

1974 Governors State University Bulletin



1974 BULLETIN

GOVERNORS STATE UNIVERSITY
Park Forest South, Illinois



This Bulletin is intended to tell you, the prospective student, about Governors State University.

For publications containing more detailed descriptions of the programs in the College of Business and Public Service, College of Cultural Studies, College of Environmental and Applied Sciences, or College of Human Learning and Development, contact the

**Office of Admissions and Records
Governors State University
Park Forest South, Illinois 60466**

(312) 534-5000

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GOVERNORS STATE UNIVERSITY
1974 Bulletin

November 1973

Published annually by

Governors State University, Park Forest South, Illinois 60466

A warm welcome to our new students and staff! You have taken advantage of the exciting prospect of joining a University in its early and dynamic stages of development. As an experimenting university, Governors State is seeking new and more effective ways for people to learn and develop their own potential. All of you have an unusual opportunity to affect how the University creates its learning environment and the substance of its programs, policies and procedures.

The University-wide action objectives of *job efficiency, functional citizenship, intra — and interpersonal relationships, and cultural expansion* are more than mere rhetoric. They underscore all that the University does and stands for while it is in the continuing process of creating this new kind of learning environment. All of us at GSU are involved in that process. By participating fully in the many opportunities available — through our university-wide and individual collegial governance systems which involve students, faculty, staff, and community representa-

tives, and individually with your advisors and other faculty — we can achieve these objectives for ourselves and the University.

You enter GSU in an accelerating phase of its development. During your time here, you will be among the first to use an exciting new campus, one that was designed not only by architects, but by many others inside and outside the University community.

You are joining your learning efforts with a highly competent and dedicated faculty and staff who are here to serve you. The goal of academic excellence will demand the best you have to give.

All of us have a vital role to play in both our own development and that of a University embarked on new paths in higher education. What we do at Governors State in these critical years will affect the learning patterns and traditions of thousands who will follow us here. Again, welcome to Governors State University.

William E. Engbretson
President



University Calendar

November-December 1973 (ND)

First Day of Instruction	October 22—Monday
Vacation—Thanksgiving	November 22—Thursday
Instruction Resumed	November 26—Monday
Last Day of Instruction	December 15—Saturday
Move to Phase I Buildings	December 15—Saturday to January 6—Sunday

January—February 1974 (JF)

First Day of Instruction	January 7—Monday
Vacation—Martin Luther King	January 15—Tuesday
Commencement	January 20—Sunday
Last Day of Instruction	March 2—Saturday

March-April 1974 (MA)

First Day of Instruction	March 4—Monday
Last Day of Instruction	April 26—Saturday

May-June 1974 (MJ)

First Day of Instruction	May 6—Monday
Vacation—Memorial Day	May 27—Monday
Last Day of Instruction	June 29—Monday

July-August 1974 (JA)

First Day of Instruction	July 3—Wednesday
Vacation—Independence Day	July 4—Thursday
Last Day of Instruction	August 27—Tuesday

September-October 1974 (SO)

First Day of Instruction	September 3—Tuesday
Last Day of Instruction	October 25—Friday

November-December 1974 (ND)

First Day of Instruction	October 29—Tuesday
Vacation—Thanksgiving	November 21—Thursday
Instruction Resumed	November 25—Monday
Last Day of Instruction	December 21—Saturday

January-February 1975 (JF)

First Day of Instruction	January 2—Thursday
Vacation—Martin Luther King	January 15—Wednesday
Last Day of Instruction	February 26—Wednesday

March-April 1975 (MA)

First Day of Instruction	March 3—Monday
Last Day of Instruction	April 26—Saturday

May-June 1975 (MJ)

First Day of Instruction	May 5—Monday
Vacation—Memorial Day	May 26—Monday
Last Day of Instruction	June 30—Monday

July-August 1975 (JA)

First Day of Instruction	July 6—Monday
Last Day of Instruction	August 28—Thursday

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This Is GSU

Location

Governors State University is located in Park Forest South, Illinois, a quiet setting in Will County, 35 miles south of Chicago. It is a few miles from Interstate 57 on the west and Calumet Expressway on the east.

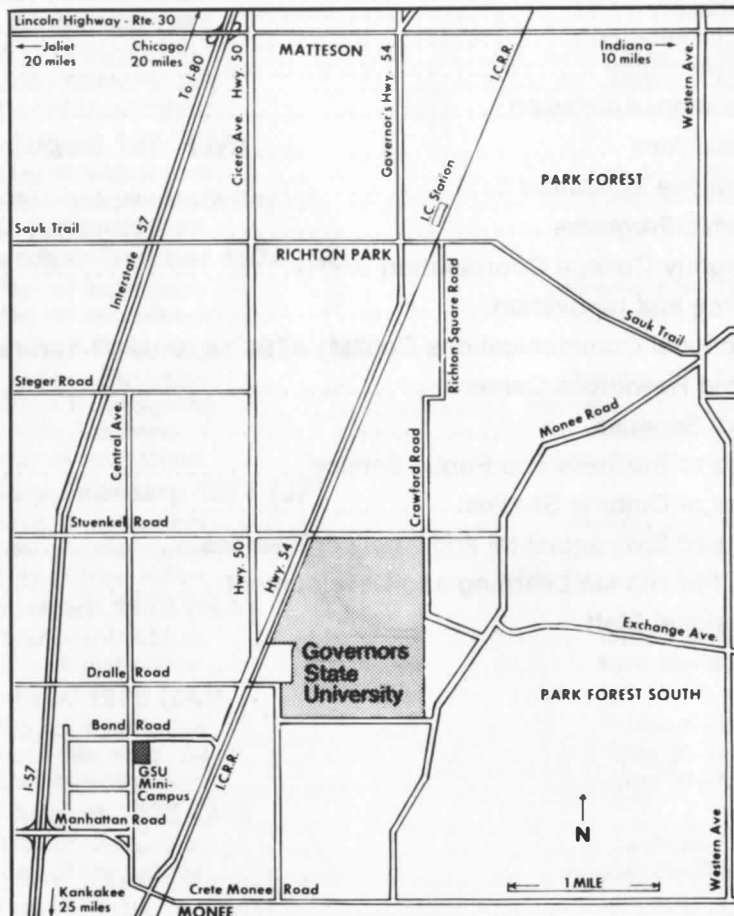
Park Forest South is a new and rapidly developing town of 4,000 people with a projected population of 100,000 by 1980. GSU is an important part of this new model community.

On September 13, 1971, Governors State opened for classes in temporary facilities in Governors Gateway

Industrial Park. After the move to Phase I of the permanent campus in January, 1974, the temporary facility, called the mini-campus, will become a warehouse.

Back in the fall of 1971, approximately 700 students enrolled, a figure growing to 1200 in the fall of 1972. With nearly 2500 students at the beginning of the September/October 1973 session, GSU had more than tripled its enrollment in just two years. The University is projected to serve 10,000 to 13,000.

Phase I facilities will include six buildings connected by an academic street.



Mission And Philosophy

Governors State University was conceived in response to the growing enrollments of the State of Illinois junior and community colleges. The University was formally established by the state on July 17, 1969, with the Illinois General Assembly signing into law the legislation that created another kind of university for the citizens of Illinois.

Governors State is indeed another kind of university. It is the first free-standing senior division university in the Chicago metropolitan area. As such, GSU serves juniors, seniors, and graduate students, who transfer from junior and community colleges or other institutions of higher education. Some students come to Governors State directly from other colleges or universities. Others are returning to school to get a degree and may have been away from an academic setting for years.

Beyond being a senior division university, Governors State has a mandate to serve the educational needs of the south Chicago metropolitan complex. It has a particular responsibility to serve the educational needs of low and middle income and minority students.

The State of Illinois charged the University to be an innovative and experimenting institution.

GSU was designed as an experimenting university to explore new ways of educating and providing service to the communities it serves. The words most associated with its mission are: future-oriented, service-minded, academic excellence, open, humane, and efficient.

Both physical and organizational structures at the University have been deliberately created with a high degree of flexibility to enhance possibilities for change, individualization, and involvement in new and pressing social issues. The learning environment being created at Governors State University strives to reflect a

deep-abiding and pervasive concern for unique human beings and their interrelationships in the most technologically complex society that man has yet evolved.

Objectives

University-wide action objectives that guide the planning and development of the GSU instructional, community, and research programs are:

JOB EFFICIENCY: The acquisition and improvement of marketable skills, attitudes, and values. Every student has a right to expect that full engagement in the higher education process will lead to fulfillment of occupational-professional goals, regardless of whether they are immediate or long-range.

FUNCTIONAL CITIZENSHIP: An environment of participatory democracy that will ensure 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 the decision-making affecting one's own destiny.

INTRA AND INTERPERSONAL RELATIONSHIPS: The development and strengthening of open, accepting, and understanding human relationships. A sense of individual dignity and worth is to be cultivated by every action of the University. Ideally, since healthy self-concepts evolve in social settings, each individual should recognize and accept the rights of other individuals and groups.

CULTURAL EXPANSION: The appreciation and use of the fine arts and humanities as a countervailing force to depersonalization and an expander of the capacity to enjoy and enhance the quality of human life.

Obviously, these objectives are neither modest nor easily obtainable. They are, however, what Governors State University is all about.

A New Terminology

GSU is another kind of university—so GSU uses another kind of terminology. The new terms create an environment that is individualized, has a dynamic and changing equality, and allows for maximum personal growth. We think our environment is responsive to the educational needs of the many publics that make up our community.

SESSIONS: GSU attempts new ways of going about the learning process and new terms are in abundance. Not replacements or synonyms—new words, concepts and new methods. They take some getting used to, but it isn't difficult at all.

