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1971 Bulletin

Governors State University

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The first OSU Bulletin
1971

Governors State University

BULLETIN • 1971



Welcome to Governors State University . . .

Governors State University was established by the State of Illinois as a new model, upper division and graduate institution of higher learning designed to serve the educational and community service needs of the people of Illinois and particularly the citizens in the south metropolitan area. Literally thousands of citizens from all walks of life have assisted in planning the University which is mandated to be an instructional and service institution. In order to achieve its goals of job efficiency, cultural expansion, functional citizenship and intrapersonal and interpersonal relationships, the University has been planned as an open, humane, experimenting, flexible, innovative, learning center. The instructional programs are designed to enable students to ask more intelligent questions and to seek tentative solutions to the most pressing problems of mankind and his environment. The University is futuristic in its orientation and is committed to an unusual responsiveness to individual and community needs. That is what we are all about. To those who join us in the constant search, a sincere welcome from the GSU family.



Nathan E. Englestein
PRESIDENT



University calendar 1971-72

The calendar year is divided into six eight-week sessions in order to provide economic use of physical and human resources and ease in entrance, withdrawal and graduation for both full and part-time working commuter students.

First Session - 1971

First Day of Instruction	August 30-Monday
Vacation-Labor Day	September 6-Monday
Instruction Resumed	September 7-Tuesday
Last Day of Instruction	October 22-Friday

Second Session - 1971

First Day of Instruction	October 27-Wednesday
Vacation-Thanksgiving	November 25-Thursday
Instruction Resumed	November 29-Monday
Last Day of Instruction	December 21-Tuesday

Third Session - 1972

First Day of Instruction	January 3-Monday
Last Day of Instruction	February 24-Thursday

Fourth Session - 1972

First Day of Instruction	March 1-Wednesday
Last Day of Instruction	April 21-Friday

Fifth Session - 1972

First Day of Instruction	May 1-Monday
Vacation-Memorial Day	May 29-Monday
Instruction Resumed	May 30-Tuesday
Last Day of Instruction	June 22-Thursday

Sixth Session - 1972

First Day of Instruction	June 27-Tuesday
Vacation-Independence Day	July 4-Tuesday
Instruction Resumed	July 5-Wednesday
Last Day of Instruction	August 18-Friday

Deadline for Application for Admission and Credentials

The deadline for the application for admission and all required transcripts to be received in the Office of Admissions and Records is the first day of the session in which the student plans to enroll.



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Governors State

University



The campus

Governors State University will have its permanent site on 753 acres in Will County, bordered on the West by Highway 54, and the Illinois Central Railroad; on the North by Stuenkel Road; on the East by Crawford Road; and on the South by Dralle Road. Facilities on this site will be available in the fall of 1973. An interim facility will be located on Central Avenue near Monee, Illinois, with access from Highways 54 and I 57. This facility will be available in the fall of 1971.

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History

Governors State University was established July 17, 1969, as a free-standing senior division university to serve junior-community college transfer students and others working toward baccalaureate and masters degrees beginning in the fall of 1971 with an enrollment of about 500 full-time equivalent students in temporary facilities.

The name

Governors State University was chosen as the name for Illinois' newest university in order to honor all those men, past, present and future, who render service to the people of the State of Illinois while holding the highest governmental office — that of Governor.



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Harvey Tribune Photo



Philosophy

The action objectives of Governors State University that serve as guides to the planning and development of the university are:

Job Efficiency — every student has a right and responsibility to expect that his full engagement in the higher education process will result in the acquisition and-or improvement of marketable skills, attitudes, and values, regardless of whether his occupational-professional goals are immediate or long-range. Ours is an economic society and the road to participation within it and the power to change and improve it widens through higher education.

Functional Citizenship — every student has a right and responsibility to participate directly, or through representation, in those systematic institutionalized policies and practices which affect his life and learning. The University is to provide an environment of participatory democracy that ensures the student's full engagement in the University. This provides an opportunity to prepare for functioning in a wider community and is an expression of the human right to involve one's self in one's own destiny.

Intra- and Interpersonal Relationships — every student has a right and responsibility to develop to his fullest potential. The sense of individual dignity and worth is to be cultivated by every action of the University. This requires a learning environment which strengthens open, accepting, and understanding human relationships. Since healthy self-concepts evolve in social settings, recognition of an individual's rights carries with it the responsibility to recognize and accept the rights of other individuals and groups.

Cultural Expansion — every student has a right and a responsibility to seek an appreciation and use of the fine arts and humanities as a countervailing force to depersonalization, and as an expander of the capacity to enjoy and enhance the quality of human life. The students and University serve each other and

the community as culture carriers, studying and reflecting the intricacies, problems, joys, and expressions of all cultures and subcultures.

The student then finds at this university these characteristics:

Insofar as possible, barriers are removed. Students, the community, staff, administration and faculty interact in university governance, constantly re-evaluating one another and themselves in terms of present and future life situations. Student and faculty work together in program and module planning, being relatively free to create new areas of study or specialize in an area of interest. Students, faculty, the community and administration join together in the cooperative education programs wherein the community and the university provide an opportunity for the students to learn from a "real world" work experience. In the community service programs, students, administration and faculty share their expertise and themselves with the community, thereby rendering needed service and reciprocally profiting by learning from the community.

The threat imposed by grades is removed. Students receive no grades. Rather, students' records reflect accomplishments and abilities; they measure changes effected. Students are encouraged to work at their pace and toward goals they work out cooperatively with the faculty.

Faculty and students are encouraged to work as colleagues. The relationship of faculty to student is best defined as that of participant in the learning process. Faculty are viewed as learner-responders.

The key to success and achievement is motivation and self-direction. The student may alter his program when he needs to, in consultation with his advisers; hence, it is he who must set and achieve satisfactory goals that can be approved by his student and faculty colleagues on essentially a flexible contract basis; a close, on-going, cooperative relation exists between the student and his advisers to assure the student of individual and con-

Philosophy

cerned attention to his educational needs. Research and evaluation are encouraged in their broadest sense — methodological development and evaluation; specialized research, especially concerned with instructional processes; self, peer, and community investigation. This goal is facilitated through the university's cooperative education and work-study programs and through the on-site field work that is relevant for some studies. Emphasis on experiential learning is reflected in the nature of cooperative education programs. The cooperative experiences are real and functional; every effort is expended to remove the unnecessary distinction between the "real world" and the university. Modes of instruction include non-lecture situations such as audio-tutorials, colloquies and seminars. Instructional materials will be student-centered, highly individualized, and self-paced, designed to provide a humanistic teaching-learning environment where instructors and students interact as members of teams. There will be particular opportunities at Governors State University for middle and lower income groups and ethnic minorities.

