Addictions Counseling Concentration - 35 Hours

Total - 60 Hours

Master of Health Science in Communication Disorders

The graduate major in Communication Disorders prepares students to work as professional speech-language pathologists in a variety of settings, including schools, hospitals, mental health centers, and private practice. Preparation is accomplished through extensive academic and external practicum experience.

Program Outcomes

Upon completion of the graduate program in communication disorders, the student will be able to:

- Assess the communication and relevant behaviors of individuals with disorders of fluency, articulation/ phonology, voice, oral language, hearing, and feeding/swallowing.
- Develop individualized intervention goals consistent with the requirements of federal and state laws.
- Design individualized intervention plans for individuals with disorders of fluency, articulation/phonology, voice, oral language, and feeding/swallowing.
- Provide appropriate speech-language pathology services to culturally diverse client populations.
- Develop, select, and prescribe multimodal augmentative and alternative communication systems.
- Apply scientific principles to evaluate the effectiveness of services.
- Behave in a manner consistent with the ASHA code of ethics and the ASHA Scope of Practice in Speech-Language Pathology.
- Integrate and apply clinical knowledge by successfully completing the national written certification examination (Praxis) of the American Speech-Language-

Hearing Association (ASHA) and the Illinois State Board of Education (ISBE) examinations for the Professional Educator License endorsed in Non-Teaching Speech-language Pathology.

Graduate Accreditation/Certification

The graduate program is accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800.498.2071 or 301.296.5700. The period of accreditation extends through October 31, 2015. Graduates meet all academic and practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). This major also meets the academic requirements for licensure in speech-language pathology in Illinois.

The program is approved by the Illinois State Board of Education (ISBE) and meets academic requirements for the Professional Educator License endorsed in Non-Teaching Speech-Language Pathology (formerly the Type 73 school service personnel certificate endorsed in Non-Teaching Speech-Language Pathology). This license is required for any speech-language pathologist employed in Illinois public schools. Students seeking licensure in this content area must meet the Requirements for Licensure through Approved Programs.

The program in Communication Disorders is designed to serve both part-time and fulltime students.

Special Admission Requirements

This program accepts a limited number of applicants and generally admits students only for the fall term. Students must apply for admission by January 15 of the year in which enrollment is sought. Applicants will be ranked for admission on the basis of academic potential. The number admitted will be based on the number of available openings in the program. Priority will be given to the applications of qualified Illinois residents.

In addition to meeting university criteria, applicants must:

- have completed a bachelor's degree in communication disorders, or its equivalent at a university with regional accreditation;
- have a cumulative GPA of 3.0 or higher for all undergraduate coursework;
- have a G.P.A. of 3.0 or higher for all undergraduate courses attempted in communication disorders; and
- complete the application materials of the Department of Communication Disorders.

Application to the graduate program in Communication Disorders at Governors State University is made through a centralized application service: CSDCAS. To apply to our program, you should access the Communication Sciences and Disorders Centralized Application Service at www.csdcas.org/. All application materials are due by January 15 of the year you wish to begin graduate school.

Additional information about the application process to the graduate program is available on the department's website.

Recommended Preparation

In order to meet the general education requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), applicants must demonstrate knowledge of the principles of biological sciences, physical sciences, statistics, and social/ behavioral sciences. Students are required to have the equivalent of at least one 3-hour course in each of the four content areas. Courses with grades below "C" cannot be applied toward general education requirements.

Thesis/Non-Thesis Option

In the non-thesis option, a student enrolls in a least 1-credit hour of CDIS 8000 Current Topics. The course explores current clinical and scientific issues in communication disorders. Topics will vary and may be repeated for credit.

With faculty approval, students may choose the thesis option. In the thesis option, a student completes a master's project, prepares a formal thesis manuscript, and presents the study in a formal seminar. The thesis option is designed for students who have focused research interests or who intend to pursue doctoral study. The thesis proposal must be approved before starting the practicum sequence.

More information about these options is available in the Communication Disorders Graduate Student Handbook.

Admission to Candidacy

After completion of nine graduate credit-hours in Communication Disorders courses, a student must apply for candidacy. Application forms are available in the program office.

To qualify for degree candidacy, a student must:

1. apply for candidacy in the term after completing nine graduate credit-hours in Communication Disorders courses;
2. have an approved study plan;
3. complete all undergraduate requirements in the approved study plan;
4. achieve a passing score on Test of Academic Proficiency (TAP).
5. successfully complete graduate Communication Disorders courses taught by at least two different faculty in Communication Disorders;
6. earn a minimum G.P.A. of 3.00 in the first nine credits of graduate Communication Disorders courses;
7. earn no more than one grade of "C" in graduate Communication Disorder courses;
8. demonstrate acceptable speech, language, and hearing abilities; and
9. demonstrate interpersonal skills appropriate for the profession.

More detailed candidacy information is available in the Communication Disorders Graduate Student Handbook and through the student's academic advisor.

Degree Requirements

Students must meet all university requirements for a master's degree. In addition, students must:

1. complete all required graduate Communication Disorders courses with a G.P.A. of at least 3.0;
2. satisfactorily complete all practicum requirements. Information about these requirements is available through the Communication Disorders program;
3. pass written qualifying examinations; and
4. graduate with no more than one grade of "C" in graduate Communication Disorders academic courses.

I. Required Courses (54 Hours)

CDIS	6100	Professional and Scientific Foundations of Communication Disorders (3)
CDIS	6200	Advanced Assessment and Intervention in Speech-Language Pathology (3)
CDIS	7100	Fluency Disorders: Evaluation and Treatment (3)
CDIS	7200	Voice and Resonance Disorders (3)
CDIS	7300	Aural Rehabilitation: Principles and Procedures (3)
CDIS	7400	Speech Sound Disorders in Children (3)
CDIS	7500	Child Language Disorders: Early Stages (3)
CDIS	7550	Child Language Disorders: Later Stages (3)
CDIS	7600	Adult Language and Cognitive Disorders (3)
CDIS	7700	Motor Speech Disorders: Differential Diagnosis and Treatment (3)
CDIS	7800	Dysphagia in Adults and Children (3)
CDIS	8100	Professional Issues Seminar in Communication Disorders (1)
CDIS	8200	Foundations of Clinical Practice (1)
CDIS	8300	Qualifying Examinations in Communication Disorders (1)
CDIS	8810	Practicum in Speech-Language Pathology: Special Populations (6)
CDIS	8820	Practicum in Speech-Language Pathology: Public School (6)
CDIS	8830	Practicum in Speech-Language Pathology: Medical Setting (6)

II. Thesis/Non-Thesis Option (1 or 4 Hours)

Select one of the following options:

Non-Thesis Option:

CDIS 8000 Current Topics (1)

Thesis Option:

CDIS 8700 Independent Study (1)

CDIS 8900 Graduate Thesis/Project (3)

III. Total Required with Thesis Option - 58 Hours

Total Required with Non-Thesis Option - 55 Hours

Master of Health Administration

The graduate major in Health Administration prepares students to assume middle management positions and, after the requisite years of experience, top executive positions in large healthcare institutions. The purpose of the major is to educate administrators who will be able both to manage and develop various health service organizations and programs and also to facilitate improved health status and wellbeing of individuals in their service area. Graduates of the master's degree program find employment with hospitals, mental health institutions, HMOs, a variety of governmental and private healthcare programs, and alternative delivery systems.

Program Outcomes

Upon completion of the graduate program in Health Administration, the student will be prepared to:

1. Explain various frameworks of viewing healthcare systems, delivery systems, and health policy.
2. Demonstrate business and non-business aspects of managing and measuring healthcare organizational processes and outcomes.
3. Demonstrate abilities to collect, analyze data, and communicate findings effectively.
4. Demonstrate capacity to assume leadership positions in healthcare delivery systems, healthcare product development organizations, or both public and private healthcare organizations.
5. Explain the conceptual models of healthcare organizational processes and outcomes.
6. Demonstrate the capacity to make sound, thoughtful, and ethical decisions related to health administration.
7. Apply available tools to assess and measure organization-specific environment and outcomes.
8. Value organizational diversity and population differences.
9. Demonstrate commitment to health equity and patient-centered healthcare.
10. Integrate clinical knowledge and management skills necessary to improve organizational effectiveness.
11. Engage in life-long learning.

Accreditation

The graduate major is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME), located at 2000 14th Street North Suite 780, Arlington, VA 22201. CAHME may be reached by telephone at 703.894.0960 or by fax at 703.894.0941. CAHME's website may be viewed at www.cahme.org.

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must:

1. have a G.P.A. of 3.0 or higher for the last 60 hours of undergraduate course work or a cumulative 3.0 G.P.A. for all previous graduate course work.
2. applicants with an undergraduate G.P.A. below 3.0 may be advised to take six hours of graduate course work as undeclared students, achieve grades of "B" or better in

the course work, and re-apply for admission. The Admissions Committee will evaluate the applicant's work and determine eligibility for admission.

3. submit an official copy of scores on either the GRE or GMAT.
4. have a PAGG (Product of Applicant's GPA and GRE or GMAT scores) of at least 885 for students taking the GRE or at least 1200 for students taking the GMAT. Students who take the GRE are also required to submit the analytical writing scores.
5. a minimum of 4.5 on a scale of 6.0 is required for admission consideration.
6. submit three letters of recommendation that support the applicant for graduate study in health administration. Recommendation letters must be from previous academic faculty and/or from current or previous employers. If the applicant has been out of school or unemployed for more than five years, he/she may petition for a waiver or a substitution of references.
7. submit a Personal Statement for pursuing the Master's Degree of Health Administration.
8. complete an interview with the Admissions Committee scheduled on a mutually agreeable date and time. International students may request an interview via telephone, Skype, or web conference.
9. all international applicants must submit official academic credentials with an evaluation from the Educational Credentials Evaluation (ECE) in Milwaukee, WI, and may be required to submit a minimum acceptable score on the Test of English as a Second Language (TOEFL).