For example, new students are apt to consider the eight week session as just a shorter time period for finishing the same work required elsewhere in a semester or a quarter. But it isn't. An eight week session is just that—an eight week session. Students can then concentrate intensively on just a few learning modules each session. The University offers a schedule of learning modules throughout the year, and students may determine when and if they would like to sit out a session or two. Four sessions are considered the equivalent of a normal academic year. The short sessions eliminate the long lapses of time that would occur if a student stayed out of school for a quarter or a semester.

Even though some learning modules may last the full session, they may be shorter or longer, depending on the learning to be accomplished. At Governors State, the beginning of a session signifies only the time of registration, not necessarily the beginning of a learning experience.

LEARNING MODULE: Here's another new term. It might be analogous to a "course"—but isn't. It is actually quite different. A learning module is often associated with direct teacher-to-student contact in a learning experience. It is self-paced and varies in

units, time, and method. It uses media, small and large discussion groups, community research projects, independent studies, on-the-job experience, or a combination of these and other methods. A learning module is a set of learning experiences that includes topics or concepts belonging to a larger subject matter context.

COOPERATIVE EDUCATION: Many GSU students participate in a cooperative education program, which allows them to learn in actual on-the-job or on-site settings. Students thus serve community needs while gaining important work experience. (For a more detailed explanation see the section on Cooperative Education).

FACULTY: The GSU faculty system is also innovational. All full-time faculty are of the same rank—University Professor. In addition, community resources provide part-time faculty who are titled Community Professors.

AREA OF EMPHASIS: A concentration of related competencies in an Instructional Program. An Area of Emphasis differs from a traditional "department" because it is defined by a specified list of competencies that students are expected to attain.

COLLEGE: The only academic division in the University. There are four relatively autonomous Colleges, each to be limited in size to 1500 students. The absence of departments is intended to promote interdisciplinary studies within and between the Colleges.

COMPETENCY: A behavior or pattern of behavior related to real world knowledge, skills, and attitudes that students will demonstrate they have acquired.

COORDINATOR: This is the term given to faculty members who are involved in instruction within a learning module. The term "coordinator" is used instead of "professor" or "instructor" and indicates the new role a faculty member assumes in the learning process at Governors State.

INSTRUCTIONAL PROGRAM: A major subdivision within the College that contains the following characteristics: (1) it has been approved by the Board of Governors, (2) it consists of one or more related Areas of Emphasis, and (3) it is defined by competencies that its students will attain.

INTERCOLLEGIAL: The concept which encourages students to register for learning modules across Collegial lines. Faculty and students in different Collegiate units are encouraged to cooperatively plan, develop and execute learning experiences of this type.

INTERDISCIPLINARY: The concept of organization that prevails within the Colleges. This approach does not recognize the departmental system or rank faculty according to academic discipline. Interdisciplinary is an emphasis on programs of study that encourage the synthesis of knowledge from the disciplines within a Collegiate unit.

INTERDISCIPLINARY STUDIES CONTEXT (ISC): In the College of Cultural Studies, this term is used synonymously with Instructional Program.

SELF-INSTRUCTIONAL MATERIALS (SIM): A set of learning experiences designed to enable students to attain stated competencies. Under the guidance of a coordinator, students learn through pre-programmed materials and tests, providing feedback on whether the objectives are being met. Students attain learning module competencies at their own pace, and at flexible times and places.

STUDENT ACADEMIC LOAD: Ordinarily, a student is allowed to carry no more than eight units per session. A student is considered full-time if enrolled for six or more units (A unit is equivalent to a semester hour).

Accreditation

As a new and developing university, Governors State is now in the process leading to full accreditation, and

is as far along the path as it can be. In March, 1973, the North Central Association of Secondary Schools and Colleges granted the status of "Recognized Candidate for Accreditation," a pre-accreditation step category since retitled "Candidate for Accreditation." Candidate for Accreditation is a status of affiliation with North Central that indicates that an institution has achieved initial recognition and is progressing toward, but is not assured of accreditation.

The sequence of steps by which GSU is working toward full accreditation by North Central Association includes:

CORRESPONDENT STATUS: A pre-accreditation status gained by Governors State in July, 1970.

CANDIDATE FOR ACCREDITATION: A new single pre-accreditation category. GSU achieved this status in March, 1973, after:

1. Preparing and submitting a comprehensive status study to the accrediting agency.
2. Preliminary screening by the North Central Association staff.
3. An on-site visit to GSU by a team of experts. The examining team from universities in Michigan, Missouri, New York, Oklahoma, and Wisconsin visited GSU in December, 1972.
4. Notification of granting pre-accreditation status in March, 1973.

The academic programs of Governors State have been successfully reviewed and approved by the Board of Governors of State Colleges and Universities and the Illinois Board of Higher Education.

Governance

The University has developed an elaborate governance system to ensure full participation of the entire University community in formulating policies. Students and faculty are equally represented on the thirty-three member University Assembly, which

also includes representatives of support and civil service staffs and community representatives.

The primary function of the University Assembly is to review and recommend policy proposed by individuals, groups, and agencies associated with the University community. Six standing committees are concerned with specific areas defined in the University Constitution. These Committees are composed of the various constituencies of the University: students, faculty, support staff, civil service staff, and community representatives. Anyone in the University community, whether on the Assembly or not, is eligible to serve on a standing committee whose membership is appointed by the Executive Committee of the University Assembly. The six standing committees of the University Assembly are:

- Committee on Educational Programs and Policies
- Committee on Human Services
- Committee on Fiscal Resources
- Committee on Physical Resources
- Committee on Governance
- Committee on the Future

The governance system is completed with the addition of individual systems for each of the four Col-



leges. The collegial governance system recommends policies related to that College and forwards them via the Dean to the University Assembly and its standing committees.

The present GSU governance system is itself a novel experiment. The system has a finite life, with provision in the Governors State Constitution for replacing, modifying, or extending the current system after June 30, 1974.

In the meantime, the entire system is under continuous review by actions of the standing committees, various ad hoc committees, and the Assembly itself.

The policies and recommendations evolving from the GSU governance structure are subject to the laws and policies of the governing structures outside the University. The immediate governing board of the University is the Board of Governors of State Colleges and Universities, which operates within a system coordinated and guided by the Illinois Board of Higher Education. The Illinois General Assembly, the Governors, and the courts round out the external governing bodies within the state.

Student Advisory Committee

Related to but not part of the University governance structure is the Student Advisory Committee (SAC). The SAC is comprised of eight elected and two appointed students, the Coordinator of Student Activities, four Student Assistant Deans, the Business Manager, and the Director of Student Services. It serves an advisory capacity, representing the student body to the Director of Student Services. Only the student representatives are eligible to vote.

This Committee apportions and provides general supervision of expenditures of student activity fees to eligible activities and organizations.

Admissions And Registration Information

Undergraduate Admision

Students will be admitted to Governors State University on a first-come, first-served basis within the programs of the respective colleges. Persons are eligible for admission if they have either:

1. An Associate of Arts (A.A.) or an Associate of Science (A.S.) Degree from an accredited community or junior college; or
2. At least 60 semester or 90 quarter hours of satisfactory collegiate work from a university, college, community or junior college; with a "C" average or better in at least 60 semester hours or 90 quarter hours of the total collegiate hours taken, and are in good academic standing at the last institution attended.

Graduate Admision—Non-Degree Status

Persons are eligible for graduate admissions to Governors State University if they hold a Bachelor's Degree from an accredited college or university. The University may also request additional information, tests, and criteria for admissions. Graduates of an unaccredited college may petition for admission through the Office of Admissions and Records.

Graduate Admission—Degree Status

After successfully completing eight units at GSU, graduate students may apply to the College in which they are enrolled for candidacy for a Master of Arts degree. The College may grant candidacy at this time. Yet students may continue graduate studies even though they are not candidates for a degree.

Further Criteria

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

How To Apply

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 mailed to Governors State University. Courses in which the student is currently enrolled should be indicated on the transcript(s), if possible.
3. Send the fifteen dollar non-refundable application fee. The application form, fee, and transcripts should be mailed to:

Office of Admissions and Records
Governors State University
Park Forest South, Illinois 60466

It is the policy of Governors State University to afford equal education opportunities to qualified persons regardless of race, sex, religion, or ethnic background. Furthermore, it is the policy of this University to be unusually responsive to the individual needs of all students.

Graduate Studies

1. Complete the Graduate Application for Admission and mail to Governors State University.

2. Have the official transcript from all previously attended institutions of higher education mailed to Governors State University.

The application form and the transcript should be mailed also to the Office of Admissions and Records.

NO FEE IS REQUIRED FOR GRADUATE ADMISSION.

Deadline For Application For Admission And Credentials

The deadline for receiving the application and all required transcripts in the Office of Admissions and Records is the *first day of the session in which the student plans to enroll*. No applications are accepted more than one year in advance of the session for which admission is being considered.

After the Office of Admissions and Records has determined that the student meets the general University admissions requirements, it normally arranges an interview between the student and a faculty advisor from the College in which the student plans to enroll. During the interview, student and advisor design the program for the first session that the student plans to attend. At this point the student is admitted, and, if a candidate for a Bachelor's Degree, they can discuss requirements. The Office of Admissions and Records issues the official letter of admission, and the chosen College sends a tentative summary of academic work. When notified that the schedule of offerings for the initial session is available, the student contacts his advisor for an interview.

At a subsequent interview, they complete a registration form. The student will be billed later and must make payment to the University Business Office before the session begins.