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Glossary of Terms



Program or interdisciplinary studies contexts

- similar to a degree program and-or a major
- the total set of modules to be completed in order to qualify for a degree
- varies from one student to another, depending on background, interest and fields of study

Area of emphasis or component

- similar to a major
- a part of a program which is composed of modules in one subject matter area or stressing one topic that deals with several subject matter fields
- varies from one student to another, depending on background, interest and fields of study

Interdisciplinary

- involving two or more academic disciplines, or subject matter fields

Module

- similar to a short course or other learning experience
- the most direct faculty to student instructional contact
- varies in form — seminar; research; project; guest lectures; independent study; and combinations thereof
- varies in time — several days; several weeks; but usually lasts one session or two months
- varies in value — one to eight units where a unit is equivalent to a semester hour
- varies in form, time and value from one student to another, providing highly individualized, self-paced learning
- expressible in terms of performance objectives, which are specific skills to be mastered and knowledge to be obtained
- deals with one or more topics which may be somewhat specialized such as learning theory, or may involve more than one subject matter field.

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Glossary

Unit

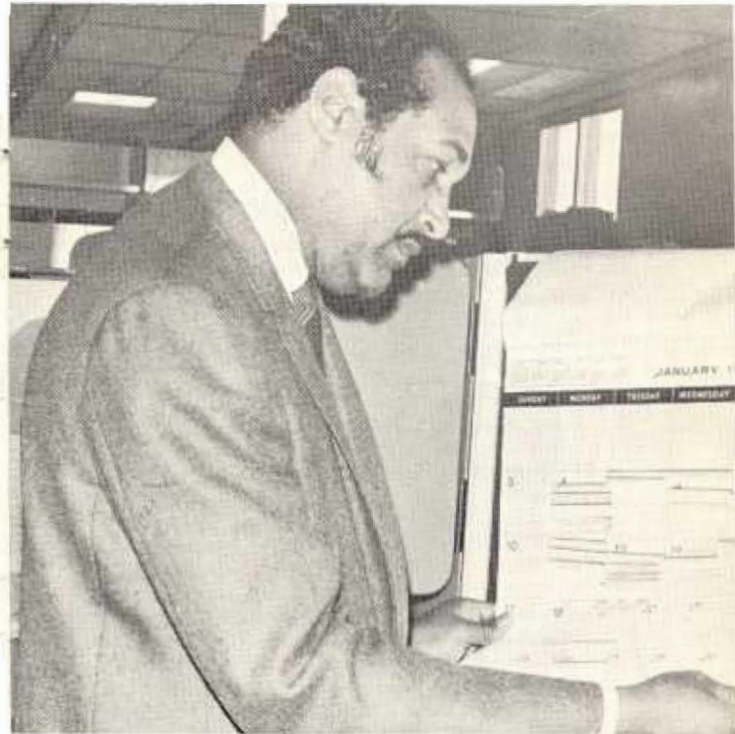
- similar to credit
- a measure of a module equivalent to a semester hour of credit
- number of units assigned to a module varies from one to eight units
- units earned for a specific module may vary from one student to another depending upon the performance objectives accomplished; that is, depending upon the specific skills mastered and knowledge attained

Session

- a time period of eight weeks or two months
- six sessions are offered each year
- modules usually start at the beginning of a session but may start at other times depending on the students, modules, and/or educational facilities and resources
- a module may last less than a session, or may overlap into other sessions depending on the individual student, the module and/or educational facilities

College

- the most direct instructional, evaluational and service unit
- relatively highly autonomous
- planned not to exceed a size of 1500 students. At this size a new college may be established.



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General university admission requirements

Students will be admitted on a first - come, first - served basis within the programs of the respective colleges.

Undergraduate studies

Persons are eligible for admission to Governors State University — if they have:

- 1) Earned an Associate of Arts or an Associate of Science Degree. They are graduates of an accredited community or junior college and are eligible to return to the last institution attended, or
- 2) Completed at least 60 semester hours or 90 quarter hours of satisfactory collegiate work. They have transferred from accredited universities, colleges, community or junior colleges, have a "C" average of better in at least 60 semester hours or 90 quarter hours of the total collegiate hours taken, and are eligible to return to the last institution attended. An institutional recommendation will be required in the case of transfer from a college which does not use a grading system.

Persons not qualified for admission as stated above who can demonstrate their ability to do junior or senior level work may petition for admission through the Office of Admissions and Records. Work experience, special talent and informal educational background may serve as bases for admission in unusual cases.



Graduate studies

Persons are eligible for graduate admissions to Governors State University if they hold the bachelor's degree from an accredited college or university. The university may request additional information or tests.

Persons who have graduated from an unaccredited college or have no college degree but can demonstrate their qualifications for graduate study may petition for admission through the Office of Admissions and Records. Work experience, special talent and informal educational background could serve as bases for admission in unusual cases.

Admission to candidacy

After the completion of eight units of work, students admitted to graduate studies may apply to the College as a candidate for a Master of Arts degree. The College may grant candidacy at this time. Some students may continue graduate studies even though not candidates for a degree.

Further criteria

Criteria for admissions and candidacy are subject to constant review and development. As they evolve, students may receive such criteria from the Office of Admissions and Records and from the Colleges. Students should be prepared to present the results of any required standardized testing program, such as the Graduate Record Examination.



Making application for admission

Undergraduate studies

- 1) Complete the Undergraduate Application for Admission and mail to Governors State University.
- 2) Have official transcripts of academic work from all institutions of higher education (universities, colleges and community or junior colleges) previously attended sent by mail to Governors State University. Courses in which the student is currently enrolled should be indicated on the transcript(s), if possible.
- 3) Send fifteen dollar application fee (non-refundable) payable once.

The application form, fee and the transcripts should be mailed to the following address:

**OFFICE of ADMISSIONS and RECORDS
GOVERNORS STATE UNIVERSITY
Park Forest South, Illinois 60466**

Graduate studies

- 1) Complete the Graduate Application for Admission and mail to Governors State University.
- 2) Have the official transcript from the institution from which the bachelor's or higher degree was earned sent by mail to Governors State University.