Required Preparation

An undergraduate major in one of the following fields is recommended: health administration, business administration, public administration, allied health disciplines, or social/behavioral sciences.

Students should have completed the following prerequisite course work within the last five years: three hours in Healthcare Accounting (HLAD4106); three hours in Statistics (HLAD3104); three hours in Economics (HLAD3102); three hours of Basic Management (HLAD3101); and three hours in Policy and Politics in Healthcare (HLAD3108). Students are also expected to be computer literate and maybe required to take a computer course or workshop to achieve literacy. Students without this or acceptable equivalent course work may be admitted to the program, but can only enroll in graduate courses for which they have satisfied the appropriate prerequisites. Students may seek a waiver from prerequisites by submitting a written request with supporting documentation to their advisor for evaluation during their first semester of enrollment.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available from the student's advisor. Application for candidacy should be made during the trimester in which the student expects to fulfill the candidacy requirements. Unsuccessful applicants to candidacy will not be permitted further registration in courses in the degree program. To qualify for degree candidacy, a student must:

1. have earned a grade of "B" or better in six of the following nine courses: HLAD7101, HLAD7102, HLAD7104, HLAD7105, HLAD7107, HLAD7109, HLAD7110, HLAD7111, and HLAD7112;
2. complete all prerequisite course work listed in the Required Preparation Section;
3. apply for candidacy after earning a minimum of 18 and a maximum of 27 graduate-level credit-hours;
4. demonstrate adequate oral and written communication abilities appropriate for the profession; and
5. demonstrate adequate interpersonal skills appropriate for the profession.

Skill levels noted in items four and five above are evaluated based on the professional judgment of the faculty and administrators through regular review of student progress.

More detailed candidacy information is available from the student's advisor.

I. Required Courses (51 Hours)

HLAD 7101	Introduction to Health Care Organization (3)
HLAD 7102	Community Health and Managerial Epidemiology (3)
HLAD 7105	Applied Research Methods for Health Administration (3)
HLAD 7107	Economics of Health Administration (3)
HLAD 7108	Health Care Ethics and Policy (3)
HLAD 7109	Health Care Informatics (3)
HLAD 7110	Health Care Financial Management I (3)
HLAD 7111	Organizational Theories in Health Administration (3)
HLAD 7112	Health Care Management I (3)
HLAD 8101	Quantitative Decision-Making for Health Administration (3)
HLAD 8102	Health Care Program Planning and Evaluation (3)
HLAD 8103	Health Care Quality Improvement Concepts and Tools (3)
HLAD 8105	Health Care Human Resource Management (3)
HLAD 8106	Health Care Law (3)
HLAD 8107	Health Care Financial Management II (3)
HLAD 8108	Strategic Planning and Marketing for Health Administration (3)
HLAD 8901	Health Care Management II (3)

Integrative Field Experience Option (3 Hours)

Select three hours:

HLAD 8902	Health Administration Field Experience (3)
HLAD 8110	Internship: Residency (minimum of six months) (3)
HLAD 8111	Graduate Thesis (1 - 8)

Master of Science in Nursing

The graduate major in Nursing provides a master's degree program for nurses who have a baccalaureate degree in nursing. The degree provides the opportunity to focus as a clinical nurse specialist in adult health, as a nurse administrator, or as a family nurse practitioner.

The Clinical Nurse Specialist concentration prepares the advanced practice nurses to serve the health needs of adults in a variety of settings. The graduate will be able to synthesize advanced knowledge of health-illness states of clients; integrate research-based problem solving and decision making in designing care for clients, families, and communities; use advanced therapeutic intervention skills in one's clinical practice; and implement effective communication strategies in collective management of client care. The graduate will be prepared to assume the role of clinical specialist that reflects contemporary nursing practice standards. The graduate will also be prepared to apply for certification as a clinical nurse specialist. The program consists of core courses at the 7000 level designed to provide the knowledge and skills required of any advanced practice nurse. Specialty courses at the 8000 level provide preparation for role as clinical specialist in adult health.

The sequence in the Family Nurse Practitioner concentration prepares the advanced practice nurse to serve the health needs of clients across the life span in a variety of primary care settings. The graduate will be able to synthesize theoretical and evidence-based clinical knowledge to provide professional comprehensive primary and specialty client care across the domains of client health and illness management; client-practitioner relationship; teaching and coaching; managing and negotiating health care delivery systems; monitoring and ensuring quality of health care practice, and culture competence. The graduate will be prepared to assume the role of Family Nurse Practitioner as reflected by contemporary advanced practice nursing standards. The graduate will also be prepared to apply for national certification examination as a Family Nurse Practitioner. The program consists of core courses at the 7000 level designed to provide the knowledge/skills required of any advanced practice nurse. Specialty courses at the 8000 level provide didactic and practicum preparation for the role as Family Nurse Practitioner.

The certificate for Family Nurse Practitioner is an option for nurses already prepared at the advanced practice level who have a master's degree.

The Nursing Administration concentration prepares advanced practice nurses to assume roles in middle nursing management, and after appropriate years of experience, to assume chief nurse executive positions in health care institutions. The graduate will be able to synthesize advanced knowledge of management within complex health care organizations; integrate research-based problem solving and decision making in designing integrated nursing care modalities; and use advanced management strategies to promote state of the art nursing interventions, health promotion and disease prevention. The program is comprised of core nursing courses designed to provide a theoretical framework for

advanced practice and nursing management courses which provide preparation for the role of nurse administrator. The graduate will be prepared to seek national certification as a Nurse Administrator once work or consultative hour requirements are met.

Accreditation

Both undergraduate and graduate programs are accredited by the National League for Nursing Accrediting Commission (NLNAC).

3343 Peachtree Road NE
Suite 850
Atlanta, Georgia 30326
Web site: www.nlnac.org

For further information, or an appointment with an advisor, email the Department of Nursing at nursingadvisor@govst.edu or call 708.534.4040.

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must:

1. have a baccalaureate degree with a major in Nursing from an accredited nursing program in a regionally-accredited college or university;
2. have completed the following undergraduate courses or their equivalent: Nursing Research, Statistics, and Health Assessment;
3. have a current and valid license as a registered professional nurse in the State of Illinois;
4. submit a one-page biographical sketch and a statement of personal goals for pursuing a graduate degree in nursing; and
5. have a cumulative GPA of 2.50 or higher in all undergraduate courses and a GPA of 3.0 or higher with a grade of "C" or better in all upper-division nursing courses. Applicants who do not meet the GPA requirements or who have graduated from non-graded baccalaureate programs will be conditionally admitted. A GPA of 3.0 must be maintained for the first nine hours of work completed. If a 3.0 GPA is not maintained, the student must petition the Nursing program for continued enrollment. Please address your formal request to continue enrollment to Dr. Nancy MacMullen, Chair, Department of Nursing, Governors State University, 1 University Parkway, University Park, IL 60484.

Applicants must submit initially all transcripts through NursingCAS. The Admissions Processing Office of Governors State University may require an additional official copy.

Applicants with credentials from countries other than the United States must have their credentials evaluated through a university approved evaluation organization. Contact the Admission Office for a listing of approved evaluation organizations. The evaluated credentials must be submitted through NursingCAS with the application.

Applicants must assume all responsibility for fees associated with testing.

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

Other Requirements

1. Once accepted into the program, information regarding health and other program specific requirements will be sent to the student. These requirements must be met within the first term of enrollment.
2. The CNS, FNP, and PMC programs require at the minimum, 500 clinical hours that must be completed prior to graduation.

Admission to Candidacy

After admission as a degree-seeking student, a student must also apply for candidacy. Application for candidacy should be made with the approval of one's academic advisor at the completion of all core nursing courses, at which time all candidacy requirements must be fulfilled. Admission to candidacy is required in order to enroll for additional nursing courses. To qualify for degree candidacy, a student must:

1. meet all conditions of admission; and
2. complete all core nursing courses specific to concentration:
CNS and FNP – NURS6145, 6150, 7180, 7181, and 7182;
Nurse Administrator – NURS6145, 7182, 8350, ONTL5101, HLAD7101, 7109.

Degree Requirements

Students must meet all university requirements for a master's degree. In addition, students must:

1. pass, during the last term of the student's program, comprehensive examination over the major area of study. This examination will be administered by three faculty and it may be repeated only once; and
2. complete a minimum of 500 clinical hours for the CNS, FNP, and FNP Certificate programs; and
3. a student may repeat only one nursing course in which a grade of "D" or less is received without being academically dismissed from the program.

I. Required Courses Clinical Nurse Specialist Sequence (42 Hours)

NURS 6145	Theoretical Perspectives for Advanced Practice Nursing (3)
NURS 6150	Advanced Clinical Pathophysiology (3)
NURS 7180	Advanced Health Assessment (4)
NURS 7181	Pharmacotherapy in Nursing (3)
NURS 7182	Health Care Policy and Nursing (3)
NURS 8102	Clinical Issues in Adult Health (3)
NURS 8103	Research in Adult Health (3)
NURS 8107	Adult Health and Illness I (5)
NURS 8108	Adult Health and Illness II (5)
NURS 8210	Clinical Specialist in Adult Health I (5)
NURS 8946	Adult Health Internship and Project (5)

II. Required Courses Nursing Administration (42 Hours)

HLAD 7101	Introduction to Healthcare Organization (3)
HLAD 7109	Healthcare/Nursing Informatics (3)
HLAD 8102	Healthcare Program Planning and Evaluation (3)
HLAD 8103	Integrated Performance Improvement for Healthcare Organizations (3)
HLAD 8105	Healthcare Human Resource Management (3)
NURS 6145	Theoretical Perspectives for Advanced Practice Nursing (3)
NURS 7182	Healthcare Policy and Nursing (3)
NURS 8102	Clinical Issues in Adult Health (3)
NURS 8103	Research in Adult Health (3)

NURS 8350	Nursing Administration I (3)
NURS 8400	Nursing Financial Management (3)
NURS 8550	Nursing Administration II Seminar (3)
NURS 8956	Nursing Administration II Practicum (3)
ONTL 5101	Introduction to Online Learning (2)

Select elective workshop (1) from one of the following:

Health Sciences
Communication Studies
Addictions Studies
Management Information Systems

III. Required Courses for the Family Nurse Practitioner Sequence (42 Hours)

NURS 6145	Theoretical Perspectives for Advanced Practice Nursing (3)
NURS 6150	Advanced Clinical Pathophysiology (3)
NURS 7180	Advanced Health Assessment (4)
NURS 7181	Pharmacotherapy in Nursing (3)
NURS 7182	Health Care Policy and Nursing (3)
NURS 8102	Clinical Issues in Adult Health (3)
NURS 8103	Research in Adult Health (3)
NURS 8109	Young Family in Health and Illness (5)
NURS 8110	Aging Family in Health and Illness (5)
NURS 8220	Seminar and Practicum In Family Nurse Practitioner Role (5)
NURS 8470	Family Nurse Practitioner Internship and Project (5)

IV. Thesis Option (3 Hours)

NURS 8900 Graduate Thesis/Project (1-8)
Students who have focused research interests or who intend to pursue doctoral study may wish to conduct formal thesis/project research. Students may begin in the sixth semester by registering for NURS8900 for one hour. A minimum of three hours is required. More information about this option is available from the academic advisor.