Registration, then, is a continuous process—beginning any time the schedule of learning modules is available. Changes in registration can also take place continuously, reflecting

Fee Schedule

Registration Fee

In-State	\$14.00
Additional Units	\$13 per unit
Out-of-State	
Each Unit	\$39.50

Activity Fee

All Students	\$7.50
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Insurance

Students (See note 5 below)

1-4 Units	Not Available
5 Units	\$4.50 (optional)
6 or more Units	\$4.50
Spouse	\$5.00 (optional if enrolled in 6 or more units)
Spouse & Dependent	\$40.00 (optional if enrolled in 6 or more units)

Student-To-Student Scholarship Fund Fee

Fund Fee	\$1.00
(Refundable up to the tenth calendar day after the first day of the session)	

NOTES:

1. GSU has an academic calendar consisting of six 8-week sessions.
2. An academic year may be equated to any four sessions.
3. Full-time students enroll for 6-8 units. Fees and charges for in-state, full-time students would total \$92-\$118 per session.
4. Registration fees are on a dollar-per-unit-enrolled basis with no maximum or "full-time" fee.
5. The above fee schedule is subject to change by action of the Board of Governors of State Colleges and Universities.

decisions reached at different times by the student, the advisor, and coordinators of learning modules.

Certification Of Enrollment

The Office of Admissions and Records, when students request, will notify the Veterans Administration, Selective Service Boards, and other agencies of student enrollment.

Recording Student Achievements

Student achievements are recorded in terms of completed performance objectives. Units earned are also recorded. The faculty forwards notice of completed student achievements to the Office of Admissions and Records. They are added to the student's academic record transcript, and copies are then forwarded to the

student and his advisor.

Because a student may not necessarily complete achievements at the end of a session, reporting and recording achievements are also continuous processes.

At a student's request, the University will send transcripts of the academic record to other institutions or agencies, at no charge to the student.

Financial Aids

Governors State University offers a comprehensive Financial Aids Program that enables students to attend the University when they would otherwise be unable to do so. Administered by the Director of Financial Aids, the program provides assistance to about sixty percent of GSU students.

Application for financial aids begins with a student's application for admission. A "yes" answer to the question on your application: "Is your attendance at GSU dependent upon receiving financial assistance?" begins the process that can aid students who need more funds than they and their families can provide toward educational expenses. Almost all the funds mentioned here require that the prospective student apply *one full year* before the session of the academic enrollment for which funds are needed.

Financial assistance programs are many and different. This Bulletin cannot discuss them all, but does list some of the major fund sources. Students must understand though, that the counselor in the GSU Financial Aids office is the best source of information. *At Governors State University we intend to meet your financial needs.*

A. State of Illinois Funds

Illinois State Scholarship Commission Monetary Award.

Awarded to any citizen or permanent resident of Illinois on the basis of *financial need*. Award covers up to the cost of tuition at Governors State University. Only undergraduate students are eligible.

Illinois Guaranteed Loan Program

Eligible students may borrow up to \$2,500 per year toward educational expenses only. Both graduate and undergraduate students are eligible.

Illinois General Assembly Tuition Waivers

Offers scholarships for tuition. Only students who attend state supported colleges and universities are eligible.

Department of Vocational Rehabilitation

Offers scholarship for tuition.

Adult Education Scholarships and Special Education Scholarships

Students specializing in adult and special education are eligible for tuition waivers.

B. Institutional Funds

Cooperative Education

Most Governors State University students receive practical work experiences as part of their academic programs. A student enrolled in Cooperative Education receives academic credit while working in an area of interest. The Office of Financial Aids works very closely with the Cooperative Education Program.

GSU Emergency Fund

The GSU Emergency Fund is supported through voluntary contributions of University faculty and staff and private donors. Used to assist students who find themselves in temporary difficulties, awards will generally not exceed \$150.

Dr. Charles E. Gavin Memorial Foundation

The Dr. Charles E. Gavin Memorial Foundation awards scholarships to students on the basis of service to mankind.

Short-Term Loans

All GSU students are eligible to receive an institutional short-term loan of up to \$300.

Student-to-Student Scholarship

Governors State University students voluntarily contribute \$1 every session toward a scholarship fund. The State of Illinois matches these contributions. In order to receive an award, a student must be enrolled as an undergraduate, demonstrate financial need, and be a resident of Illinois. Eligible students may receive up to \$1,000 per academic year.

Institutional Part-time Jobs

Governors State University offers part-time jobs to students who have experience and skills in needed areas.

Tuition Waivers

The Illinois Board of Governors of State Colleges and Universities has established Tuition Waivers for GSU students in the following categories:

Foreign Students

Students who hold temporary, student or immigrant visas are eligible to receive a tuition waiver from GSU if they demonstrate financial need. The number of tuition waivers that can be awarded is limited.

Disadvantaged Students

For students who will have financial difficulty paying tuition, a limited number of tuition waivers can be awarded from GSU, usually for no more than a one year period.

Talented Students

Students who have special talents in the following areas are eligible to receive an Institutional Tuition Waiver Award:

Athletics and Recreation, Leadership and Service, Communication Arts, and Creative, Fine and Performing Arts. A University-wide Talent Scholarship Committee makes final decisions on all awards.

C. Federal Funds

Supplemental Educational Opportunity Grant (SEOG)

Undergraduate students are eligible to receive up to \$1500 per year, awarded on the basis of *exceptional* financial need.

College Work-Study Program (CWS)

The College Work-Study Program is a partially federally funded and partially university funded work program that makes jobs available to students with the most demonstrated need.

National Direct Student Loan (NDSL)

The National Direct Student Loan is funded by the federal government but is administered directly by colleges. Undergraduate students receive loans under this program in amounts up to \$2,500 for their first two years in college and \$5,000 for their total undergraduate program. Students begin paying back these loans after they complete their education and at the end of any period of military service or service with the Peace Corps or VISTA.

Law Enforcement Education Program (LEEP)

The Law Enforcement Education Program provides a program of student loans and/or grants to state and local public law enforcement personnel. The maximum amount of the loan is \$1,000 per academic year with a maximum \$150 per session.

D. Funds For Veterans

Overall, the objectives of the Veterans Program at Governors State University are to provide service to

all students who have served in the United States Armed Forces or others who are eligible for educational benefits through the Veterans Administration.

Illinois Military Scholarship

The scholarship provides for the payment of tuition and fees for all eligible students. Criteria for eligibility are:

- Resident of Illinois before active duty.
- Served on active duty for at least one (1) year.
- Received an honorable discharge.
- Returned to Illinois within six months of discharge.

Veterans Regular Educational Assistance Through Advance Payment

An advance educational assistance allowance may be paid at the beginning of a school enrollment period that begins on or after August 1. New students may apply for advance payment by having the Office of Admissions and Records complete the reverse side of the Certificate of Eligibility after completing registration forms for the session you plan to attend. The Certificate of Eligibility can be obtained at local Veterans Administration offices.

Veterans Tutorial Assistance

Veterans who are currently enrolled and are receiving benefits under the regular G.I. Bill are eligible to receive an additional \$50.00 per month for tutoring in a subject required for the satisfactory pursuit of an educational objective. The veteran may receive up to \$50.00 monthly for a maximum of nine months.

E. College Entrance Examination Board Scholarships

The College Entrance Examination Board (CEEB) offers scholarships to minority students cur-

rently enrolled at community colleges who desire to transfer to Governors State University. Contact the counseling office of your local junior college for details.

Cooperative Education

Cooperative Education combines theory and practice. The Co-op Ed Program at Governors State offers opportunities for experimentation and expansion. Working off-campus supplements and enriches on-campus experiences. For instance, the University does not have on its campus a hospital, industrial plant, advanced research lab, social agency, farm, CPA office, public school, school for the deaf, psychiatric clinic, retail business, sewage-treatment plant, law firm, housing development, etc. In short, when the University cannot fashion the circumstances to challenge and instruct students on the campus, the Co-op Program is a way to find the circumstances elsewhere.

Students, on-the-job, are exposed to current practices in their chosen fields. They are able to explore careers and fulfill a basic need to express individuality. Field research and work experience extend academics and offer practical opportunities to learn the tools of the trade,

and to become familiar with routines, problems, and advantages of prospective careers. Students rub shoulders and touch bases with professionals. They go to Co-op Ed to continue and to expand the search for learning which brought them to the University.

Co-op students earn academic credit for the experience and are paid for performance at a job. It is an excellent way to acquire competencies or to achieve the specific performance objectives prescribed in a learning contract or study program.

Faculty and students step outside the University and become part of the world we live in while, at the same time, that world becomes part of Governors State University. Ideally, the results are excellence in education and a productive relationship among participants—students, faculty, and employers.

All four Colleges offer Cooperative Education Programs, which are managed by a Co-op Coordinator in each College.

Academic Programs

A virtual "knowledge explosion," makes it impossible to know everything. Governors State University only helps students select the essentials that seem most valuable as a foundation for a lifelong pursuit of learning.

Every student will engage in an academic program developing out of the vast store of human thought and knowledge. GSU has designed study programs that stimulate students to come to grips with this vast store. They are alive and responsive to ever-changing needs, but remain continually aware of traditions. They are under constant review. Instructional programs must maintain stability without becoming fixed, and be flexible without sacrificing their integrity.

The University is currently organized into four Colleges offering programs leading to the Bachelor of Arts and Master of Arts degrees:

College of Business and Public Service

College of Cultural Studies

College of Environmental and Applied Sciences

College of Human Learning Learning and Development

The *College of Business and Public Service* is committed to developing professionals in business and public administration and business education. Areas of Emphasis are Business Administration, Business Education Office Administration, and Public Service.

The *College of Cultural Studies* directs its efforts toward conserving the meaningful past by constantly re-

newing it for the present and the future. Academic programs are grouped as Interdisciplinary Studies Contexts (ISCs). May lead to the Bachelor of Arts in Cultural Studies and the Master of Arts in Cultural Studies.