The application form and the transcript should be mailed to the address indicated above under Undergraduate Studies.



General degree requirements

Undergraduates

- 1) The completion of Program requirements as specified by the college in which the student is earning his degree and as approved by the university.
- 2) A minimum of 124 units earned on a planned contracted program.
- 3) Unless already taken at another institution of higher education, a test on the Constitutions of the United States and the State of Illinois must be passed as prescribed by law. A course equivalent as indicated by the institution also satisfies this requirement.
- 4) An application for graduation should be filed at the beginning of the session preceding the one in which the student expects to graduate.
- 5) All university financial obligations must be met.

Graduates

- 1) The completion of program requirements as specified by the college in which the student is earning his degree and as approved by the university.
- 2) A minimum of 32 units earned on a planned contracted program.
- 3) Unless taken at another institution of higher education as an undergraduate or graduate student, a test on the Constitutions of the United States and the State of Illinois must be passed as prescribed by law. A course equivalent as indicated by the institution also satisfies this requirement.
- 4) An application for graduation should be filed at the beginning of the session preceding the one in which the student expects to graduate.
- 5) All university financial obligations must be met.



Registration

When the schedule of offerings for the session in which the student plans to enroll is available, the student may contact his adviser from the college in which he has been accepted. A registration form is completed in this interview. At a later date, the student will be mailed a billing for the session in which he plans to enroll. The student mails his payment into the Business Office before the first session begins.

The admission procedure

After the Office of Admissions and Records has determined that the student has met the general university admissions requirements, an interview, if feasible, will be set up between the student and a faculty adviser from the college in which the student plans to enroll. During the interview, the student and the adviser may determine the program to be followed for the first session that the student plans to attend. If the student is to be a candidate for a bachelor's degree, the degree requirements to be completed are discussed and, if possible, specified.

Upon the successful joint determination of the program to be followed, the student is admitted to the college. The official letter of admission will be sent from the Office of Admissions and Records. A tentative summary of the academic work still to be completed will be forwarded to the student admitted to a bachelor's or master's degree program by the college in which he plans to earn his degree.

Articulation

By its nature, Governors State University will be attended by students who have attended other institutions of higher education and who will wish to work out a program that will coordinate previous accomplishments with their educational objectives at this university.

Ordinarily, at the time of admission as a degree candidate, the student and the faculty adviser from the college in which the student plans to earn his degree will cooperatively plan the specific offerings to be taken and the approximate time needed to meet the student's objectives and to earn a degree. The undergraduate student who is not pursuing a degree-oriented program, or has changed his area of emphasis probably will take longer in earning his degree than one who does not. In all cases, the program will be tailored to the individual student's needs and interests.

All college credits earned at other institutions of higher learning will be entered on the student's academic record.

Illinois Resident	Non-resident of Illinois
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FULL-TIME STUDENT (6 or more units)

Registration Fee per session	\$105.00	\$316.50
Activity Fee per session	7.50	7.50
Insurance	4.00	4.00

PART-TIME STUDENT (5 units or less)

Registration Fee per Unit	17.50	53.00
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NOTE: The above figures are tentative and are subject to change.

Student Academic Load

Ordinarily a student is allowed to carry not more than 8 units per session. A student is considered to be a full-time student if he is enrolled for 6 or more units. A unit is equivalent to a semester hour.

Financial Aid

Detailed information regarding all types of student financial assistance, including applications for aid and appropriate needs analysis forms may be obtained from the Office of Financial Aids. Applications will not be considered complete until the applicant has been accepted for admission. All applications are processed on the basis of date received, student eligibility and availability of funds.

Included among the several types of financial assistance provided by the State of Illinois to students wishing to continue their education are:

Teacher Education Scholarships; Adult Teacher Education Scholarships; Special Education Scholarships; General Assembly Scholarships; Illinois State Scholarship Commission Grants and Scholarships.

State Military Scholarships; County Scholarships; State Talent Grants; State Guaranteed Loan Program.

The university also participates in the following federal student aid programs:

National Defense Loans; Educational Opportunity Grants; The College Work Study Program.

Accreditation and professional associations

The academic programs on both the undergraduate and graduate levels have the approval of the Board of Governors of State Colleges and Universities of Illinois and of the Board of Higher Education of the State of Illinois.

The university is affiliated with the American Association of State Colleges and Universities, the Association of Upper Level Colleges and Universities, the American Association of Colleges for Teacher Education and a number of other professional organizations.

Governors State University has established correspondence status with the North Central Association of Colleges and Secondary Schools, the primary accrediting agency.

Structure of the University

Educational organization

Students are admitted to and enroll in one of the colleges:

- 1) The College of Business and Public Service
- 2) The College of Cultural Studies
- 3) The College of Environmental and Applied Science
- 4) The College of Human Learning and Development

Administrative organization

The President of Governors State University is assisted by three vice-presidents:

- 1) The University Vice-President, Academic Affairs
- 2) The University Vice President, Administration
- 3) The University Vice President, Research and Innovation

The University Vice-President, Academic Affairs is assisted by:

- 1) The Deans of the Colleges
- 2) The Director of Student Services
- 3) The Director of Admissions and Record
 - a) The Student Information Counselors
 - b) The Coordinator of Financial Aids
 - c) The Registrar
- 4) The Coordinator of Junior College Relations
- 5) The Coordinator of Cooperative Education

The University Vice-President, Administration, is assisted by:

- 1) The Manager of Business Operations
- 2) The Director of Management Information Systems

The University Vice-President, Research and Innovation, is assisted by:

- 1) The Director of Instructional Resources
- 2) The Director of Learning Resources
- 3) The Coordinator of Research and Evaluation





The programs or interdisciplinary studies contexts

A charge has been given to the University that the programs or interdisciplinary studies contexts offered be a blending of liberal arts and sciences and training for direct entry into such occupations as: teaching; urban planning; library management and service; business and public administration; institutional management; systems analysis; science; applied science in industry, health and environmental quality; cultural, graphic, fine and performing arts; and human services.