V. Total Required - 42 Hours and with Thesis - 45 Hours

Master of Occupational Therapy (M.O.T.)

The graduate professional degree in Occupational Therapy (Master of Occupational Therapy-M.O.T.) prepares students to assume general practice positions in occupational therapy in a variety of health, education, and social service delivery systems. This is an entry-level graduate degree. This curriculum is designed for the student who has a bachelor's degree (any major), required prerequisite course work, and a strong commitment to pursuing a rigorous program of study in Occupational Therapy.

Program Outcomes

Students who have completed all required academic and fieldwork education in the Master of Occupational Therapy (MOT) program will be able to:

1. Demonstrate entry-level competence of an occupational therapist through a combination of critical reasoning, comprehensive skills and knowledge and effective communication.
2. Articulate and apply occupational therapy theory and science based evidence in occupational therapy service across the life span and in multiple areas of health and human service.

3. Uphold the ethical standards and values of the occupational therapy profession and embrace a commitment to life-long learning.
4. Promote health, wellness, and participation in life roles for all, but especially for those with illness, injury or disability.
5. Advocate for occupational therapy services and those served to enable people of all ages to live life to their fullest.

Accreditation

The Occupational Therapy program has full accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. AOTA's phone number is 301.652. AOTA.

Graduates of the program are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Illinois, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Caution: a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure.

Special Admissions Requirements

In addition to meeting university admission criteria, applicants must have successfully completed the following prerequisites in addition to, or in conjunction with a baccalaureate degree:

- Social and Behavioral Sciences (9 hours total) to include General Psychology (3 hours). The following courses are strongly recommended: abnormal psychology, developmental psychology, or other related sociology or anthropology courses.
- Natural Sciences; (16 credit-hours) to include 4 credits of general physics I with lab, 8 credits of anatomy and physiology with lab; 4 credits of general chemistry II with lab which includes organic chemistry or 4 credits of organic chemistry with lab.
- Arts/or related disciplines; Expressive arts/media (3 hours). For example course work in the following areas: art, theater, music, dance, photography, industrial arts, or home economics.
- Other course work:
Medical Terminology (1 hour)
Orientation to Occupational Therapy (2 hours)
Survey of Research or Statistics course (3 hours)

Applicants must have a minimum undergraduate cumulative GPA of 2.75 and a minimum prerequisite GPA of 3.00. The Graduate Record Exam (GRE) is a prerequisite requirement for the MOT program. An essay and three letters of recommendation are required in the application process.

Application to the MOT program is through an occupational therapy centralized application service: OTCAS (www.otcas.org) Admission is by application and is competitive. Review the program website (www.govst.edu/mot) for current information regarding application procedures and timelines.

Recommended Preparation

Students planning to pursue application to the M.O.T. program should complete a baccalaureate degree in any field of study and complete the above-stated prerequisite courses.

Admission to Candidacy

Following acceptance and progression in the MOT program, a student must apply for candidacy. Application must be made when a student has completed at least 75 credit-hours and maintained a G.P.A. of 3.0 or higher for all courses in the MOT program.

Master's Final Project

The Occupational Therapy Level II Fieldwork A and B (OCCT 8910 and OCCT 8920) are graduate practica that provide students with the opportunity to evaluate the relevance of theoretical and academic perspectives in the profession and meet entry-level competence and, therefore, meet the requirement of the master's final project.

Degree Requirements

I. Required Courses (98 Hours)

Degree Requirements (98 Hours)

BIOL	7706	Physiology of Disease I (3)
BIOL	7707	Physiology of Disease I Lab (1)
BIOL	7716	Physiology of Disease II (4)
OCCT	6601	Gross Anatomy I (3)
OCCT	6602	Gross Anatomy I Lab (1)
OCCT	6611	Gross Anatomy II (3)
OCCT	6612	Gross Anatomy II Lab (1)
OCCT	6626	Neuroscience (4)
OCCT	6710	Ethics, Policy, and Leadership in Occupational Therapy (3)
OCCT	6720	Occupational Therapy Process (3)
OCCT	6730	Theories of Occupation (3)
OCCT	7000	Seminar in Occupational Therapy (2)
OCCT	7210	Level I Fieldwork A (1)
OCCT	7220	Level I Fieldwork B (1)
OCCT	7230	Level I Fieldwork C (1)
OCCT	7705	Movement Analysis I Lab (1)
OCCT	7716	Movement Analysis II Lab (1)
OCCT	7740	Psychosocial Knowledge (3)
OCCT	7742	Psychosocial Knowledge Lab (1)
OCCT	7750	Human Development and Performance I (3)
OCCT	7760	Human Development and Performance II (3)
OCCT	7780	Models of Health (3)
OCCT	7790	Research Methods for Occupational Therapy (3)
OCCT	7810	Occupational Therapy Assessment and Intervention I (3)
OCCT	7811	Occupational Therapy Assessment and Intervention I Lab (1)
OCCT	7820	Occupational Therapy Assessment and Intervention II (3)
OCCT	7821	Occupational Therapy Assessment and Intervention II Lab (1)
OCCT	7830	Assistive Technology Method and Tools (3)
OCCT	7835	Methods and Tools for Promoting Performance (2)
OCCT	7836	Advanced Assistive Technology (optional) (4)
OCCT	7840	Managing Occupational Therapy Services (3)
OCCT	7850	Exploring Interdisciplinary Team Process and Leadership (3)

OCCT	8900	Independent Research Study (1-8)
OCCT	8910	Occupational Therapy Level II Fieldwork A (10)*
OCCT	8920	Occupational Therapy Level II Fieldwork B (10)*
OCCT	8930	Occupational Therapy Specialty Fieldwork (optional) (5)
PHYT	6705	Movement Analysis I (2)
PHYT	6715	Movement Analysis II (2)

* All Occupational Therapy students must complete Level II fieldwork within 24 months following completion of academic preparation and achieving candidacy.

Master of Social Work (M.S.W.)

The Master of Social Work program prepares advanced social work professionals to provide services to at-risk socially and economically diverse children, adults, and families. Graduates are prepared for professional practice in social service agencies serving children, adolescents, adults, and families and communities in the southern urban/suburban/rural region of metropolitan Chicago. The primary goal of the GSU M.S.W. program is to prepare highly qualified, competent advanced social work professionals to engage in critical practice grounded in a social justice ethic.

The Master of Social Work degree has two programs:

1) The Full M.S.W. Program degree consisting of 60 credit-hours in the foundation and advanced curriculum for students who have not earned the baccalaureate social work degree.

2) The Advanced Standing Degree program consisting of 32 credit-hours in the advanced curriculum. This option is available for students who have a baccalaureate social work degree within seven years of the date of application to the M.S.W. program from a Council on Social Work Education accredited program.

Both a full-time and a part-time option are available for the completion of the M.S.W. degree. The full-time program is offered over a two-year period for students employed less than full-time. The part-time programs are designed for students employed full-time and cannot complete their graduate studies on a full-time basis. The part-time programs are offered over three or four years.

Program Outcomes

After completing the concentration curriculum at Governors State University the student will:

1. Analyze the differential effects of cultural, historical, political, globalization, technological changes, and social-economic influences on children, adults, and families.
2. Integrate knowledge of social work values and ethics into an autonomous practice with children and families.
3. Demonstrate effective leadership skills in social and human services organizations, including application of leadership theories, interpersonal skills, problem-solving skills, and decision-making techniques.
4. Conduct multidimensional assessments on complex issues with children and families that include environmental stressors such as cultural, economic, political, spiritual, and social relationship factors.

5. Analyze, integrate, and differentially apply various treatment models and techniques used in practice with families, children, and adolescents.
6. Differentially apply theoretical perspectives to child and family practice and to assess the impact of these theoretical views on policy, programs, organizations, practitioners, and clients.
7. Appropriately conduct, critically analyze, and utilize qualitative and quantitative research to evaluate practice interventions and to inform social welfare policy development with children and families.
8. Apply knowledge of discrimination and social and economic injustice, and integrate principles of empowerment, advocacy, and a strengths-perspective with vulnerable children and families in multicultural communities.
9. Integrate knowledge of various policy practitioner roles (including legislative, administrative, and advocacy activities) to improve services to and promote the well-being of children and families.
10. Develop and expand programs and services for children and families in communities where resources to meet client needs are scarce.
11. Utilize and provide supervision and consultation in the delivery of advanced practice with vulnerable children and families within organizational and community contexts.

Accreditation

The Master of Social Work program is accredited by the Council on Social Work Education (CSWE).