These ISCs are:

- Popular Culture
- Literature
- Theatre
- Mass-Media
- Ethnic Studies
 - Black Studies
 - Latino Studies
- Area Studies
 - African Studies
 - Latin American Studies
- Language and the Human Condition
 - American Literature
 - English Literature
 - English Education
- Socio-Cultural Processes
 - Urban Socio-Cultural Processes
 - Comparative Socio-Cultural Processes
 - Women's Studies
- Invention and Creativity
 - Music
 - Art
 - Theatre
- Ideas and Culture (in development)

The *College of Environmental and Applied Sciences*, through experimental programs, stresses an individual's life goals at all times. Instructional Programs, with their Areas of Emphasis and Occupational Orientations are:

SCIENCE

- Interdisciplinary Science and Environmental Technology
- Environmental Planning
- Environmental Conservation
- Environmental Analysis
- Environmental Management
- Human Ecology

HEALTH SCIENCE

- Health Science Practice
- Nursing
- Medical Technology
- Health Science Education
- Nursing Education
- Allied Health Education
- Health Science Administration
- Health Services
- Nursing Administration

SCIENCE TEACHING

- Elementary Science Teaching
- Secondary Science Teaching
- Community College Science Teaching

The *College of Human Learning and Development* is oriented to the helping professions.

CHLD Areas of Emphasis include:

- Communications Science
- Interpersonal and Organizational Communication
- Media Communication
- Communication Disorders
- Human Services (Undergraduate Only)
 - Social Welfare
 - Corrections
 - Special Education (Mental Retardation)
 - Community Psychology
- Human Relations Services (Graduate Only)
 - Elementary School Counseling
 - School Psychology
 - General Counseling
- Urban Teacher Education
 - Elementary Urban Teacher Education
- Behavioral Studies (Undergraduate Only)
 - Psychology-Personal Growth



Each College is intended to accommodate no more than 1,500 students. In order for GSU to reach its total projected enrollment of 10,000 to 13,000 students, additional Colleges will have to be created.

The Colleges build programs that will translate the GSU goals and mission into a learning experience that is sound and yet innovative and exciting — challenging faculty and students to attain the highest level of academic and personal excellence. Through new learning approaches, GSU offers the flexibility that will enable students to develop a scholarly background along the lines of special interests or to pursue a field or subject in greater depth than the traditional classroom situation provides.

The advisor/advisee relationship is an essential one at Governors State. Educational programs are individualized and may be altered appropriately to reflect changing interest to include new competencies to be accomplished. Each educational program at Governors State may specify certain professional skills or competencies according to aspirations of the student. Some are gained through learning modules on or off the campus. Others may involve learning experiences outside the structure of a learning module. A few may include a particular kind of competency examination.



The advisor and student work to develop a program that best fits and then select learning modules and other appropriate learning experiences.

Graduation requirements for each student are cooperatively determined, using the agreed-upon program as a guide in fulfilling the general requirements of both the individual College and the University.

Within each learning module, the student works to attain performance-based objectives that indicate the competencies to be acquired. Examples could include designing a water recycling system, creating a television production, analyzing the small business operations of a particular community, or utilizing specific teaching techniques in an urban school setting.

Transcripts reflect the attainment of competencies instead of lettergrades or numerical scores. Employers or



graduate schools then have a detailed listing of a student's competencies. GSU does not find it necessary to place a letter grade next to the learning module or competency. The University believes the competency should speak for itself.

In summary, students at Governors State University embark on adventures that take them through academic studies via learning modules and other educational program experiences, and fully involve them also, in the process of the University system. They share in the governance of the University, including staff selection and recommenda-

tions for instructional programs. Students are likely to serve on a variety of committees with staff, faculty, and community representatives, all concerned with development of the University. The entire University community relates directly to the major objective of functional citizenship. Everyone at GSU has both the opportunity and responsibility to participate either directly or through representation in determining his or her own destiny.

This then is the GSU environment. It is one of new and, we believe, more meaningful ways of learning, growing, and preparing for life.



Community College Coordination

Acknowledging the growing importance and enrollment of junior and community colleges, the Illinois Board of Higher Education created Governors State University as a senior division or upper level university.

GSU is committed to serve graduates from area junior and community colleges as a capstone to junior college programs.

The Coordinator for Community College Relations works closely with area junior colleges and arranges for junior college staff and students to visit the GSU campus. This close coordination also serves to help the University develop programs to train teachers for the junior colleges.

A Governors State University Community College Advisory Board further extends the University's efforts to develop cooperative relationships with the junior colleges. The Board helps University planning by reviewing University programs and activities.

Counselors in the community colleges are urged to accept seriously the concept that collegial requirements for admission and graduation are highly individualized and difficult to describe in specific terms. A danger in putting into print recommended curricula to be followed at the lower division level is that these recommendations may, in the eyes of both the counselor and the student, become minimum requirements for admission. Governors State University wishes to "include" students, not set up barriers tending to exclude them. Therefore, we emphasize that, except as noted, recommendations for junior or community college courses are only recommendations, and that a student's admission into a

College is often more related to interests and goals than to a particular pattern of academic courses taken in the junior college.

Nonetheless, GSU recommends some courses for junior/community college level.

Recommended Courses for Prospective Students

Students planning to enroll in the *College of Business and Public Service* should include Accounting, Economics, Political Science, Introduction to Data Processing, and Advanced Mathematics (College Algebra or above), along with their general education courses.

Students interested in Office Management or Business Education should also take typing and shorthand. Others may complete career programs in Law Enforcement, Fire Science, or other public service-related fields.

Students planning to enroll in the *College of Cultural Studies* should include the usual liberal arts courses in their junior college program, including Communications, Humanities, Natural Sciences, Social Sciences, and Foreign Languages. Students who will want to emphasize the Fine and Performing arts *must* have taken lower-division courses in the areas of music and/or art if they intend to study in those areas. Also, students wishing to enroll in Latino Studies must be familiar with the Spanish language.

Students planning to enroll in the *College of Environmental and Applied Sciences* are advised to prepare in both science and mathematics. They should study in at least two science fields with two years' intensive work in at least one science field and one year in a second field. It would also be helpful if students had completed mathematics through College Algebra or Calculus.

In the Health Sciences, students are expected to have completed a two-year program in a health science field. Students who wish to do baccalaureate-level work in Nursing must be an R.N. to be admitted. Students with an R.N. but no work at a collegial institution may have their work evaluated for admission purposes. Normally, such students will be expected to have completed the equivalent of one year of Sociology and one year of Behavioral Science in a collegiate institution.

Students who are interested in Health Science Administration may be admitted with junior/community college courses in Business Administration as well as the basic sciences.

Students planning to enroll in the *College of Human Learning and Development* may prepare for that College by taking a liberal arts program at the lower level with emphasis in the social sciences, particularly Sociology and Psychology.

Students who complete a two-year curriculum in the Human Services area (Teacher Aide, Child Care Aide, and similar programs) may be admitted to related programs in the College.



Research and Innovation

The Research and Innovation (R&I) wing of the University represents a major effort by Governors State to keep pace with our changing world. This wing provides a built-in means of change for the University.

The Research and Evaluation unit of the wing is responsible for developing a system and methodology to evaluate the University's objectives and success in obtaining them. It examines new concepts and methods related to the learning process. The Research and Evaluation unit utilizes various kinds of information to function as a change agent, suggesting new directions for the University or suggesting refinements of current methods or concepts.

Research and Innovation also serves to coordinate and stimulate efforts to fund special projects by external agencies.

Instructional Communications Center

Instructional Development

A Coordinator of Instructional Development (CID) works in each College helping faculty members design and produce learning materials. ICC is working toward developing 25% of curricula into learning packages—and expects to reach this goal within ten years. These materials enable students to learn independently.

Production

Production at the University is an exciting process. A talented staff creates a wide variety of graphics, publications design, photographs,



video, and audio tapes. ICC has produced computer graphics. The facilities of the University include a color television studio, a recital hall with 4-track recording, a cable television network inside the campus and terminals to computer-based instruction.

Equipment

Equipment is utilized for projects approved by the faculty. Portable videotape recorders, cassette tape recorders, and 35 MM cameras are available. Projection and a public address system are available for in-house use.

The ICC staff also provides the necessary training for those using some of the most modern equipment. There are a limited number of student aide jobs in television, audio recording, photography, graphics, and equipment repair.

Two other major units of the University are included within the Research and Innovation Wing and play a large



role in service to the University community. The Learning Resources Center (LRC) and the Instructional Communications Center (ICC) provide learning materials and facilities of all kinds to staff and students.

The most modern communications media available—film, television, audio, microforms, and computers—are an essential part of the learning design at GSU. Students have access to facilities for both the creation and utilization of these media.

Learning Resources Center

Through the Learning Resources Center (LRC), students, faculty, and others in the GSU community have access to a collection of information in a variety of media formats. Access is a very important word here. The current LRC collection exceeds 75,000 volumes; 1,500 periodicals; 80,000 microforms; 9,000 government documents; and 3,000 other



educational materials. GSUers have easy access to all these reference materials.