The programs or interdisciplinary studies contexts offered by the four colleges of the University for the academic year 1971-72 are:

Bachelor of Arts

College	Program
Business and Public Service	Business Administration
Cultural Studies	Business Education
Environmental and Applied Science	Public Service
Human Learning and Development	Ethnic Studies
	Popular Culture
	Science
	Behavioral Studies and Communication Science
	Urban Teacher Education

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Master of Arts

College	Program
Business and Public Service	Business Administration
Cultural Studies	Ethnic Studies
Environmental and Applied Science	Popular Culture
Human Learning and Development	Health Science
	Science Teaching
	Urban Teacher Education

Area of emphasis or component

Many of the program or interdisciplinary studies contexts listed above have areas of emphasis or components indicating a further specialization. A list of the approved areas of emphasis or components is found under the section titled: **THE COLLEGES**, next page.



*Signal Org. Theory
Financial Org.
Public Finance*

College of business and public service

The College of Business and Public Service will offer programs leading to the degrees of Bachelor of Arts in Business and Public Service and Master of Arts in Business and Public Service with programs in Business Administration, Business Education (Office Administration and Business Education Teacher Preparation), and Public Service.

All students will have a common foundation emphasizing administrative science and business leadership. To accomplish this the following learning experiences will be offered:

1. Primary Areas of Competency:

- a) Human Behavior
 - b) Social and Economic Organizations
 - c) A Cooperative Education Field Project
- ### 2. Supplementary Areas of Competency
- a) Administrative Science
 - b) Quantitative Science (A synthesis of Accounting, Statistics, and Finite Mathematics)
 - c) Legal and Social Environment of Business
 - d) Managerial Economics
 - e) Information Systems (Computer Science)
 - f) Marketing, Finance, and Production Management

Students will have the option of selecting a variety of advance concentrations which will include modules and other learning experiences such as: Accounting, Economics, International Business, Marketing, Production, Personnel, Business Education, Office Administration and Business Teaching.

In addition, career work will be offered for governmental positions through module offerings and other learning experiences in Public Administration and Career Public Service.

The College offerings are unique in that they offer preparation for both business and public service careers emphasizing Administrative Science as a common theme through the study of organization.

The modules encompassed within the primary and supplementary areas of competency assure a foundation for all students, preventing the student from being narrowly trained in short-lived techniques but rather insuring training for life-long career development.

B.A.
BUSINESS ADMINISTRATION
BUSINESS EDUCATION (teaching)
with an area of emphasis:
OFFICE ADMINISTRATION
PUBLIC SERVICE with areas
of emphasis:

ADMINISTRATIVE SCIENCE
CAREER PUBLIC SERVICE

M.A.
BUSINESS ADMINISTRATION

The following titles are examples of the type of learning modules that will be available in 1971-72 for units of credit ranging from one (1) to four (4):

Business Administration: Economic Problems of a Society; Accounting Processes; Accounting — An Administrative Approach; Financial Aspects of Business Organizations; Money: Fiscal-Monetary Approach; Man and His Financial Environment; Comparative Economic Systems; Economics: An Historical View; and Labor: An Economic Organization.

Business Education: Office Organization and Management; Business Communication; Office Procedures; Principles and Problems of Business Education; Instructional Design in Business Education; Instructional Strategies; Physical Environment of the Office; Office Records and Administration; Office Internship; Business Research in Business Education; and Human Elements of the Office.

Public Service: Foundation of Administrative Science; Community Organization; Local Governmental Systems; Government and the Public; Intergovernmental and Intergovernmental Cooperation; Public Financial Organizations; Public Budgeting; Problems in Local Public Administration; Content and Formulation of Public Policy; Bureaucratic Capability; Central City Rehabilitation and Area Redevelopment; Program Planning and Budgeting; Local Policy Issues; Organization of Public Personnel; and Intergovernmental Programs and Problems.

Details concerning academic counseling and additional information about Areas of Emphasis and learning modules may be found in the **Collegial Papers** available from the Dean of the College of Business and Public Service.



College of cultural studies

The objective of the College of Cultural Studies is to join faculty, students and community in an educational program designed to produce free men and women. This college is equally concerned with social responsibility and self-realization, with preparation for productive employment and with productive leisure.

All learning and teaching will be conducted in **Interdisciplinary Studies Contexts**, under which will be subsumed the three major disciplinary areas within the college's responsibility: Language and Literature, Social Sciences, and Fine Arts. Although individual disciplinary interests may be pursued, all programs and modules will be placed in an organic, interdisciplinary context.

Specific Programs

For the academic year 1971-72, the College of Cultural Studies will offer its first Interdisciplinary Studies Context, **Popular Culture** and will begin the **Black Studies** component of the Interdisciplinary Studies Context **Ethnic Studies**.

Popular Culture: Popular Culture will deal with not only the here and now, but how we got there, from a broad range of disciplinary perspectives. The objectives of the ISC will be to bring about an understanding of the milieu of the contemporary American and World Scene, to give the student the power to analyze and deal with that culture, and the capacity to participate in it as a fully realized, service-oriented individual. Popular Culture will examine a full range of the products of contemporary society, in the context of how they reveal the values, convictions, and patterns of thought and feeling of a people.

Black Studies: Black Studies will concentrate upon the examination and evaluation of the complex nature of the Black experience in the United States and upon its historical roots. It will deal with the customs, art, literature, social organizations, and institutions of Black Americans. Special emphasis will be placed on those matters that have specific relevance to the Chicago metropolitan area and to the State of Illinois.



College of environmental and applied sciences

Degrees Offered

The degrees offered by the College of Cultural Studies will be: Bachelor of Arts in Cultural Studies and Master of Arts in Cultural Studies.

Student transcripts will record the specific educational programs pursued by each student, including a record of competencies achieved and appropriate professional and vocational preparation.

The initial module in every student's experience in the College of Cultural Studies will be **Exploring Contexts**, in which the student will join with the faculty to explore the resources, strengths, and concepts of the College of Cultural Studies at Governors State University. The purpose of this module is to give students and faculty the opportunity for spontaneous interaction in the development of educational programs.

All learning modules are considered on a continuum from undergraduate to graduate, and may be pursued at any appropriate level. The following titles are examples of the type of learning modules that will be available in 1971-72 for units of credit ranging from one (1) to eight (8): Ideas and Community, Man and Existence, Myths of the Intellect, Dramatic Literature, Language Learning and Teaching, Myth and Children's Literature, Communication and Children, Holiday Convention Invention, Anti and Saleable Visual Art, Theories of Play and Games, Film-making, Black Arts in America, Ethnic Communities and Social Conflict, Neo-Colonialism and Cultural Imperialism, The African and the Third World, Theater Design, Styles of Play Directing, Stage Lighting Theories, Music: Theory, History and Composition.