Admission to the M.S.W. Program

Applicants to the Master of Social Work degree program must submit an application to the M.S.W. program office, three letters of recommendation, essay responses to questions posed by the M.S.W. program faculty, and transcripts from all post-secondary institutions from which the applicant completed course work. Students are admitted to the Full M.S.W. Program and the Advanced Standing Degree Program in the Fall term.

Special Admissions Requirements

In addition to meeting the university admission criteria, the following are required of applicants:

1. A bachelor's degree with a minimum cumulative G.P.A. of 2.50 on a 4.0 scale
2. A liberal arts foundation that includes course work in the following areas:
 - a. behavioral/social sciences (equivalent of nine credit-hours);
 - b. science/mathematical reasoning, which must include human biology and statistics (equivalent of six credit-hours); and
 - c. humanities/fine arts (equivalent of six credit hours).
3. Submission of supplementary application packet which includes:
 - a. official transcripts of all previous college work;
 - b. M.S.W. application form;
 - c. prerequisite Evaluation form with required catalog descriptions, if not GSU course work;
 - d. three letters of recommendation; and
 - e. essay responses.

Prospective students for the Advanced Standing Degree program must satisfy the above requirements in addition to having a 3.0 G.P.A. in baccalaureate social work course work. Information related to the program and special application materials for the Master of Social Work program are available from the MSW website: www.govst.edu/chhs/dsw/msw or Governors State University Office of Admission.

Admission Office
Governors State University
1 University Parkway
University Park, Illinois 60466
708.534.4490

Admission occurs once a year. Advanced Standing applications are due March 1 and Full Program applications must be received by March 15. All admissions decisions are made by April 30.

Due to accreditation guidelines regarding faculty/student ratio, admission to the program is limited each year. Applicants are ranked for admission on the basis of:

1. undergraduate grade point average;
2. commitment to the mission of the M.S.W. program;
3. personal value system consistent with that of the social work profession;
4. prior employment and/or volunteer experience serving the needs of vulnerable, at-risk, population groups; and
5. need for a part-time program due to the inability to leave employment to pursue professional education.

Degree Requirements

The M.S.W. program offers two (2) degree programs: Full Program and the Advanced Standing degree program. The Full Program consists of 60 credit-hours of course work in the foundation and advanced curriculum. The Advanced Standing program consists of 30 credit-hours of course work in the advanced curriculum and is restricted to prospective students who have completed a baccalaureate degree program in a social work education program accredited by the Council on Social Work Education (CSWE) within seven years from the date of application to the M.S.W. program.

Master of Social Work (M.S.W.) M.S.W. Curriculum Full Program Degree Requirements

Foundation Curriculum

SOCW 6100	The Social Work Profession in a Diverse Society (3)
SOCW 6200	Human Behavior in the Social Environment I (3)
SOCW 6300	Human Behavior in the Social Environment II (3)
SOCW 6400	Social Welfare Policies and Provisions (3)
SOCW 6500	Social Work Research (3)
SOCW 7200	Social Work Practice I (3)
SOCW 7100	Social Work Practice II (3)
SOCW 7500	Field Practicum I (2)
SOCW 7501	Field Practicum I Integrative Seminar (2)
SOCW 7600	Field Practicum II (2)
SOCW 7601	Field Practicum II Integrative Seminar (2)
SOCW 7050	Foundation Elective (3)

Total - 32 Credit-Hours

Practice with Children and Families**Advanced Curriculum**

SOCW 8100	Theoretical Contexts of Practice with Children and Families (3)
SOCW 8200	Social Work Practice with Families (3)
SOCW 8300	Social Work Practice with Children and Adolescents (3)
SOCW 8400	Practice Evaluation (3)
SOCW 8500	Policy Practice with Children and Families (3)
SOCW 8600	Field Practicum III (3)
SOCW 8601	Field Practicum III Integrative Seminar (2)
SOCW 8700	Field Practicum IV (3)
SOCW 8701	Field Practicum IV Integrative Seminar (2)
SOCW 8060	Advanced Elective (3)

Total Advanced Credit-Hours - 28**Total Foundation and Advanced - 60 Hours****School Social Work Concentration Curriculum**

SPEd 6101	Survey of Students with Exceptionalities (3)
SOCW 8100	Contexts and Theories in Practice with Children and Families (3)
SOCW 8210	Social Work Practice in Schools (3)
SOCW 8300	Social Work Practice with Children and Adolescents (3)
SOCW 8400	Practice Evaluation (3)
SOCW 8510	Policy for School Social Workers (3)
SOCW 8600	Field Practicum III (3)
SOCW 8601	Field Practicum III: Integrative Seminar (2)
SOCW 8700	Field Practicum IV (3)
SOCW 8701	Field Practicum IV: Integrative Seminar (2)

Total Concentration Credit-Hours - 28**Total Foundation and Concentration - 60 Hours****Holistic Practice Concentration Curriculum**

SOCW 8060	Advanced Elective (3)
SOCW 8100	Contexts and Theories in Practice with Children and Families (3)
SOCW 8220	Advanced Holistic Practice and Wellness (3)
SOCW 8225	Complementary, Alternative, and Indigenous Practice Modalities (3)
SOCW 8400	Practice Evaluation (3)
SOCW 8515	Holistic Policy Practice (3)
SOCW 8600	Field Practicum III (3)
SOCW 8601	Field Practicum III Integrative Seminar (2)
SOCW 8700	Field Practicum IV (3)
SOCW 8701	Field Practice IV Integrative Seminar (2)

Total Concentration Credit-Hours - 28**Total Foundation and Concentration - 60 Hours****M.S.W. Advanced Standing Degree Requirements**

SOCW 8000	Transition to Advanced Social Work (1) [Module 1]
SOCW 8001	Transition to Advanced Social Work (1) [Module 2]
SOCW 8002	Transition to Advanced Social Work (1) [Module 3]
SOCW 8003	Transition to Advanced Social Work (1) [Module 4]
	Advanced Curriculum (28)

Total Advanced Standing Credit-hours - 32 Hours**Student Candidacy Requirement**

Graduate students seeking degrees at Governors State University must apply and be approved for candidacy in the degree program in which they have been admitted. The M.S.W. Full Program students apply for advancement to candidacy in the last term of the foundation curriculum. Advanced Stand-

ing students apply for candidacy during the fall term of their first year. Advancement to candidacy occurs when students have demonstrated in their application for candidacy that they are progressing satisfactorily in the M.S.W. program and have maintained a 3.0 G.P.A. Application forms for this purpose are provided to students by the M.S.W. program.

Master's Final Project

The advanced field practicum (SOCW8600 and 8700) is a graduate practicum that provides students with the opportunity to evaluate the relevance of theoretical and academic perspectives in the profession, and therefore meets the requirement of the master's final project.

Field Practicum

The field practica require the completion of supervised social work practice experiences at the foundation and advanced levels. While work-site field placements are permitted, restrictions are placed on such practica.

The foundation field practica consist of two consecutive field practicum experiences concurrent with classroom experiences in the form of integrative seminars. Field Practicum I and its concurrent integrative seminar take place during the 15-week fall semester, and Field Practicum II and its concurrent integrative seminar occur over the 15-week spring semester. The foundation field requires 420 clock-hours under the supervision of a field instructor with a master of social work degree. The field experience provides students with the opportunity to apply knowledge, values, and skills acquired in the foundation course work.

The advanced field practica are designed to assist students with the integration and synthesis of practice knowledge, the internalization of social work professional values, and the application of practice skills as they become critically conscious and self-reflective and competent practitioners. There are two advanced field practica: Field Practicum III and IV that span over two terms beginning with the fall semester and ending with the spring semester. As in the foundation field placement, students are also required to enroll concurrently in the field integrative seminars. The advanced field practica require 480-600 clock-hours under the supervision of a field instructor who has met the criteria that qualifies a professional to serve in this role.

Addictions Screening, Assessment, and Referral Certificate

The certificate program in Addictions Screening, Assessment, and Referral prepares health, human service, justice, and education professionals to deliver empirically-based services to individuals with substance use/abuse issues within their practice settings. Preparation is accomplished through the completion of academic course work delivered through state-of-the-art distance learning strategies, especially computer-based and web-based technologies.

Accreditation/Certification

Illinois residents seeking certification as Assessment/ Referral Specialists through the Illinois Alcohol and Other Drug

Abuse Professional Certification Association, Inc. (IAODAPCA) may use the coursework to partially satisfy certification requirements. An optional internship and one year of paid work experience in assessment/ referral are also required prior to state certification. The IAODAPCA office is located at 1305 Wabash Avenue, Suite L, Springfield, Illinois 62704-4938. State certification may be available in other states. It is suggested that applicants review licensure and certification requirements in the states in which they anticipate employment.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

- submit an application for admission to the certificate program; and
- have a bachelor's degree in a health, human services, justice, or education area with a minimum cumulative G.P.A. of 2.50 on a 4.0 scale.

Admission to the certificate program is not a guarantee of admission to the M.H.S. program.

Certificate Completion Requirements

Students will complete the certificate program in Addictions Screening, Assessment, and Referral by satisfactorily passing each of the following courses with a minimum 70 percent achievement level; a final grade of "C" or better; and with a cumulative G.P.A. of "B" or better (3.0 on a 4.0 scale).

Required Courses (12 Hours)

ADDS 5100	Substance Abuse Current Concepts (3)
ADDS 5512	Changing Health Behaviors (3)
ADDS 5520	Disparity and Diversity in Substance Abuse (3)
ADDS 7100	Substance Abuse Screening, Motivation, and Referral (3)

Certificate in the Principles of Conductive Education

This online certificate program, which includes some laboratory experience in Conductive Education, is a part-time program designed for health and educational professionals. The purpose of this certificate program is to expand knowledge about conductive education to teach therapists and teachers an intervention based on principles of learning and intensive motor training and group processes for individuals with motor impairments. Conductive Education is a complex, integrated program of developmental learning. Individuals with motor impairments, including stroke, cerebral palsy, Parkinson's, and traumatic brain injury benefit from Conductive Education. Conductive Education addresses motor disorders from a functional learning standpoint. All course work is eligible for professional continuing education credit.