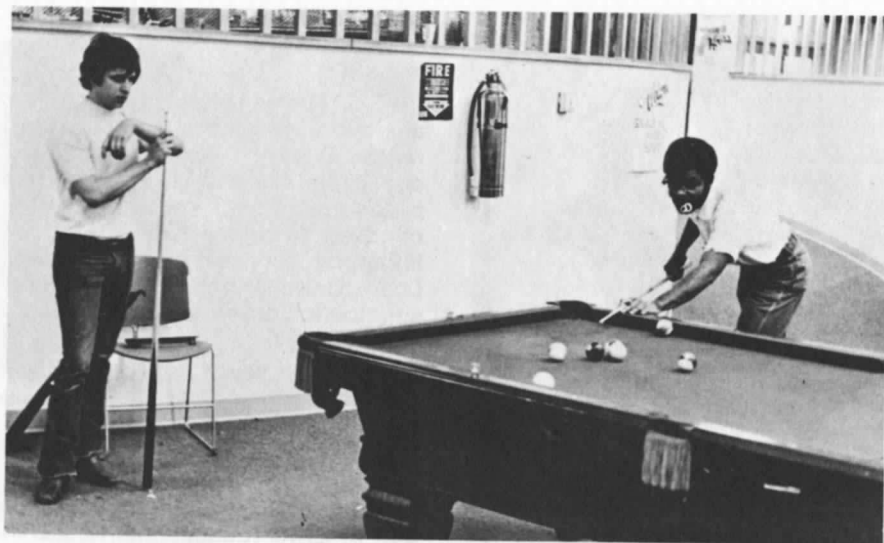
LRC services also include microfilm and microfiche copying, duplicating, reproduction in hard covers, photoduplication, best sellers, and other books, recordings, tape cassettes, hundreds of other reference and bibliographic services; and Interlibrary Loan (University of Illinois, city and suburban library systems, Illinois State Library).

LRC is open seven days a week, including most evenings.

The Learning Resources Center also participates in the National Technical Information Service and maintains a complete microfiche collection of ERIC (Educational Research Information Center) holdings. A newsbank service provides access to a microfiche collection of topical articles from 150 U.S. newspapers.

Through the LRC staff and its collection, LRC is able to support the information needs of GSU's academic, community service, and research endeavors. And so, less time is spent looking for and much more time spent looking at or listening to informational materials.

The LRC is located in the central core of campus buildings, occupying the second floor.



Student Services

The wealth of experiences that students bring to GSU and share with others of the University community is a very important part of life at GSU. The spirit of the GSU community is created by many people. And much of the community feeling can be attributed to the various ideals upheld by individual members of the community.

Governors State University can never adjust or respond perfectly to the individual needs of all its students. Student Services, however, clearly recognizes that each student is unique and works to enhance all other University programs. It contributes to a greater understanding among citizens of the University community. The variety and scope of services available offers a composite of activities that support and enhance life at Governors State University. Its programs now include Counseling Services, Student Activities, Health Services, Testing Services, Lost and Found, and Transportation.

Student Services coordinates and balances its programs to focus on individual needs for personal awareness and identity. Student Services ultimately seeks the development of more rewarding life styles by providing students with social tools and cultural experiences.

The Commons

The University has a major Commons in the central core of the campus. The Commons is the living room of the University. Its many activities are part of its educational program. It serves as a human relations



laboratory, training University citizens in democratic living. The Commons is a place where students, faculty, and staff informally converse, study, dine, dance, and relax.

Counseling and Testing Services

Trained professional counselors offer counseling assistance. Counseling services are designed to help students with career development and with personal-social areas of concern. The staff maintains an "open door" to all students.

The basic purpose of the testing services is to facilitate self-understanding in terms of interest, aptitudes, and personality. Special testing services are available for helping students clarify career goals. Test results are interpreted individually by a counselor.

Career counseling is continuous, and career conferences are held throughout the year. When advisable, Student Services will arrange for students to consult with workers in various fields about preparing for careers, assessing advantages and disadvantages of certain vocations, etc. Counseling is often extended to include information about study opportunities at other institutions and assistance in securing information about scholarships and fellowships at other colleges and universities.

Student-Life Activities

A variety of student-life experiences enhance the concept of "University Community." Student activities stress total development of students and include the aesthetic aspects of living and learning. They are planned to enable GSU students to have a keen awareness of themselves in the real world.

Assistance is available to students and other University citizens in planning and implementing innovative

and purposeful activities. Special interest groups and activities are open to all students, and student organizations have faculty sponsors. Students are urged to actively participate in recreational and leisure activities.

Students are encouraged to become involved in the University community via the governance system. It is, of course, a way of meeting many of their social needs, in addition to providing a vehicle for responsible self-expression.

Health Services

A health center provides services for students and staff. The Health Services staff is available daily to confer with and administer to students about health-related problems, and for emergency care. Health services are currently limited, but expansion of both kinds and quality is being developed.

A major medical insurance plan is available for all full-time students at low cost; dependent coverage is also available.





Transportation

Transportation to and from Governors State University is basically the responsibility of the student. However, there is a free shuttle service to and from the nearby Illinois Central Gulf railroad station at Richton Park. It operates from 9 a.m. to 10 p.m., Monday through Thursday, from 9 a.m. to 5 p.m. on Friday, and from 9 a.m. to noon on Saturday.

Ultimately, the University will be served directly by an extension of the ICG Railroad.

Lockers

Combination lockers are provided for students. They are located in the collegial areas and in the Commons.

Lost and Found

A centralized lost and found center operates in the Student Services Area.

Student Services attempts to promote a greater understanding among citizens of the University community and exists for the sole purpose of maximizing opportunities for acquiring functional citizenship and personal growth by individuals associated with Governors State University.

College of Business and Public Service

The College of Business and Public Service (CBPS) stresses the development of problem-solving and decision-making abilities. Its mission is to educate students for leadership and responsibility in business, industry, public service, and teaching. Instructional programs deal with the study of basic business and public administration disciplines and skills and are integrated with developing and perpetuating attitudes needed in business and public leadership.

CBPS offers undergraduate studies leading to the Bachelor of Arts in Business and Public Service and graduate programs for the Master of Arts in Business and Public Service.

Areas of emphasis are *Business Administration*, *Business Education-Office Administration*, and *Public Service*. Office Administration is an undergraduate level program, but the others are both undergraduate and graduate.

Business Administration

The *Business Administration* curriculum is responsive to social, economic, and technological developments. It also reflects applications of evolving knowledge and economics and the behavioral and management sciences.

The program is designed to provide an understanding of the many basic areas of business administration. It is

not anticipated that each student will have a heavy concentration in one particular area; the programs are both individualized and flexible. All students complete a plan of study with an advisor, which allows them to pursue areas of primary interest in greater depth.

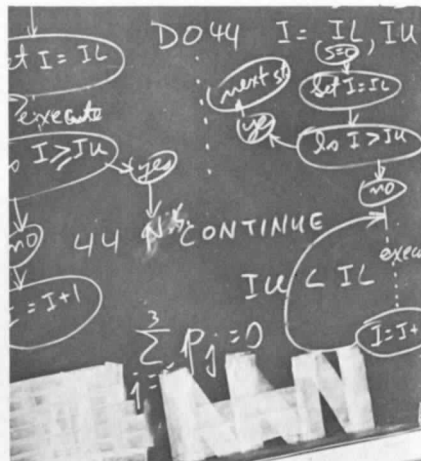
Guidelines for Undergraduates

CBPS urges Undergraduate Business Administration students to complete the following learning modules during their first two years either as junior college or lower division college students; (these may also be available at GSU): Accounting (two semesters or equivalent), Economics (two semesters or equivalent), Legal Environment of Business or Business Law (one course), Quantitative Foundations for Business Administration or College Algebra (one course), Introductory Statistics and/or Probability (one course each), and Written Communications (one course).

Basic Core

The following learning modules will ordinarily be completed at GSU: Business Applications of Calculus and Matrices, Cooperative Education, Financial Management, Intermediate Statistics, Managerial Economics, Marketing Management, Organizational Administration, Production Management, and Business Policy—A Capstone Module.

The remaining work will include electives from areas of specialization and intercollegial offerings.



Graduate Guidelines

Graduate level *Business Administration* students are expected to have completed undergraduate work or competencies in the following areas: Accounting—Two semesters or equivalent, Economics—Two semesters or equivalent, Finance, Legal Environment of Business or Business Law, Management, Marketing, Quantitative Methods, i.e. Calculus, Probability, and Statistics.

These preliminary competencies can be satisfied through learning modules taken at GSU prior to enrolling for graduate learning modules. Graduate students must complete four of these learning modules: Accounting for Administrative Control, Advanced Quantitative Control, Management Information Systems, Managerial Economics, Organization Theory, Problems in Financial Management, Problems in Industrial Relations, Problems in Marketing Management, and Problems in Production Management.

In addition, they must take Business and the Public Interest and Policy and Strategy of Administrative Science.

Urban Business Teacher Education

The undergraduate program in *Urban Business Teacher Education* develops individuals with the competencies essential to initial employment as a business teacher. Business Education students, bringing various educational and work background to GSU, are urged to work with an advisor to design a study plan tailored to their individual interests. Since the program is certified by the Office of the Superintendent of Public Instruction of the State of Illinois, (OSPI), graduates may be certified to teach secondary school business subjects (Individual school districts may have requirements in addition to those enumerated by the OSPI).

The graduate program in *Urban Business Teacher Education* updates the practicing business teachers' knowledge of trends, issues, and strategies in business education. Moreover, the program provides them opportunity to increase their knowledge of accounting, economics, finance, information systems, management, and marketing.

Serving students holding a Bachelor's Degree who want to pursue a teaching career, the program makes it possible to earn both the Master's Degree and state certification through a plan of study that combines undergraduate and graduate learning modules.

Although the College offers learning modules in certain content areas, the undergraduate *Business Education* student should have completed certain content areas prior to enrollment at GSU. They are: Accounting (two learning modules), Legal Environment of Business or Business Law, Macro-Economical Analysis and Policy, Quantitative Foundations for Business Administration or College Algebra, and Statistics.

Those who plan to teach shorthand and office machines must have mastered skills in these areas as a

pre-enrollment condition.

Areas of specialization include Principles and Problems of Business Education and Instructional Design in Business Education. Students will acquire competencies in Human Behavior, Organizational Administration, Business Communication, and Management Information Systems and engage in a Field Project.

Complementing the study programs are learning modules in Foundations of Education, Educational Psychology, Instructional Process in Contemporary Educational Environments, Instructional Strategies in Business Education, and a Practicum.