Details concerning academic counseling, and additional information about Interdisciplinary Studies Contexts and learning modules, may be found in the **Collegial Papers** available from the Dean of the College of Cultural Studies.

The student who enters the College of Environmental and Applied Science will have a choice of instructional programs leading to the Bachelor of Arts and Master of Arts in Environmental Science. Initial areas of emphasis at the Bachelor of Arts level are interdisciplinary science, environmental technology; at the Master of Arts level areas of emphasis are elementary school science teaching, nursing education and nursing administration.

A recipient of a degree in Environmental Science should:

1. Be able to conduct research investigations and - or plan, organize and execute solutions to problems related to environmental quality.
2. Possess an understanding of the conceptual knowledge of science with adequate breadth to deal with the complex scientific, technological and human problems which face mankind in the future, and with sufficient depth to develop and execute solutions to these problems.
3. Be able to demonstrate skills in using the literature of science that will permit access to knowledge acquired through the research, experience and reflection of others.
4. Be able to formulate a value orientation based on the systematic involvement of man in the material world and relate this orientation to scientific activities in which he becomes engaged.

Thus, graduates should be prepared for lifelong learning and active work towards the improvement of the quality of life.

Significant features of the instructional programs include (1) interdisciplinary education in science; (2) interrelationships of science, technology, and society; (3) self-paced and individualized learning; (4) laboratory and field-oriented studies; (5) issue-centered, problem-oriented investigations; (6) interrelationship of theory and practice through cooperative education; and (7) instructional programs comprised of Learning Modules that include goals, performance objectives,

student-centered study materials, activities, experiences and self-assessment guides.

Four instructional modes will be used: (1) **Study Modules** emphasize scientific literature and laboratory and field work; (2) **Seminar Modules** give primary attention to discussions of interrelationships of theory to practice; (3) **Research Problem Modules** focus on student investigations; (4) **Project Modules** emphasize independent study of problems related to science.

The following titles are examples of the type of Learning Modules that will be available in 1971-72 for units of credit ranging from one (1) to four (4):

Interdisciplinary Science and Environmental Technology: Science, Technology, and the Quality of Life; Population, Urbanization, and Pollution; Adaptation to the Environment; Regional Land Management; This Spaceship Earth; Human Behavior and the Environment; Ecoenergetics; Dynamics of Physical Systems; Information Retrieval Techniques; Analytical Techniques of Environmental Study; Value Systems and the Environment; Limits of Tolerance; Energy and the Environment; Environmental Economics; Probability and Statistics; Readings and Investigations in (open); Organizations and the Environment; Resources Husbandry and Improvement; Bioenergetics; and Population, Agriculture and Pollution.

Elementary School Science Teaching: Elementary Studies of Populations; Elementary Studies of Ecology; Elementary Studies of Energy; Current Developments in Elementary Science Teaching; Children, Teachers, and Science Learning; Instructional Materials Development in Elementary Science; and The Processes and Products of Science.

Nursing Education and Administration: Concepts of Health and Illness; Organization for Health Care; Social Issues in Health and Illness; Epidemiology of Infectious and Non-Infectious Disease; The Nurse as Administrator; Administrative Practicum; and Teaching Practicum.

Details concerning academic counseling and additional information about areas of emphasis and Learning Modules may be found in the **Collegial Papers** available from the Dean of the College of Environmental and Applied Science.



College of human learning and development

The College of Human Learning and Development will offer two degrees: The Bachelor of Arts in Human Development and the Master of Arts in Human Development. These programs are designed to provide interdisciplinary experiences as components in the training of teachers, urban specialists, student personnel specialists, behavioral and communication specialists.

Features of these programs are: (1) individualized learning; (2) issue - centered, and problem - oriented; (3) laboratory and field - oriented studies; (4) interrelationship of theory and practice through cooperative education; (5) instructional materials comprised of learning modules, including goals, performance objectives, and self-assessment guides.

Degree programs and areas of emphasis are:

B.A. Human Development

- A. Urban Teacher Education with areas of emphasis:
- B. Behavioral Studies Communication Science

M.A. Human Development

- A. Urban Teacher Education - with an area of emphasis:

Early Childhood and Elementary Human Relations Services

Each student program will be by arrangement between an individual student and professor. These individualized programs are intended to provide the scope and sequence to enable a student to understand the basic concepts and constructs of Urban Teacher Education, Behavioral Studies, Communication Science or Human Relations Services. The following titles are examples of the type of learning modules available in 1971-72 for units of credit ranging from one (1) to four (4).

URBAN TEACHER EDUCATION: Studies of the Person, Human Life in the Urban Environment, Contexts for Learning, Reading as Process, Communication and Children, Language Acquisition and Urban Dialects, Diagnosis in Teaching, Curriculum in Urban Education, Studies in Teacher Behavior, Afro - American Studies in the Elementary School, Development of Performance Objectives, Systems Approach to Teaching, and The Learning Environment.

BEHAVIORAL STUDIES: Psychologies of the Behavioral Sciences, Psychology of Exceptional Children, Family and Child, Personality Theory, Social Anthropology, Measurement and Statistics in Behavioral Sciences, Research in Behavioral Science, Human Appraisal, Areas of Exceptionality, The Mentally Retarded, Human Behavior and the Social Environment, Social Welfare as a Social Institution, and Learning Theory.

COMMUNICATION SCIENCE: Proseminar in Interpersonal and Organizational Communication, Proseminar in Message Design, Proseminar in Communication Technology, Proseminar in Communication Rehabilitation, News Writing Internship, Communication Rehabilitation Internship, Communication Theory and Research, and Measurement in Communication Rehabilitation.

HUMAN RELATIONS SERVICES: Behavior Problems in the Classroom, Parent Study Group Leadership, Elementary School Counseling, The Consultation Process, The Counseling Function, Group and Family Counseling, Foundations of Applied Behavioral Science, Advanced Human Appraisal, and Learning Disabilities and Child Diagnosis.

Details concerning academic counseling and additional information about areas of emphasis and learning modules may be found in the **Collegial Papers** that are available from the Dean of the College of Human Learning and Development.