Special Admissions Requirements

In addition to the university certificate admissions requirements, students must:

- submit a copy of professional license/certification (teaching certificate or professional certification);
- submit a copy of malpractice/liability insurance;
- submit an updated résumé; and
- submit a statement of personal goals (1-2 pages).

Requirements for Completion of the Certificate

To receive the certificate in Conductive Education, students must successfully complete the following courses with a grade of "B" or better. All courses must be taken in sequence, beginning with the Principles of Conductive Education.

PHYT 5510/OCCT 5510	Principles of Conductive Education (3)
PHYT 5520/OCCT 5520	Disease Process Relevant to Conductive Education (2)
PHYT 5530/OCCT 5530	Advances in Motor Control and Motor Learning (3)
PHYT 5550/OCCT 5500	Research in Conductive Education (2)
PHYT 5560/OCCT 5560	Practicum in Conductive Education (3)
PHYT 5570/OCCT 5570	Learning Processes in Conductive Education (3)

Completion Requirements

In addition to completing the online classroom hours, students will engage in 16 contact hours of laboratory experience held at the Center for Independence through Conductive Education (Countryside, IL) learning hands-on handling techniques, and practical knowledge of how CE works. These 30 hours are included into the regularly scheduled CE program.

A capstone project of 45 hours will accompany the practicum experience (PHYT5560/OCCT5560). The Practicum will take place at the Center of Independence through Conductive Education.

Total - 16 Hours

Family Nurse Practitioner Certificate

The Department of Nursing offers a Certificate to prepare nurses with Master of Science in Nursing CNS concentration to meet the requirements for licensure as a Family Nurse Practitioner. The program is intended for nurses who have attained a master's or doctoral degree in a clinical specialty and who aspire to work as a nurse practitioner in an advanced practice setting.

Admission Requirements

1. A master's or doctoral degree in nursing with current Illinois Advanced Practice Nursing (APN) Licensure and/or a current Specialty Certification in an Adult Clinical Focus qualifying the applicant for state APN licensure; OR
A master's or doctoral degree in nursing with a clinical focus and a minimum of 500 hours of documented clinical activity that would qualify the applicant to apply for an Adult Specialty Certification and APN state licensure. Transcripts and adequate, appropriate clinical activity hours will be reviewed on an individual basis.

2. Transcripts must support advanced pharmacology, pathophysiology and physical assessment courses at the master's or doctoral level.
3. Licensure as a registered professional nurse in the State of Illinois or the jurisdiction in which clinical practice will occur.

Requirements for the Certificate

The curriculum leading to the Family Nurse Practice Certificate consists of three graduate courses:

NURS 8109	Young Family in Health or Illness (5)
NURS 8110	Again Family in Health or Illness (5)
NURS 8220	Seminar & Practicum in the Family Nurse Practitioner Role (5)
NURS 8947	Family Nurse Practitioner Internship and Project (5)

Total - 20 Hours

A student may repeat only one nursing course in which a grade of "D" or less is received without being academically dismissed from the program.

Health Care Informatics Certificate

The Health Care Informatics Certificate program is designed to prepare healthcare professionals to work with information management systems. The program consists of an 18 credit-hour sequence of courses that provides career training and skills development for working professionals, career changers, and recent college graduates. The program is designed to supplement, rather than to replace, degree education. It allows students to explore new career opportunities and to stay current in the field.

Admission Requirements

Admission to the Health Care Informatics program occurs once a year and in the fall semester only.

In addition to meeting all relevant university requirements, applicants must:

- possess a bachelor's degree at the undergraduate level (preferably, health administration, business/public administration, allied health disciplines, or computer science) from a regionally accredited college or university; and
- complete the prerequisite courses, including CPSC2005 (or equivalent course or professional experience) and a research methods course (HLAD7105 or equivalent).

Certificate Requirements

To receive a certificate in HCI, students must:

1. complete all required course work;
2. earn a grade of "C" or higher for all course work; and maintain a "B" (3.0) average or higher for all course work.

Required Courses (18 Hours)

CPSC 6578	Networking Essentials (3)
HLAD 7103	Information System for Health Care Managers (3)
HLAD 7106	Database Design and Administration of Health Care System (3)
HLAD 7109	Health Care Informatics (3)

HLAD 8100	Health Information System Analysis and Design (3)
HLAD 8104	Medical Records, Information Security and the Law (3)

Total - 18 Hours

Courses of Study

All courses are currently listed in the catalog. Students will take the required courses in the following sequence:

Fall Semester

CPSC 6578	Networking Essentials
HLAD 7103	Information System for Health Care Managers

Spring Semester

HLAD 7106	Database Design and Administration of Health Care Systems
HLAD 7109	Health Care Informatics

Summer Session

HLAD 8100	Health Information System Analysis and Design
HLAD 8104	Medical Records, Information Security, and the Law

Health Services Research Certificate

The Health Services Research Certificate program prepares students for entry-level research positions in the healthcare field. The curriculum is designed for part time students and can be completed in three terms. The first term is dedicated to providing a base of knowledge in both statistics and fundamental areas of research concern in health care. The second term takes students to the first level of applying this base of knowledge. Second term courses focus on applying research strategies to healthcare problems and on beginning the process of identifying a suitable research project in conjunction with a faculty member in a mentor/student relationship. Finally, during the third term, the process is completed through instruction in computerized data analysis and the completion of a final project with the same faculty member. The final project will be a publishable, journal length article that will be submitted to an appropriate outlet. Students are admitted to the certificate program in fall term only.

Admission Requirements

In addition to meeting all relevant university requirements, applicants must:

- have graduated from a regionally accredited college or university with a minimum of a 2.5 grade point average for the last 60 hours of undergraduate course work; and
- submit three standard letters of recommendation that support the applicant's ability to complete the certificate program.

Certificate Requirements

To receive a certificate in HSR, students must:

1. complete all required course work;
2. earn a grade of "C" or higher for all course work;
3. maintain a "B" (3.0) average or higher for all course work;

4. successfully submit a research paper written in collaboration with a full-time faculty member for publication; and
5. submit an application for the certificate to the program director for approval upon successful completion of all requirements.

Required Courses (18 Hours)

HLAD 7104	Introduction to Health Services Research (3)
HLAD 7105	Applied Research Methods for Health Administration (3)
HLAD 8109	Independent Study: Health Services Research Proposal (3)
HLAD 8111	Graduate Thesis/Project: Health Services Research Final Project (3)
STAT 5520	Statistical Methods (3)
STAT 6110	Data Analysis Using SPSS (3)

Total - 18 Hours

Long-Term Care Administration Certificate

A certificate in the Long-Term Care Administration is offered for students who wish to obtain theoretical and practical knowledge in long-term care administration, as well as to prepare for the Illinois licensing examination for nursing home administrators. The certificate, along with successful completion of the nursing home administrator's examination, will generally enhance prospects for employment in the long-term care industry.

The sequence of courses for the long-term care certificate is approved by the Illinois Department of Professional Registration under Section 310.40 of the rules for the Nursing Home Administrators Licensing Act.

Special Admission Requirements

In addition to meeting the university requirements for admission, applicants must have completed the following courses or their equivalent:

HLAD 3101	Introduction to Healthcare Management Strategies
HLAD 3105	Health Care Organization

Requirements for the Certificate

HLAD 4106	Management Accounting for Health Care Organizations (3)
HLAD 4107	Human Resource Management (3)
HLAD 5101	Introduction to Long-Term Care (3)
HLAD 5102	Nursing Home Administration (3)

Total - 12 Hours

Completion

To receive the Long-Term Care Administration Certificate, students must complete each course with a grade of "C" or better and submit the petition for completion to their faculty advisor.

Certificate in Substance Abuse Intervention in Healthcare

The curriculum leading to a Certificate in Substance Abuse Intervention in Healthcare (funded under a grant from the Department of Health and Human Services Administration [HRSA]) is offered in an electronic distance learning methodology that will be accessible to a diverse population of nurses across the nation. The curriculum includes a sequence of four three- credit hour courses. The focus of the curriculum is knowledge and skill building in the areas of assessment, brief intervention and referral of individuals suspected of substance abuse. Case studies and skill building exercises are also included in order for the practitioner or manager to recognize impaired professionals. Each course in the sequence builds on prior learning leading to the Certificate in Substance Abuse Intervention in Healthcare.

Special Admission Requirements

In addition to meeting the university requirements for admission, all students must show:

- Proof of nursing licensure Requirements for the Certificate:

NURS 5500	Substance Abuse Issues in Health Care (3)
NURS 5510	Substance Abuse Screening in Health Care (3)
NURS 5520	Disparity and Diversity in Substance Abuse (3)
NURS 5530	Substance Abuse Intervention in Nursing Practice (3)

Total - 12 Hours

Completion

To receive the Certificate of Completion in Substance Abuse Intervention in Healthcare students must complete each course with a grade of "C" or better and submit the petition for completion to the Nursing Program Advisor. Graduate students must maintain a GPA of 3.0 or higher.

- Master's level nursing students who elect to take the course for credit will receive three credit hours for each course completed and may complete the program in one year. Courses in this sequence may not be used to replace any courses in the Masters of Science in Nursing Curriculum. Participants who successfully complete all four courses will receive a Certificate of Completion in Substance Abuse Intervention in Healthcare. Continuing Education contact hours have been applied for through the Illinois Nurses Association (INA) for students who wish to pursue this option in lieu of academic credit.
- Undergraduate RN baccalaureate completion students may enroll in the program for elective credit toward the baccalaureate degree. Undergraduate nursing students at other colleges/universities are also eligible to enroll.
- RNs with at least 60 hours of college level credit are eligible to apply for admission to the certificate. Students completing the certificate may be eligible to use some of the credits earned to satisfy the elective requirement if they subsequently enroll in the RN completion baccalaureate degree program. Check with the Department of Nursing regarding nursing electives in the BSN program.