At the graduate level, *Urban Business Teacher Education* students are expected to complete the following learning modules: Philosophical and Sociological Foundations of Education, Human Behavior and the Instructional Process in Contemporary Educational Environments, Contemporary Issues in Education for Business, Improvement of Strategies in Teaching Business Subjects (in selected subject areas), Instructional Design in Business Education, Policy and Strategy of Administrative Science, and Research.

Students will then select two learning modules from a group of electives: Guidance in Business Education, Educational Systems and Business Education, Evaluation in Business Education, Methods and Materials in Office Practice, Seminar in Business Education, Special Topics in Business Education, Administration and Supervision in Business Education, Internship in Business Education, and Cooperative Education.

Office Administration

The focus of the undergraduate *Office Administration* program is administrative management. Its overall goal is educating people to be effective in a complex and rapidly changing social, political, and business environment. The curriculum is designed to train and develop administrative assistants and office managers.

Stressing basic concepts of business management, the range of skills to be acquired is properly placed in the contexts of satisfactory human relations, cost reduction, and productivity.

Learning experiences are structured to achieve specific objectives;

1. Understanding the role of the office in an organization,
2. Creating and maintaining processes and conditions that maximize organizational reliability,
3. Embracing a concept of service in improving the quality of life.



Curriculum Guidelines

The College has spelled out a number of content areas as foundation for *Office Administration*: (Although this work may be taken at Governors State University, the student in Office Administration is encouraged to complete these areas prior to enrolling at GSU): Accounting (two learning modules or courses), Macro-Economic Analysis and Policy, Legal Environment of Business or Business Law, Quantitative Foundations for Business Administration or College Algebra, Statistics, Written Communications, and Typing.

Basic competencies to be developed in the program are: Organizational Administration, Human Administration, Human Behavior, Business Communication, Management Information Systems, Field Project, and Cooperative Education Internship. Specialized studies in Office Administration include: Office Organization and Management, Management of Office Services, Records Administration, Physical Environment of the Office, and Administrative Systems.

Students learn by doing and gain practical knowledge and an experiential background that will enhance and increase the potential of successful office management careers.

Through electives, the student can pursue individual interests and also concentrate in a particular field of related interests.

The Office Administration curriculum is geared to developing persons who can manage the office efficiently as well as perform office duties competently.

Public Service

The *Public Service* program is designed for people interested in entering public service careers and others who want to upgrade their careers. Its intent is to develop broad administrative and leadership skills and increase the ability to apply them in a governmental context. The program emphasizes responsibility in government by integrating the study of humanistic and ethical questions.

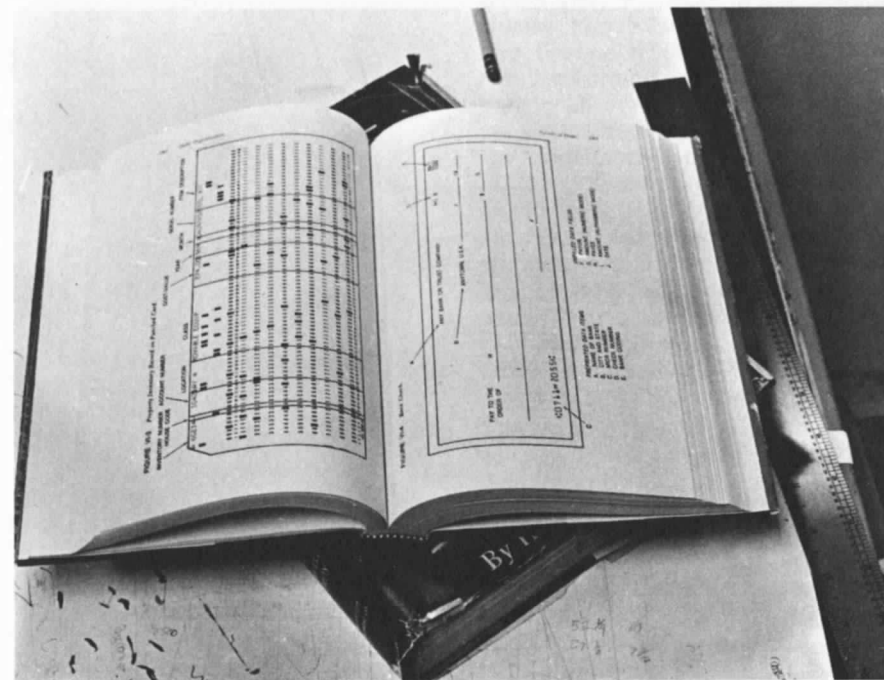
In its broadest sense, *Public Service* encompasses careers with government, private foundations, community organizations, and educational institutions.

Students engage in certain common areas of study with learning experi-

ences related to their particular needs and interests (i.e., federal, state, and municipal administration, hospital administration, etc.).

The College has defined its undergraduate guidelines—a preliminary core for prospective students. The work may be taken at GSU, but the undergraduate student in Public Service is encouraged to complete the following areas before entering: American National Government, Micro-Economics, Social Psychology or Psychology, and Written Communications.

In addition, the College strongly recommends, Macro-Economics, American or European History, and Sociology.



A number of learning modules, (considered the basic core) will ordinarily be completed at GSU: Introduction to Public Administration, Local Governmental Systems, Constitutional Law, Urban History of Urban Sociology, Political Philosophy, Public Finance, Accounting, and Cooperative Education.

Degree requirements include electives from areas of specialization and intercollegial offerings.

Graduate Level Guidelines

Public Service graduate students should have completed at least two units of undergraduate credit in each of these subject areas: American Government, Local Government, Public Administration, and Constitutional Law. If these have not been

completed before enrolling, students should take these learning modules early in their graduate work at GSU. These learning modules cannot be taken for graduate credit.

At least one graduate learning module must be completed in each of four study areas: American Institutions and Values, Urban Government and Politics, Public Policy, and Public Management. They may choose others from CBPS, or any of the four GSU Colleges.

Also required are a public service internship (unless already satisfied through career work) and a graduate research paper.

Programs in the College of Business and Public Service are committed to developing effective change agents in the study of administrative science and business education.

College of Cultural Studies

Programs in the College of Cultural Studies (CCS) join students, faculty, and community in an effort to discover and address the problems and issues of contemporary life. Their concerns are with the processes of inquiry and the conditions of change rather than with defined products. The College holds that university walls are built to take in all members of its broad community, and constituents are mutually dependent as they choose to participate in change and its processes. In CCS there are many structured and non-structured opportunities for exploring life.

CCS is committed to an interdisciplinary orientation that is neither anti-disciplinary nor non-disciplinary. Disciplinary interests in the College cluster about language and literature, the social sciences, and the fine and performing arts. Students take part in an interdisciplinary program yet simultaneously specialize in pre-law, sociology, community organization, theatre, political science, music, art, English, anthropology, etc. Such a learning approach allows students and faculty to hold on to their chosen disciplines and, also, see what they do from new perspectives. Skill mastery is measured by competency examinations that are appropriate to a student's aspirations.

The major innovating structure within CCS is the Interdisciplinary Studies Context (ISC), and there are presently seven of them offered: *Ethnic Studies*, *Invention and Creativity*, *Language and the Human Condition*, *Socio-Cultural Processes*, *Area Studies*, *Popular Culture*, and *Ideas in Culture*. The ISC provides a framework in which students can focus on

their individualized programs and vocational goals. Dividing their work between two ISCs individuals may pursue specialized interest in new ways and in new contexts. They learn to solve problems within a particular discipline and with artificial barriers that may be imposed by strict separate and distinct disciplines removed, can also learn how other disciplines work on the same problems. The College of Cultural Studies offers new arrangements of subjects or disciplines that are otherwise scattered among departments and schools. All seven ISCs lead to the Bachelor of Arts and Master of Arts.

Ethnic Studies

This Interdisciplinary Studies Context is a multidisciplinary investigation of the history and culture of the largest ethnic groups in the Chicago area, i.e., African-American, Latin-American, Native American, and White Urban. Currently, *Ethnic Studies* offers two components—Black Studies and Latino Studies.

Black Studies emphasizes the dynamics of the Black experience through history, economics, politics, and culture. Its subject matter is

drawn from the problems and issues confronting Black people in a society that is alien to their culture and lifestyle. Black Studies is largely an effort to inform, educate, assess, and implement programs that speak to the needs of Black people.

Latino Studies investigates and emphasizes the culture and history of Spanish-speaking Americans, using literature, language, and social science. Still in development, this component is offered primarily through urban studies and the learning modules comprising the core of Area Studies.

Learning experiences in *Ethnic Studies* prepare students for work in traditional history, literature, art, theatre, or music departments, for specialization in ethnic studies programs, or for careers in research, publishing, social services, studio art, journalism, non-print media, and a number of other fields.

Some learning modules in *Ethnic Studies* are: Afro-American Music, The Arts of Afro-Americans, Independent Investigations in Latino and Latin American Studies, Images of Black Women in American Fiction, Black Drama: A Linguistic Analysis, and Black Composers of the European Tradition.

Invention and Creativity

Invention and Creativity is made up of those disciplines which are, in a sense, traditionally interdisciplinary at the creative level. It brings together art, music, theatre, and cultural communications in an unusual combination of program offerings. Though each discipline maintains its own identity and artistic integrity, the Interdisciplinary Studies Context and its program of combined arts answers the purposes of students who are not pursuing competencies in any one of the arts. Learning experiences are designed to:

1. Broaden perspectives politically, economically, socially, theologically, and artistically;
2. Provide a basis for self-awareness as creative individuals and potential contributors;
3. Furnish the skills and tools necessary for productivity in a task-oriented society;
4. Discover new and innovative ways of creatively using skills and tools to define perceptions.