Student Services

Offerings will include:

Professional Counseling
Health Service
Testing Service
Dining and Lounging Facilities
Bookstore
Student Life Activities

University Governance Involvement
Publications
Special Interest Clubs
Social, Recreational and Cultural Activities
Community Service Activities

Only a concept of functional and "humanized" Student Services can be compatible with the philosophical mandate of Governors State University. Consequently, you will find counselors, faculty, and administrators who are literally "at your service." Because we believe in people, we expect to operate with as few regulations as possible.

It is anticipated that student, faculty, staff and citizens from the larger community will mutually develop and share in educational services and activities that are enjoyable, helpful and meaningful. The actualization of this concept necessitates a willingness to experiment with new modes of participation and involvement. You are invited to share in the exciting challenge that is Governors State University.

Selective service

If a student wishes to have his admission to or enrollment at Governors State University reported to his selective service board, he should notify the Office of Admissions and Records.

The Office of Student Services will provide counseling concerning selective service.

Veterans

The Office of Admissions and Records will assist veterans in problems concerning certification under the various government bills providing aid to students. Certificates of eligibility are processed by this office.

Governors State University staff

RICHARD S. ALLEN
Coordinator of Financial Aids
Office of Admissions and Records
Michigan State University, B.A., 1968
Michigan State University, M.A., 1969

TED F. ANDREWS
Dean, College of Environmental and Applied Sciences
Emporia State College, A.B., 1940
University of Iowa, M.S., 1942
Ohio State University, Ph.D., 1948

RUBEN V. AUSTIN
Dean, College of Business and Public Service
University of Dubuque, A.B., 1936
State University of Iowa, M.A., 1940
State University of Iowa, Ph.D., 1958

ROBERT L. BAILEY
Director, Office of Admissions and Records
University of Washington, B.A., 1961
University of Oklahoma, Ed.M. 1966
University of Oklahoma, Ed.D. 1968

GERALD C. BAYSORE
Assistant to the President
Dakota Wesleyan University, B.A., 1962
University of Denver, M.A., 1963

DANIEL BERND
Assistant Dean, College of Cultural Studies
Stanford University, B.A., 1949
University of Nebraska, M.A., 1957
University of Nebraska, Ph.D., 1962

GEORGE BROWNLEE
Director of Academic Development
College of Cultural Studies
University of Arizona, B.A., 1965
University of Arizona, M.F.A., 1968

DIXON BUSH
Coordinator of Cooperative Education
College of the City of New York, B.S.S., 1948
New York University, M.A., 1949
New York University, Ed.D., 1951

JOSEPH E. BUTLER
Director, Management Information Systems
Michigan State University, B.A., 1949

JOHN A. CANNING
Assistant Director, Communications
Grinnell College, B.A., 1931
Northwestern University, M.S.J., 1932

MANUEL H. CHAVEZ
Director of Academic Development
College of Business and Public Service
University of Utah, B.A., 1955
University of Utah, M.B.A., 1957

TILMAN C. COTHRAN
University Vice-President, Academic Affairs
A.M.&N. College, A.B., 1939
Indiana University, M.A., 1942
University of Chicago, Ph.D., 1949

ALD B. CRISPIN

Director of Academic Development
College of Human Learning and Development
Lincoln College, B.A., 1951
Temple University, M. Ed., 1956
Temple University, Ed.D., 1963

WELL W. CULVER

Director of Academic Development
College of Business and Public Service
San Diego State College, B.A., 1954
University of California at Los Angeles, M.A., 1957
University of Southern California, Ph.D., 1967

WENE DeLAWTER

Director of Academic Development
College of Human Learning and Development
College of Cultural Studies
Indiana State University, B.A., 1951
Indiana University, M.A., 1967
Indiana University, Ed.D., 1970

WARD W. DODSON

Director of Academic Development
College of Human Learning and Development
College of Cultural Studies
Casper College, B.A., 1954
Colorado State University, S.T.B., 1957
University of Denver, Ph.D., 1968

WALD S. DOUGLAS

Director of Academic Development
College of Environmental and Applied Sciences
Lincoln College, A.B., 1957
Indiana University, Ph.D., 1963

LIAM E. ENGBRETSON

Assistant Dean
Northern Michigan University, A.B., 1947
Michigan State University, M.A., 1950
Northwestern University, Ph.D., 1955

WENHUR EVANS

Director of Academic Development
College of Human Learning and Development
Waynes State College, B.A., 1954
Temple University, M.Ed., 1969

ER FENNER

Assistant Dean
College of Environmental and Applied Science
College of New York, B.S., 1959
University of Illinois, M.S., 1961
University of Illinois, Ph.D., 1963

WES J. GALLAGHER

Director of Academic Development
College of Environmental and Applied Science
Iowa State University, A.B., 1954
Iowa State University, M.A., 1960
Iowa State College, M.S.T., 1962
Iowa State University, Ed.D., 1965

WEY GRIMSLEY

Discussions Counselor
Discussions and Records
Indiana University, B.S., 1950

BERT P. HAUWILLER

Assistant Registrar
Discussions and Records
Mary's College, B.A., 1956
Notre Dame University, M.S., 1962

JL G. HILL

Director, Student Services
Director of Academic Development
College of Human Learning and Development
Indiana State Teachers College, A.B. 1955
Indiana Wesleyan A. & I., M.Ed., 1965.

WILAYTON JOHNSON

Assistant Vice-President, Academic Affairs
Northern University, B.S., 1964
Northern Indiana University, M.Ed., 1969

LIAM K. KATZ

Assistant Dean
College of Human Learning and Development
College of the City of New York, B.S., 1951
Columbia University of New York, M.S., 1954
University of Texas, Ed.D., 1964

WIMOND B. KIEFER

Manager, Business Operations
University of Akron, B.A., 1956

BERT A. KLOSS

Director of Academic Development
College of Environmental and Applied Science
Columbia College, B.A., 1946
University of Wisconsin, M.S., 1948
University of Wisconsin, Ph.D., 1956

WIMAS D. LAZELL

Assistant Vice-President, Administration
Northern Illinois University, B.A., 1960
University of Illinois, J.D., 1965

BERT H. MARTIN

Coordinator, Junior College Relations
West Missouri State College, B.S., 1939
University of Chicago, M.A., 1948

WOLFO MARTINEZ

Director of Academic Development
College of Business and Public Service
University of Utah, B.S., 1954
University of Texas, M.A., 1955
University of Utah, Ph.D., 1968