Doctor of Nursing Practice (D.N.P.)

The doctor in nursing practice (DNP) provides a professional practice doctorate in nursing that is designed for applicants to matriculate at two entry points: post baccalaureate or post master's degree with a major in nursing. The degree prepares the graduate for a career with a focus on one of the following advanced professional practice specialties: direct practice, community behavior, leadership/administration, or practitioner/educator. The sequence of courses provides the DNP graduate with the skills to assume leadership in meeting the healthcare needs of clients in a variety of settings; the program has an emphasis on the care of vulnerable populations.

Program Outcomes

Graduates will be able to:

1. Demonstrate advanced levels of clinical judgment/scholarship in nursing practice.
2. Critically analyze complex clinical situations and practice systems.
3. Evaluate and apply conceptual models, theories, and research in order to improve healthcare of diverse populations.
4. Systematically investigate a clinically focused area of nursing in order to order advanced healthcare.
5. Analyze the social, economic, political, and policy components of healthcare systems, which affect care planning and delivery.
6. Assume leadership roles in the development of clinical practice models, education models, health policy, and standards of care.
7. Integrate professional values and ethical decision-making in advanced nursing practice.

Admissions Requirements: Post-Baccalaureate

Students requesting entry to the Doctor of Nursing Practice Program (DNP) at the post-baccalaureate level must meet all the requirements for graduate admission. In addition, students must have at least a 3.0 GPA before progression into DNP 8171.

Post Master's

Students requesting entry to the Doctor of Nursing Practice Program (DNP) at the post-master's level must be accepted into the doctoral program and provide a transcript of completion of a master's in nursing program from an accredited institution.

Licensure

Students must produce evidence of nursing licensure in the appropriate jurisdiction prior to enrolling in clinical courses.

Special Admission Requirements

Applications with all supporting documents must be submitted by March 1 for fall semester admission. Late applications will be placed on a waiting list and will not be reviewed until all timely applicants have been processed. No action will be taken until all admission documents have been received. Admission to the Doctor of Nursing Practice is limited and

competitive.

1. All required credentials must be on file in the Office of Admission before applicants can be admitted to the program.
2. Applicants whose credentials are from countries other than the United States must have their credentials evaluated through the Office of Admission.
3. Applicants are expected to meet the following admission requirements:
 - a. graduation from an accredited baccalaureate program in nursing. International students must graduate from a nursing program that has undergone comparable review per AACN Baccalaureate Essentials criteria and must score a minimum of 213 on the computer-based TOEFL;
 - b. a minimum undergraduate nursing cumulative Grade Point Average of 3.0, on a four-point scale, or equivalent "B" average. Note: Applicants not meeting this criterion may be considered for conditional admission status;
 - c. evidence of current registered nurse licensure in the State of Illinois (for students planning to complete the program in Illinois) or from an appropriate jurisdiction (for out-of-state students intending to complete practice requirements outside the state of Illinois);
 - d. evidence of successful completion with a grade of B or better of an upper division statistics course taken within the last five years. Alternately, one may be taken concurrently with the first term of graduate coursework;
 - e. a personal interview with a graduate admissions committee;
 - f. basic computer competency as follows: Students should be able to use e-mail with attachments; access online course materials and navigate WebCT courses; demonstrate intermediate competency with Microsoft Word, Excel, PowerPoint; be able to effectively use clinical simulation modules; have beginning competency with a statistical package preferably SPSS; and be able to navigate the Web including access to online library materials, Nursing Blog, and similar sites. Students who are unfamiliar with web-supported instruction are encouraged to take ONTL5101 Introduction to Online Learning prior to or during the first term of enrollment;
 - g. grades in all previous master's course work of "B" or better; and
 - h. submit an application packet which includes:
 - i. the Graduate School Application form. This is to be completed online;
 - ii. official (original) transcripts showing the award of the BSN and the MS in Nursing (if a post MS applicant) and any other program pre-requisites;
 - iii. a 300-500 word essay, which addresses your reasons for pursuing the Doctor of Nursing Practice, career goals, and practice interests;
 - iv. three letters of recommendation evaluating your scholarly potential. One should be from a clinical advisor or supervisor, one from an academic advisor or faculty member, and one from a nursing peer;
 - v. a curriculum vita or resume; and
 - vi. a copy of your current registered nurse license.

Other Requirements

1. Once accepted into the program, information regarding health and other program specific requirements will be sent to the student. These requirements must be met within the first semester of enrollment.
2. Applicants are responsible for all doctoral level tuition and fees. Applicants must assume all responsibility for fees associated with testing.

Admission to Candidacy

After admission as a degree-seeking student, a student must apply for candidacy, at which time all candidacy requirements must be fulfilled. Application for candidacy should be made with the approval of one's academic advisor at the completion of all core courses. Admission to candidacy is required in order to enroll in the roll specific DNP courses. To qualify for candidacy, a student must:

1. meet all conditions of admission; and
2. complete all core courses: DNP8171, DNP8172, DNP8173, DNP9180 DNP9181, HLSC7500, HLSC8300, HLSC8350, HLSC8400, and STAT8260.

Degree Requirements

Students must meet all university requirements for a doctoral degree. In addition, students must: pass, during the last semester of the student's program, the capstone project which will be reviewed by a panel of three nursing faculty members complete degree requirements within five (5) years of application for candidacy; and may repeat only one course in which a grade of "F" is received.

I. Required Courses Post-Master's Entry (44 - 47 Hours)

A. Core Courses (29 Hours)

DNP	8171	Healthcare Leadership (3)
DNP	8172	Diversity, Spirituality and Social Issues (3)
DNP	8173	Policy, Power and Politics in Nursing Leadership (3)
DNP	9180	Nursing Leadership Internship (2)
DNP	9181	Advanced Evidenced-Based Nursing Practice (3)
HLSC	7500	Inter-Professional Collaboration (3)
HLSC	8300	Epidemiology (3)
HLSC	8350	Responsible Conduct of Research (3)
HLSC	8400	Information Management Nursing Decision Support (3)
STAT	8260	Advanced Statistics in Behavioral Health (3)

B. Role Development Courses (10 - 13 Hours)

(Select 1 area)

Practitioner/Educator Role

DNP	9510	Practitioner/Educator Role Residency (4)
NURS	8610	Curriculum Development in Nursing (3)
NURS	8611	Instructional Methods in Nursing (3)
NURS	8612	Measurement and Evaluation in Nursing (3)

Community Behavior

HLSC	8750	Healthcare Organizational Behavior (3)
DNP	9280	Population-Based Healthcare Delivery Systems (3)
DNP	9281	Risk Management in Population Health (3)
		or
HLSC	9200	Healthcare Security and Disaster Preparedness (3)
DNP	9520	Community Role Residency (4)

Leadership/Administration Role

DNP	9380	Nursing Leadership, Innovation and Entrepreneurship (3)
DNP	9480	Care of Vulnerable Populations (3) Elective (3)
DNP	9530	Leadership/Administrator Role Residency (4) Direct Practice Role
DNP	9540	Advanced Practice Role Residency (4)
HLAD	7107	Economics of Health Administration (3)

C. Capstone Courses (5 Hours)

DNP	9600	DNP Capstone Proposal Development (1)
DNP	9961	DNP Capstone Project (4)

Total - 44 - 47 Hours

Required Courses Post-Baccalaureate Entry (86- 89 Hours)

The post-baccalaureate option requires that the following courses be completed prior and in addition to those required for the Post-Master's Option:

A. Clinical Nurse Specialist (42 Hours)

NURS	6145	Theoretical Perspectives for Advanced Practice Nursing (3)
NURS	6150	Advanced Clinical Pathophysiology (3)
NURS	7180	Advanced Health Assessment (4)
NURS	7181	Pharmacotherapy in Nursing (3)
NURS	7182	Health Care Policy and Nursing (3)
NURS	8102	Clinical Issues in Adult Health (3)
NURS	8103	Research in Adult Health (3)
NURS	8107	Adult Health and Illness I (5)
NURS	8108	Adult Health and Illness II (5)
NURS	8210	Clinical Specialist in Adult Health (5)
NURS	8946	Adult Health Internship and Project (5)

OR

B. Nursing Administration (42 Hours)

HLAD	7101	Introduction to Health Care Organization (3)
HLAD	7109	Healthcare/Nursing Informatics (3)
HLAD	8102	Health Care Program Planning and Evaluation (3)
HLAD	8103	Integrated Performance Improvement for Health Care Organizations (3)
HLAD	8105	Health Care Human Resource Management (3)
NURS	6145	Theoretical Perspectives for Advanced Practice Nursing (3)
NURS	7182	Health Care Policy and Nursing (3)
NURS	8102	Clinical Issues in Adult Health (3)
NURS	8103	Research in Adult Health (3)
NURS	8350	Nursing Administration I (3)
NURS	8400	Nursing Administration II (3)
NURS	8550	Nursing Administration Seminar (3)
NURS	8956	Nursing Administration Internship and Practicum (3)
ONTL	5101	Introduction to Online Learning (2)

Select elective workshop (1) from one of the following:

Health Sciences
Communication Studies
Addictions Studies
Management Information Systems
Required Courses Post-Master's Option (44-47 Hours) (Listed Above)

Total - 86 - 89 Hours

Doctor of Occupational Therapy (DrOT)

The Doctorate in Occupational Therapy (DrOT) is a post-professional practice degree. Occupational therapists will advance skills and knowledge to enhance current practice and prepare to be an innovator in traditional and emerging areas of occupational therapy. The student will also have the opportunity to develop and/or refine academic, research, and clinical teaching skills.

This program is designed for occupational therapists seeking a post professional advanced practice doctorate in occupational therapy.

The DrOT will have three points of entry:

- Master of Occupational Therapy degree
- Baccalaureate of Occupational Therapy with a masters degree in an area of study other than occupational therapy
- Baccalaureate of Occupational Therapy without additional master degree completion. The post baccalaureate entry requires completion of all prerequisite courses for the DrOT core sequence.