Learning modules in this ISC include: Photography as an Applied Science, Jazz Ensemble, African Art and Social Institutions, Creative Dramatics, History of Costuming, Sculpture, Theatre History, Sculpture, Direction Styles and Theories, Orchestration, Theatre Management, Multi-Media Workshop, Dance, Play Production in the Secondary School, etc.



Language and the Human Condition

Language and the Human Condition provides a backdrop for discovering how language and language attitudes shape lives. This ISC assumes that language is an important symbol system, a vital dimension of cultural environment, and is the instrument that enables individuals to participate in their culture. Instruction focuses on developing non-valuative descriptions of language. It emphasizes language study within both oral and written structures and traditions; there is no single study of language, no one description. Language is described from a number of vantage points, which are determined by disciplines—linguistics, anthropology, sociology, philosophy, for instance. Learning modules offered in *Language and the Human Condition* include Research Techniques; Interdisciplinary Perspectives on Language and Culture; Counter Propaganda; Science Technology and the Quality of Life; American Literature I, II; Shaw I, II; Women in Literature; Images of Black Women in American Fiction; Literature of Immigrant Children; The Rise of Fascism; History and Literature; and Methods of Teaching Language and Literature in the Urban Secondary Schools.

Socio-Cultural Processes

Perhaps the most flexible study context within the College, *Socio-Cultural Processes* is designed as a conceptual framework for examining social, political, and cultural phenomena, then evaluating and possibly altering them through educational experiences in the University and its communities. Disciplines included in the ISC are: Anthropology, Urban History, Sociology, Urban Studies, Political Science, and Women's Studies. Students examine "process" phenomena within three contexts:

Urban socio-cultural processes — Exploring historical and political processes in the city; dichotomies and relationships between cities and suburbs; rural and urban regional dynamic; or social, cultural, and psychological components of urban processes.

Comparative (cross-cultural) socio-cultural processes — Examining these and other issues of stability, change, growth, deterioration, and the notion of process itself in various cultural groups outside the United States mainstream tradition.

Women's studies — Developing a comprehensive informational network for evaluating and possibly altering the role and status of women in the world today.

A sampling of learning modules includes: Political Psychology; Social Psychology; Women's Studies Investigations; Modernization; Latin America and Africa; Cross-Cultural Perspectives on Women; The Suburban Context; Social Science Research Methodologies; Sociology of Ethnic Relations; Theological, Anthropological, and Literary Views of Non-Ordinary Reality; Psychological Anthropology; and Simulations and Games.

Area Studies

Area Studies is a multi-disciplinary approach to the comprehensive study of a geographic area having singular linguistic, cultural, historical, and political traits. This ISC is designed to expose students to the interdisciplinary approach as method and technique and to provide content emphasis and expertise in a given area (which is presently Africa).

Area Studies can be (1) An ISC in itself, serving students who are interested in business, government, or teaching; (2) An additional resource for *Ethnic Studies*, providing learning modules that trace historical and contemporary developments in the mother cultures; (3) Learning mod-



ule offerings in other ISC's and Colleges, with general interest in the Third World; or (4) An ISC that develops general cultural expansion.

Africa is explored through its art, history, literature, cultural and political geography, and languages. Individual student interests can be pursued in African independence movements, educational development, traditional societies, music, religion, etc.

Some of the learning modules offered are: The Mexican-Americans: A Psychocultural Approach; African Anthropology; Traditional Societies; African Art and Social Institutions; Spanish As A Cultural Experience I, II, III, IV; Strategies of Teaching in Community Colleges; Contemporary African Independence Movements; Educational Development in Africa; and Implementation of the Open Classroom.

Popular Culture

The ISC *Popular Culture* provides an interdisciplinary context in which students examine, critique, and create:

1. "Those productions, both artistic and commercial, designed for mass consumption, which appeal to and express the tastes and



understanding of the majority standards. They reflect the values, convictions, and patterns of thought and feeling generally dispersed through and approved by American society."

2. The patterns and movement in communities that reflect the values, judgments processes, experiences, and visions of the majority.
3. The interactions among majority or non-elite culture, and high or elite culture.

Popular Culture expands the range of cultural products that are seen to merit serious attention by scholars. Further consideration of *Popular Culture* demands new conceptual frameworks for analysis and interpretation. Scholars from the Humanities, Social Sciences need to pool their competency in investigations that require diverse elements (thematic analysis, quantification, etc.). Finally, a study of *Popular Culture* promotes the realization of the dynamics of culture. Mass culture and high culture lose much of their distinctiveness, as contemporary scholars and popular culture producers draw upon both areas to criticize and create new cul-

tural developments.

Although particular emphasis is placed on the popular cultures of contemporary American communities, the ISC provides a framework for examining the historical and current process of conflict and consenses, of symbol-making and communicating, and of interaction among historical perspectives and *avant garde* possibilities.

Students in *Popular Culture* designate an area of emphasis (Social Science, Language and Literature, or Fine and Performing Arts) and participate in the ISC from the perspective and methodologies of that area of emphasis. These, then, provide a framework for developing their individualized contracts.

Ideas In Culture

Ideas in Culture will focus on the philosophical tenets of world cultures. This ISC is presently in the developmental stage.

Students can prepare for careers in teaching, social services, public relations, publishing, and research.

Study programs are designed for future (a) pre-professional and non-degree students; (b) English teachers, and (c) others seeking language and literature perspectives.

Basically, the College of Cultural Studies directs its efforts toward engaging in a futuristic society and toward conserving the meaningful past by constantly reviewing its goals, mandates, and mission for the present and the future. Students and faculty attempt to deal with problems that others might consider unsolvable.

College of Environmental and Applied Sciences

The College of Environmental and Applied Sciences (CEAS) is committed to examining, analyzing, and understanding the environment—natural and built.

The College educates people in occupational skills and for lifelong learning in science. Its major thrust is improving the quality of life by finding and implementing solutions to problems of the environment.

CEAS believes that the new scientist must consider human behavior and value systems that do not lend themselves easily or necessarily to narrowly scientific treatments. In short, the approach is interdisciplinary.

The College offers Instructional Programs in *Science*, *Science Teaching*, and *Health Science*. All programs lead to either the Bachelor of Arts or Master of Arts Degrees in Environmental and Applied Science.

Students may engage in such activities as working in hospitals and using mobile analytical laboratories; collecting animal, plant, and rock specimens; planning environmental seminars for communities; and managing environmental programs for park districts, schools, industry, or communities.

Philosophically, only depth and extent of study separate the B.A. and M.A. candidates. Programs will be expanded during the next several years. Study programs are alterable and individualized for each student. Work carried out reflects the realities of off-campus life.

CEAS has defined certain areas of emphasis within each program.

Science

The Areas of Emphasis currently offered in Science are *Interdisciplinary Science and Environmental Technology and Human Ecology* (in development). Students who earn a degree are expected to:

- Be able to conduct research investigations and plan, organize, and execute solutions to problems related to environmental quality;
- Understand the concepts of science and be able to develop and execute solutions to complex scientific, technological, and human problems;
- Demonstrate research skills;
- Be able to formulate a value orientation based on the systemic involvement of man in the material world and to relate this orientation to scientific activities.

Instruction in problem-focused, with interdisciplinary work in physical, biological, earth, computer and health sciences, and mathematics.

Environmental Planning, Environmental Conservation, Environmental Analysis, and Environmental Management are some of the orientations.

At Governors State, the setting for *Environmental Planning* is such that theoretical and applied learning augment each other. On-campus and field experiences are coordinated. The program has moved away from training narrow specialists to educating people who can plan in terms of demonstrable individual and social needs.

The curriculum is flexible. Students and faculty focus on understanding the ability to change the cultural-physical environment and to predict and control its responses to environmental manipulations.

Examples of learning modules in the orientation are: Environmental Systems: A Simulation, Pollution Control Technology, Urban Futures: Options and Strategies, Cybernetics of Society, Business and Public In-

terest, Science: A Human Endeavor, Regional Land Management, Design for the Human Environment, Human Behavior and the Environment, Environmental Planning, Simulation Games and Urban Environmental Issues, Transportation Systems, Evolution of the Urban Environment.

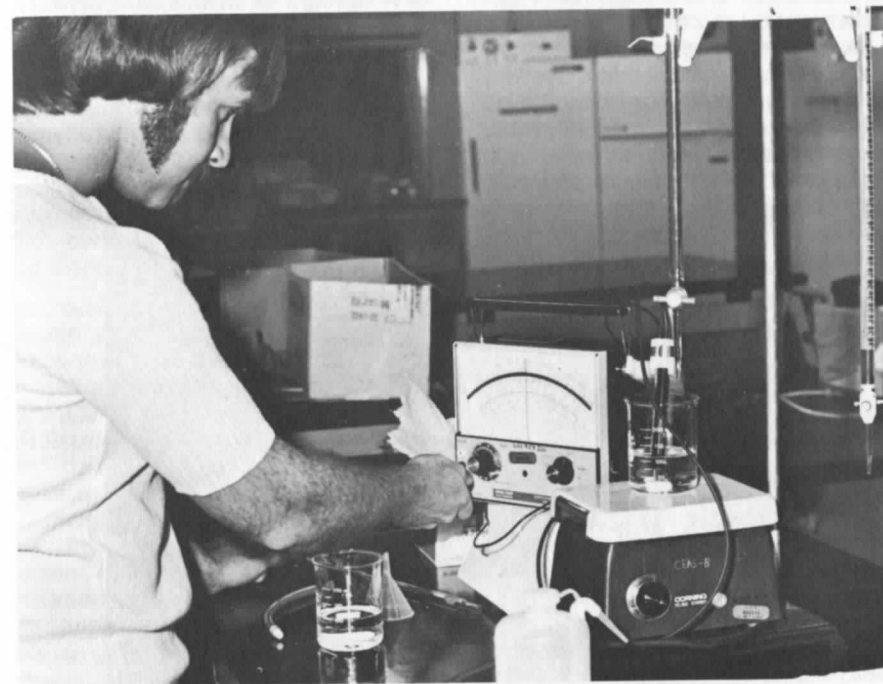
The *Environmental Conservation* orientation prepares students for careers in industry and public or private conservation agencies. It covers approaches to the ecology of plant and animal communities, mechanisms by which organisms adapt to their environments, the dynamics of natural populations, and other conservation specialties. It brings private and governmental conservation agencies into scope with their activities advising local governments in the wise use of land and water resources, outdoor recreation, agriculture, and environmental education.