WRY A. McCLELLAN

Director of Academic Development
College of Cultural Studies
Dental College, A.B., 1966
City School, University of Chicago, M. Th., 1969
University of Chicago, D. Mn., 1970

N C. MINDER

Assistant Superintendent, Building and Plant Operations
University of Illinois, B.S., 1964

L O. PETERSON

Assistant, Instructional Support Systems
School of the Art Institute, B.A.E., 1954
School of the Art Institute, B.F.A., 1954
Iowa State College, M.S. Ed., 1970



Inquiries

ROBERT P. PRESS
Director of Academic Development
College of Cultural Studies
Antioch College, B.A., 1960
New York University, M.A., 1962

G. EDWARD STORMER
Director of Academic Development
College of Human Learning and Development
Millikin University, B.S., 1959
University of Illinois, M. Ed., 1961
University of Illinois, Ed. D., 1966

ROBERT E. TUMELTY
Director of Academic Development
College of Environmental and Applied Science
College of the Pacific, B.A., 1949
University of California, M.P.H., 1952
University of California, Dr. P.H. 1969

RICHARD J. VORWERK
Director, Learning Resources Center
University of Notre Dame, A.B., 1956
Loyola University, M.A., 1963
Indiana University, M.A., 1966
Indiana University, Ph.D., 1970

CHARLES WADE
Dean, College of Human Learning and Development
Delaware State College, A.B., 1948
Wayne State University, M. Ed., 1950.
University of Montana, Ed.D., 1967

WARLAND D. WIGHT
Assistant Director, Instructional Support Systems
Cornell University, B.A., 1963
Cornell University, M. Ed., 1965
University of Washington, Ed.D., 1970

GERALDINE S. WILLIAMS
Director of Academic Development
College of Business and Public Service
The Fort Valley State College, B.S., 1951
The University of Chicago, M.B.A., 1954
Pennsylvania State University, Ed.D., 1964

Governors State University

Park Forest South, Illinois 60466
PHONE: (Area Code: 312) 563-2211

Academic Programs and Advisement:

College of Business and Public Service
RUBEN AUSTIN, Dean

College of Cultural Studies
ALFONSO SHERMAN, Dean

College of Environmental and Applied
Science

TED ANDREWS, Dean

College of Human Learning and Development
CHARLES WADE, Dean

Admissions:

ROBERT BAILEY, Director of Admissions
and Records

HARVEY GRIMSLEY, Admissions
Counselor

Financial Aids:

RICHARD ALLEN, Coordinator
Financial Aid

General Information:

DAVID SCHUELKE, Acting Director of
Communications

Health Services:

PAUL HILL, Director of Student Services

Registration:

ROBERT HAUWILLER, Registrar

Student Activities and Services:

PAUL HILL, Director of Student Services

Transportation

Interim Campus-Opening Fall 1971

Students using cars to commute to Governors State University at its interim site located on Central Avenue just north of the Monee-Manhattan Road can reach this campus using north-south highways 50, 54 and I-57.

At the present time, train and bus transportation will not service the campus directly but, if need is demonstrated, some service will be planned.

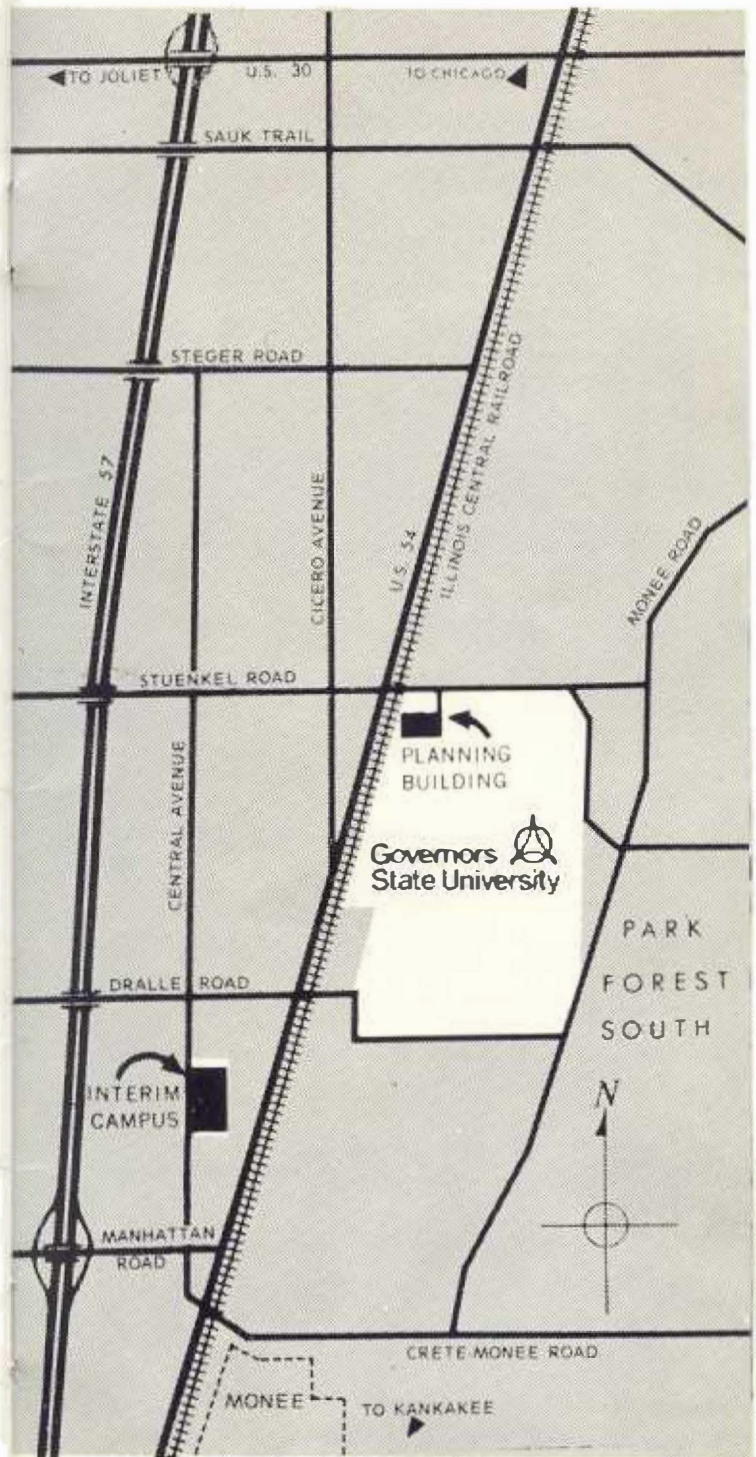
Planning Building-Open Fall, 1970

Students coming to the University by car can use highways 50, 54 and I-57. The Planning Building is located on Governors Highway (54) and Stuenkel Road just east of the Illinois Central Railroad tracks and south of Stuenkel Road. Entrance is made from Stuenkel Road. Students taking Interstate 57 should exit at Lincoln Highway (30), going east to Cicero Avenue (50) and then south to Stuenkel Road. Continue east on Stuenkel Road. The Illinois Central commuter service currently has its last stop at Richton Park which is about three miles away from the Planning Building.