Program Outcomes

Students who have completed the Doctorate in Occupational Therapy (DrOT) will be able to:

1. Synthesize research, theory and models of practice as a foundation for evidenced based occupational therapy practice in a variety of settings/systems.
2. Analyze and theorize the implications of history, culture and the sociopolitical environment influence in the practice of occupational therapy.
3. Contribute to the growth and dissemination of knowledge in current and/or emerging areas of occupational therapy practice.
4. Advance the practice of occupational therapy.
5. Develop personal, collegial, and interdisciplinary approaches to delivering culturally relevant and responsive occupational therapy services.
6. Select the appropriate teaching-learning theories to design educational experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public.
7. Critically evaluate and address the various contexts of health care, education, community, and political and social systems as they relate to the practice of occupational therapy.

Admission Requirements:

Applicants must meet the following admission requirements:

1. provide or show evidence of:
 - a. a minimum graduate GPA of 3.0, on a 4.0 point scale; note: applicants not meeting this criterion may be considered for conditional admission status;
 - b. initial certification from NBCOT;
 - c. current state occupational therapy license;
 - d. successful completion (3.0 on a 4.0 scale) of an upper division statistic course within the past five years; alternately, one may be taken concurrently with the first semester of graduate coursework;
 - e. basic computer competency including word processing

and use of the Internet; (students who are unfamiliar with web-supported instruction are encouraged to take ONTL 5101 Introduction to Online Learning prior to or during the first term of enrollment);

- f. application essay;
- g. curriculum vita or resume;
- h. three letters of recommendation; and
- i. a personal interview with a graduate program faculty advisor/mentor.

AND

2. provide evidence of an occupational therapy masters degree.
 - a. a masters degree from an occupational therapy program accredited by ACOTE.
 - b. a baccalaureate degree in occupational therapy from an occupational therapy program accredited by ACOTE and a masters degree in occupational therapy or a related field.
 - c. International students must have graduated from a masters level program accredited by the World Federation of Occupational Therapy (WFOT).

OR

3. provide evidence of a baccalaureate of occupational therapy degree.
 - a. a baccalaureate degree from an occupational therapy program accredited by ACOTE.
 - b. International students must have graduated with a bachelors degree from a World Federation of Occupational Therapy (WFOT) approved program.
 - c. All bachelors prepared occupational therapists who have not earned an additional master's degree must complete the DrOT transitional prerequisite courses.

Application Procedure:

Application for admission to the DrOT program is rolling allowing students to enter each semester, A cutoff date for application will be posted on the DrOT web site for each semester and for summer session. The application process will consist of:

1. Completion of the DrOT graduate application
2. Submission of official copies of all transcripts from schools attended
3. An essay addressing the applicant's reasons) for pursuing the Doctor of Occupational Therapy degree
4. Three letters of recommendation that address the applicant's potential for post professional study. One letter should be from an employer or supervisor, one from an occupational therapy colleague, and one from an individual who can attest to your scholarly potential
5. Proof of initial NBCOT certification
6. Proof of current state occupational therapy license
7. Submission of the application fee

Applications will be reviewed by members of the DrOT Program Admission Committee and applicants will be invited to interview. Committee recommendation will be based on the review of the admission materials, recommendations, course work to date, essay and interview. The committee will recommend those candidates who are the best qualified to the DrOT Program Coordinator. Applicants will be notified of the decision via letter.

Degree Requirements

A. Required Courses (30 hours)

OCCT 8310	Advanced Theories in OT (3)
OCCT 8320	Occupation Centered Practice and Process (3)
OCCT 8330	Evidence - Based Practice and Critical Thinking (3)
OCCT 8340	Instructional Methods in Occupational Therapy (3)
OCCT 8350	Leadership, Management, Innovation and Entrepreneurship (3)
OCCT 8360	Advocacy: Legal and Ethic Policy and Leadership (3)
OCCT 8370	Grant Funding (3)
OCCT 8410	Quantitative Research In Occupational Therapy (3)
OCCT 8420	Qualitative Research In Occupational Therapy (3)
OCCT 8510	Pro Seminar I (1-3 credits)
OCCT 8520	Pro Seminar II (1-3 credits, may be repeated two times for a total of 9 credits)
OCCT 8530	Pro Seminar III (1-3 credits, may be repeated One time for a total of 6 credits)

B. Specialty Concentration Elective Required:

(6 Credit hours minimum)

Specialty concentration electives will be developed as part of the doctoral student study plan.

C. Culminating Project Required Courses (6 hours)

OCCT 9900	Clinical Fellowship (3-6) (may be repeated up to 6 credits)
OCCT 9920	Capstone Research Project (3-6) (may be repeated up to 6 credits)

Total – Minimum 42 Hours

Applicants who have a baccalaureate of occupational therapy without additional master degree completion will be required to complete the DrOT transition prerequisite courses before starting the DrOT core courses.

OCCT 6100	Introduction To Academic Writing (3)
OCCT 6730	Theories of Occupational Therapy (3)
OCCT 6800	The Health and Human Service Arena (3)
OCCT 7790	Research Methods in Occupational Therapy (3)

Admission to Candidacy

Candidacy is awarded by a committee of the DrOT faculty. Candidacy serves as the gateway for student progression to the clinical research fellowship and capstone research project.

The three to six hour Clinical Research Fellowship will give the student the opportunity to incorporate theory, research and best practice methods in a specialty concentration.

The three to six hour Capstone Research Project will be grounded in theory and evidence. Through the capstone research project the student will contribute to the occupational therapy body of knowledge.

Doctor of Physical Therapy (D.P.T.)

The professional doctoral degree in Physical Therapy (D.P.T.) is designed for the student who has completed a bachelor's degree in any major and specific prerequisite course work. The curriculum employs a systems approach, with emphasis on the musculoskeletal, neurological, cardiopulmonary, and integumentary systems. The specific responsibilities of patient screening, examination, evaluation, diagnosis, prognosis, plan of care, interventions, and outcomes assessment in physical therapy practice are related to the whole person. The curriculum integrates educational experiences in the classroom, laboratory, community, and clinical settings.

The purpose of the Physical Therapy program is to prepare students to be entry-level physical therapists practitioners who base decisions on scientific and clinical evidence for their roles as clinicians, leaders, advocates, and teachers. Within the broadening scope and increasing autonomy of physical therapy practice, graduates of the program will be prepared to become leaders in the community, profession, and healthcare who will advocate for patients and influence health policy.

Program Objectives

At the conclusion of the DPT program, the student will be able to:

1. Screen, examine, evaluate, and diagnose individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
2. Plan and implement standard and innovative interventions for individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
3. Determine the optimal level of improvement in function and the amount of time to reach that level for a patient with an impairment, functional limitation, or disability related to movement.
4. Instruct individuals and groups in the prevention of impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
5. Demonstrate social responsibility, citizenship, and advocacy, including participation in community and human service organizations and activities.
6. Integrate scientific and clinical evidence in physical therapy practice, and contribute to the evidence for practice.
7. In professional interactions:
 - a. Exhibit moral, ethical, and legal behavior;
 - b. display sensitivity to individual differences and values;
 - c. communicate appropriately;
 - d. display effective leadership skills;
 - e. display effective administrative and consultative behaviors; and
 - f. effectively use contemporary technology.
8. demonstrate effective teaching skills that are culturally appropriate and meet the needs of the learner.

Accreditation

The Illinois Board of Higher Education approved the Doctor of Physical Therapy degree in January of 2006. The Higher Learning Commission of the North Central Association of Colleges and Universities approved the Doctor of Physical Therapy degree in January of 2007. The Physical Therapy program has been granted Accreditation Status by the Commission on Accreditation in Physical Therapy Education (CAPTE), at 1111 N. Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245.

Licensure

After graduation from an accredited program, a student must pass a national examination and meet licensure requirements of the state in which they wish to practice.

Special Admissions Requirements

Applications for admission are due by October 15. Late admissions packets will be accepted on a space available basis. Application to the Doctor of Physical Therapy (DPT) curriculum is now made through a centralized application service of the American Physical Therapy Association (APTA). To apply to our program, you should access the physical therapy centralized application service (PTCAS) at www.ptcas.org where you will find the information on applying to our DPT curriculum. As part of our application, you will have to have a copy of Graduate Record Examination (GRE) scores mailed directly to us from the GRE agency.

Additionally, you will have to have official transcripts from all schools you have attended mailed directly to us from those schools you have attended. Applicants to the DPT curriculum are reminded that they must apply for admission to the university when applying to the DPT curriculum.

In addition to meeting university admission criteria, applicants must:

1. have a bachelor's degree, any major, with a minimum cumulative G.P.A. of 2.8 on a 4.0 scale;
2. achieve a minimum of 1,000 points combined on the verbal reasoning and quantitative reasoning sections of the Graduate Record Examination (GRE) or 300 on the GRE revised General Test;
3. have appropriate prerequisite course work with a minimum prerequisite G.P.A. of 3.0 on a 4.0 scale. The GSU equivalent course is given in parenthesis. The following courses (in semester credit-hours) or their equivalents are minimum prerequisites for entry into the D.P.T. program:
 - General biology with lab (8)
 - General chemistry with lab (8)
 - One additional biology or chemistry course with lab (4). This must be a 2000-level or higher course such as Organic Chemistry with lab (CHEM3513/3514), Cell Biology with lab (BIOL3370/3371), or Human Physiology I and II with lab (BIOL4444/4445/4446/4447)
 - Anatomy with lab (4-8); two semester sequence of 1000-level Human Anatomy and Physiology with lab (8) OR one semester of 2000-level or higher with lab (4) such as Comparative Anatomy (BIOL3360/3361)
 - General Physics with lab (8) (PHYS3141/3142 and PHYS3143/3144)
 - Statistics (3) (STAT5520)

- Medical Terminology (1) (HLSC4400) (OCCT4400)
 - General Psychology (3) (PSYC3101)
 - Abnormal Psychology (3) (PSYC3430)
 - Developmental Psychology (3) such as Cognitive Development (PSYC5523)
 - Orientation to Physical Therapy (2) (PHYT2320)
4. submit a supplementary application packet which includes:
 - official transcripts of ALL previous college-level work;
 - supplemental information form;
 - official GRE scores;
 - three letters of recommendation;
 - a personal essay; and
 - official TOEFL scores (if applicable);
 5. submit the payment of the non-refundable \$75 application fee; and
 6. participate in personal interviews conducted by the Physical Therapy Department admissions committee.

Technical Standards for the Doctor of Physical Therapy Program

To perform the essential functions of a physical therapist in an independent manner, accepted applicants and candidates for graduation from the Department of Physical Therapy in the College of Health and Human Services are required to certify that they understand and meet the technical standards of the Doctor of Physical Therapy Program (full text available from the department office or the department website). Applicants or students who are unable to independently meet any of the technical standards must be able to direct others in the safe and effective execution of any task. Applicants or students who may not meet the technical standards should contact the Department Chair to identify what reasonable accommodations, if any, the Department of Physical Therapy could make to enable the accepted applicant or candidate to meet the standards.

Admission to Candidacy

After an approved study plan is on file in the Department of Physical Therapy Office, each student must apply for admission to candidacy. Application forms are available in the department office. Application for candidacy must be made at the beginning of the third semester in which the student is enrolled and before participation in Clinical Practicum (PHYT7729). Students must have completed 38 credit-hours with a minimum G.P.A. of 3.0 to be accepted into candidacy and progress to the first clinical education experiences.

Degree Requirements

I. Required Courses: (108 hours)

A. Basic Sciences:

BIOL	7706	Physiology of Disease I (3)
BIOL	7707	Physiology of Disease I Laboratory (1)
BIOL	7716	Physiology of Disease II (4)
PHYT	6601	Gross Anatomy I (3)
PHYT	6602	Gross Anatomy I Laboratory (1)
PHYT	6611	Gross Anatomy II (3)
PHYT	6612	Gross Anatomy II Laboratory (1)
PHYT	6626	Neuroscience (4)

B. Physical Therapy:

PHYT 6701	Patient Management I (2)
PHYT 6702	Patient Management I Laboratory (1)
PHYT 6705	Movement Analysis I (2)
PHYT 6706	Movement Analysis I Laboratory (1)
PHYT 6710	Integrative Physical Therapy Seminar (1)
PHYT 6711	Patient Management II (2)
PHYT 6712	Patient Management II Laboratory (1)
PHYT 6715	Movement Analysis II (2)
PHYT 6716	Movement Analysis II Laboratory (1)
PHYT 6720	Integrative Physical Therapy Seminar II (1)
PHYT 6721	Patient Management III (2)
PHYT 6722	Patient Management III Laboratory (1)
PHYT 6724	Pharmacology for Physical Therapists (2)
PHYT 6742	Psychomotor Development Throughout the Lifespan (3)
PHYT 6743	Research in Physical Therapy Practice (3)
PHYT 6745	Exercise Physiology (2)
PHYT 6746	Exercise Physiology Laboratory (1)
PHYT 7717	Clinical Orthopedics I (2)
PHYT 7718	Clinical Orthopedics I Laboratory (1)
PHYT 7727	Physical and Electrical Agents Laboratory (1)
PHYT 7728	Physical and Electrical Agents in Physical Therapy (2)
PHYT 7729	Clinical Practicum (3)
PHYT 7730	Integrative Physical Therapy Seminar III (1)
PHYT 7737	Clinical Orthopedics II (2)
PHYT 7738	Clinical Orthopedics II Laboratory (1)
PHYT 7740	Integrative Physical Therapy Seminar IV (1)
PHYT 7755	Cardiopulmonary and Pulmonary Physical Therapy (3)
PHYT 7756	Neuroscience Therapeutics I (2)
PHYT 7757	Neuroscience Therapeutics I Laboratory (1)
PHYT 7760	Interaction and Education for Patient Care (3)
PHYT 7762	Integumentary Physical Therapy (3)
PHYT 7766	Neuroscience Therapeutics II (2)
PHYT 7767	Neuroscience Therapeutics II Laboratory (1)
PHYT 7770	Ethical, Leadership, and Policy Dimensions of Physical Therapy (3)
PHYT 7772	Orthotics and Prosthetics (2)
PHYT 7780	Physical Therapy in the Health Care Team (3)
PHYT 7782	Diagnostic Imaging for Physical Therapy (2)
PHYT 7786	Physical Therapy Management of Medical/Surgical Conditions (2)
PHYT 7788	Comprehensive Patient Management (3)
PHYT 8792	Wellness and Human Performance (3)
PHYT 8801	Clinical Internship I (4)
PHYT 8802	Integrative Physical Therapy Seminar V (1)
PHYT 8803	Clinical Internship II (4)
PHYT 8804	Integrative Physical Therapy Seminar VI (1)
PHYT 9783	Applied Research in Physical Therapy (2)
PHYT 9808	Integrative Physical Therapy Seminar VII (1)

II. Selectives (Select two, 11 hours)

PHYT 9805	Clinical Internship III (4) and Clinical Internship IV (5)
PHYT 9807	Clinical Internship IV (5) or Clinical Internships III and IV (9)
PHYT 9809	Clinical Internships III and IV (9) and Current Issues (2)

III. In addition to completing the required courses, students must also:

- satisfactorily complete all clinical internships in a variety of settings; and
- complete and present a graduate research project.

IV. Total - 119 Hours**Transitional - Doctor of Physical Therapy (t-DPT)**

The transitional Doctoral degree in Physical Therapy (t-DPT) is designed for the student who has completed a bachelor's or master's degree in physical therapy and has at least six months of full-time work experience in physical therapy practice.

The purpose of the t-DPT is to prepare licensed physical therapists to meet the challenges of a changing practice environment. Completion of this degree program will enhance the ability of practicing physical therapists to be leaders, educators and clinicians who incorporate evidence and cultural competence into practice. This program serves as a bridge between the content taught in bachelors and masters level programs and current physical therapy practice at the doctoral level.

Program Objectives

At the conclusion of the t-DPT program, the student will be able to:

- Screen, examine, evaluate, and diagnose individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
- Plan and implement standard and innovative interventions for individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
- Determine the optimal level of improvement in function and the amount of time to reach that level for a patient with an impairment, functional limitation, or disability related to movement.
- Instruct individuals and groups in the prevention of impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
- Demonstrate social responsibility, citizenship, and advocacy including participation in community and human service organizations and activities.
- Integrate scientific and clinical evidence in physical therapy practice, and to contribute to the evidence for practice.
- In professional interactions:
 - exhibit moral, ethical, and legal behavior;
 - display sensitivity to individual differences and values;
 - communicate appropriately;
 - display effective leadership skills;
 - display effective administrative and consultative behaviors; and
 - effectively use contemporary technology.
- Demonstrate effective teaching skills that are culturally appropriate and meet the needs of the learner.

Accreditation

The Physical Therapy program has been granted Accreditation Status for the first-professional DPT by the Commission on Accreditation in Physical Therapy Education (CAPTE), at 1111 N. Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245, or by e-mail at accreditation@apta.org. The program is not required to seek additional approvals for the t-DPT through the CAPTE.

Admission Requirements

Applications for admission will be accepted at any time during the year. Applications for admission are available from the Physical Therapy Department Office and online at www.govst.edu/tdpt. The Department of Physical Therapy Admissions Committee will review applications before an offer of admission is extended.

In addition to meeting the university admission criteria for graduate students, the following are required of applicants:

1. current licensure as a Physical Therapist in the United States or its territories;
2. a bachelor's or master's degree in physical therapy, with a minimum cumulative GPA of 2.8 on a 4.0 scale;
3. a minimum of six months of experience in full time practice as a physical therapist (1,000 hours);
4. two letters of recommendation;
5. computer access to complete online course work; and
6. approval for prior course work of up to six credit hours may be awarded based on individual qualifications and completion of the following:
 - Previous coursework at Governors State University
 - Award of American Board of Physical Therapist Specialties certification
 - Completion of a credentialed clinical residency program
7. Internationally educated physical therapists must submit official academic credentials with evaluation from the Educational Credentials Evaluation (ECE) organization in Milwaukee, WI and may be required to submit a minimum acceptable score on the Test of English as a Second Language (TOEFL).

Degree Requirements

I. Clinical Management Courses (12 credit hours)

- PHYT 6820 Clinical Decision Making I
(Required first course) (3)
- PHYT 6821 Clinical Decision Making II (3)
- PHYT 7830 Teaching and Learning in Physical Therapy (3)
- PHYT 7840 Management and Administration in Physical Therapy (3)

II. Clinical Science Courses (9 credit hours)

- PHYT 6824 Pharmacology for Licensed Physical Therapists (3)
- PHYT 7842 Imaging for Licensed Physical Therapists (3)
- PHYT 8832 Human Performance and Wellness (3)

III. Evidence Based Practice Courses (9-12 credit hours)

- HLSC 8350 Responsible Conduct of Research (3)
- PHYT 6790 Introduction to Health Care Research
(required for BA trained) (3)
- PHYT 7825 Research I: Evidence Based Physical Therapy Practice (3)
- PHYT 9875 Research II: Clinical Project (Capstone) (3)

IV. Electives (3-9 credit hours)

- ONTL 6101 Introduction to Online teaching (3)
- PHYT 6800 Independent Study (3)
- PHYT 7850 Advocacy and Leadership in Physical Therapy (3)
- PHYT 7852 Integumentary Physical Therapy (3)
- PHYT 7860 Topics in Physical Therapy: (topics vary) (3)
- Approved courses from other graduate programs (3)

Total Credits - 33 Hours for physical therapists who entered the program with a master's degree

42 Hours for physical therapists who entered the program with a bachelor's degree

Note: In addition to successful completion of the courses, students must complete a Capstone Project to be reviewed by three faculty members.