Permanent Campus-Opening Fall 1973

Students coming to the University by car should follow the same directions as going to the Planning Building.

By the Fall of 1973, it is hoped that an Illinois Central Railroad station will be located at Stuenkel Road.



Acknowledgements

Co-editors:

ROBERT HAUWILLER
DAVID SCHUELKE

Student Editorial Board:
PAULETTE F. JONES
Malcolm X College

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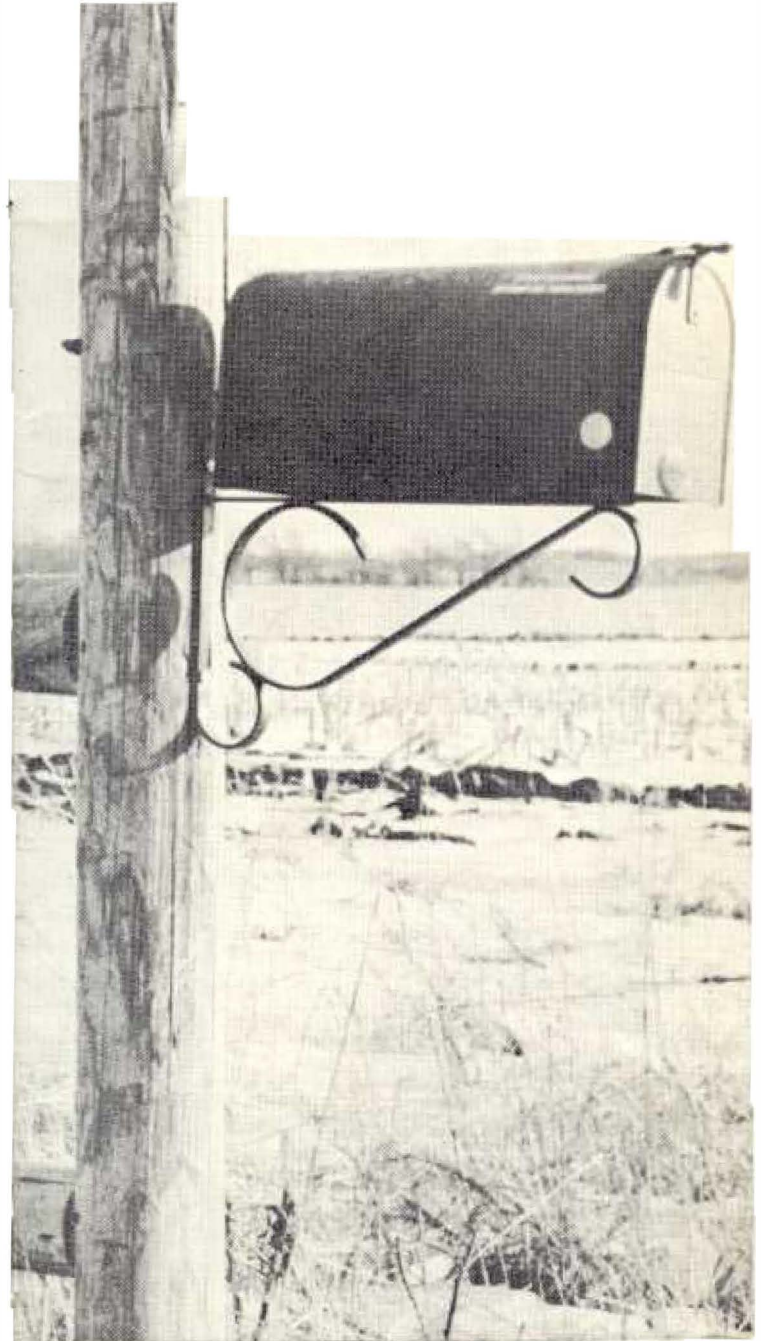
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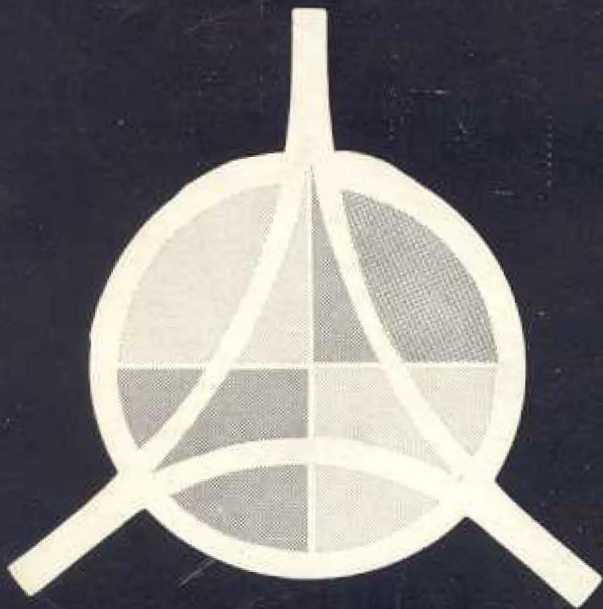
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THE SEAL of Governors State University is multi-symbolic. Many people see the circle as being characteristic of the "never-ending" range of knowledge, its "quality of infinity" and the "unity of thought and spirit." The three points of the star emerging from the circle may symbolize for some the need of a university to extend teaching, research, and service to individuals, communities, and nations. Conversely, the flow of the same lines inward may represent community influences upon the university. All in all the seal should be symbolic of "growth" and "exploration" in step with the historic event of 1969 (year of the founding of Governors State); space exploration and lunar landing. The official colors of the university are black and white.



Governors State University

Park Forest South, Illinois 60466

PHONE: (Area Code: 312) 563-2211