Students who wish to enter Environmental Conservation should have knowledge of the basic concepts of biology, the earth sciences, chemistry, physics, and mathematics.

Some competencies to be achieved in the orientation are:

- Applying and evaluating techniques of observation and experimentation;
- Understanding and using the principles and practices of conservation;
- Applying the concepts of demography, human behavior, economics, and community health to conservation activities;
- Applying communicative and instructional skills in interactions with the lay public.
- Understanding and evaluating the evolution of the human species and the influence of technological and cultural effects on people's relationship to environment.

A sampling of learning modules might include Regulation in Animal Populations; Experimental Botany; Topics in Ecology; Limnology; Tax-



onomy; Environmental Earth Science; Aquatic Biology; Heredity and Social Problems; Energy of the Environment; Plant Microenvironments; Evolution and Man; Population Urbanization, and Pollution; and Ethics of the Environment.

There is widespread concern today about environmental quality and the impact of technology on our environment. CEAS is responding to the great need for people trained to measure the extent of the pollution problem, to invent devices to correct it, and to plan in order to avoid future problems.

The College prepares interdisciplinary analytical specialists, professionals who can meet the increasing demands for environmental data.

The orientation in *Environmental Analysis* may lead to jobs dealing with qualitative and quantitative assessment of environmental components, including air, water, soil, rocks, plants, and animals. Students interested in futures with governmental, industrial, and independent environmental laboratories and field stations, environmental protection agencies, forensic laboratories, and research and teaching institutions may work toward their goals in this occupational orientation.



Learning experiences will include using standard analytical methods and "hands on" experience with high quality analytical instrumentation—on-campus or in Cooperative Education settings. Learning modules offered in the orientation include Biogeochemical Cycles, Biological Indicators of Pollution, Air Analysis, Soil Analysis, Reaction Processes and Rates, Analytical Techniques for Environmental Studies, Instrumentation Electronic Water Quality Research, Environmental Systems Analysis, Atmospheric Physics and Meteorology.

Another occupation orientation, *Environmental Management*, might include such learning modules as Environmental Systems: A Simulation; Pollution Control Technology; Urban Futures: Options and Strategies, Business and Public Interest; Science: Human Endeavor.

Health Science

Health care and the expansion and development of health care delivery systems has become the top priority in Illinois higher education. And Governors State University, because of its flexible nature, provides unusual opportunities for studying *Health Science*. There are three Areas

of Emphasis in the *Health Science* instructional program:

Health Science Practice, which focuses on delivering health care to individuals and groups. Some competencies to be attained are: ability to establish therapeutic relationships with clients; advanced skill in the chosen Occupational Orientation; and knowledge of the interrelationships among society, health care institutions, and health professionals.

Occupational Orientations in Nursing and Medical Technology may lead to jobs in biomedical engineering, community health nursing, hospital-based nursing, nuclear medicine, and pulmonary assessment.

Health Science Education, concentrating on the development of health professionals who will have particular expertise in education in the health sciences. Upon graduation, Health Science Education students will have gained understanding of methods, materials, and rationales of new curriculum materials, skill in assessing and evaluating student learning and needs, and knowledge of current information on health care delivery systems and professional functions. Occupational Orientations in Nursing Education and Allied Health Education may lead to jobs in community college health programs, community health organizations, sick-care institutions, and in-service education.

In *Health Science Administration*, health professionals with particular expertise in management and administration of health care services are developed. Students in this Area of Emphasis are expected to gain skill in day-to-day management processes of formal organizations, knowledge of contemporary theories of organization, and skills in the means of evaluating health care organization systems. Occupational Orientations are Health Services and Nursing Administration.

There are study opportunities for



people with clinical backgrounds or administrative experience as well as for students desiring to further their careers in the allied health fields. Content in Health Science may include evaluation of clinical performance, teaching methods, curriculum design, environmental influences, health planning, medical economics, and social and political determinants of health care delivery.

Science Teaching

CEAS offers work in *Science Teaching*, with emphasis in Elementary Science Teaching, Secondary Science Teaching, and Community College Science Teaching. Like other CEAS Instructional Programs, *Science Teaching* focuses on interdisciplinary approaches to the understanding of environmental problems. At the same time, relevant scientific, humanistic, and applied disciplines become part of students' educational experiences.

Environmental Education is one of the most rapidly emerging fields in the teaching profession. It is truly interdisciplinary, drawing from traditional subjects, which include the natural and social sciences, economics, law, aesthetics, ethics, and newer areas such as urban planning and regional land management. Illinois and several other states are developing plans for environmental education at the state, regional, and local district levels. Implementation will require individuals with broad-based

knowledge and skills related to environmental issues and teaching. Thus, GSU has designed an innovative *Science Teaching* program that will prepare people to work as environmental educators with schools, museums, parks, nature centers, and other agencies. All areas of emphasis stress developing and expanding the role of teachers to include community service and educational experiences outside of the classroom.

Students, who may be either practicing or prospective teachers, will have opportunities to increase the depth of their scientific knowledge and broaden its scope, to learn about new techniques of instrumentation in the environmental sciences, and to develop expertise in using new approaches and materials for science teaching.

Among the objectives defined for *Science Teaching* are:

1. To acquire appropriate scientific knowledge and to understand it as a means for becoming more effective teachers, scholars, and citizens.
2. To develop a breadth of understanding in other fields related to current scientific, environmental, and societal issues.
3. To acquire the skills needed for effective learning, inquiry, and action.
4. To acquire the knowledge and skills related to teaching, curriculum planning, and implementation.

5. To develop skills in designing performance-based instruction.

In brief, *Science Teaching* (a) includes work in environmental science, interdisciplinary studies and science teaching; (b) provides a program of supervised internship in teaching; and (c) may lead to an Illinois teaching credential.

Suitable learning modules include Cooperative Education, Activity Environments for Science Teaching, Air Analysis, Aquatic Ecology, Atmospheric Chemistry and Meteorology, Basic Ecology, Community Environmental Analysis and Action, Cultural Developments in Elementary Science Teaching, Curriculum Design and Development, Environmental Education, Environmental Education and Instructional Technology, Evaluating Science Process Learning, Learning Processes, Literature of Science and Technology, Making Education Interdisciplinary, Selecting and Using Instructional Technology, Urban Futures: Options and Strategies.

The College of Environmental and Applied Sciences has accepted a major challenge—its constituents explore and use conceptual structures from disciplines other than science in an attempt to maintain an interdisciplinary framework for studying human problems and finding solutions to them.

College of Human Learning and Development

The social and behavioral sciences are the basis for study in the College of Human Learning and Development (CHLD). Its major purpose is to develop students who are self-actualizing and professionally oriented. The College enables people to understand and function effectively in present-day society and our environment and to be just as effectual in a futuristic milieu.

Underlying this intent is the desire to create a collegial system that is primarily concerned with the behavioral study of man and operates as a model community-oriented college. Students in the College are occupied in such varied situations as inner-city schools, broadcast and cable communications systems, newspapers, family counseling centers, welfare agencies, and clinics for communications disorders.

A Bachelor of Arts Degree in Human Learning and Development is awarded in *Human Services, Behavioral Studies, Communication Science, and Urban Teacher Education*. The Master of Arts Degree in Human Development is offered in *Human Relations Services, Communication Science, and Urban Teacher Education*.

Degree programs are competency-based, but instruction is not based solely on vocational concerns. Programs are designed to stimulate intellectual growth and to develop leaders, teachers, and doers.

The College programs all learning experiences through Learning Contracts. A student, with a faculty advisor, develops an individualized study program, described in terms of

performance criteria and competencies. Certification standards are incorporated into the performance criteria prescribed for *Urban Teacher Education*, and *Communication Disorders*, which eases the problem of getting a state license for these professions.

Human Services

Undergraduate study in *Human Services* at GSU is an enriched program in applied humanistic and social sciences. Generally, the program involves delivering direct services in social welfare, corrections, special education, mental health, and allied health fields, city and community agencies. Students are engaged in providing a broad core support function in human relations for teaching, counseling, school psychology, and community psychology.

Human Services students participate directly in learning experiences that take place in depressed communities as a practical means for acquiring useful and marketable skills. Training and practice are combined with professional studies in the crucial content areas of the social and behavioral sciences. Graduates are able to function in varied human services settings.

Behavioral Studies

Behavioral Studies is very similar to undergraduate Psychology programs in a traditional university. At Governors State University, students' interests in the *Behavioral Studies* program range from a desire to learn more about human behavior to a need for concentrated studies that will lead to graduate school or a specific career in the helping professions (teaching, social work, community service, health, etc.).

Because the program has optimum flexibility, students are able to plan their studies around individual needs. For example, it is possible to concentrate in *Behavioral Studies* and also



acquire human relations competencies. Or, to combine psychological theory with advertising, by selecting learning modules from both *Behavioral Studies*, *Communication Science*, and even others.

Objectives derived for the program are broad: (1) To master the professional skills needed to deal with individuals and groups in institutions and organizations; (2) To develop the general insights and knowledge about human nature that the helping professions demand; (3) To acquire a foundation of theory, history, concepts, and vocabulary, which is required for admission into graduate and professional studies in Psychology, and its related fields, or for employment.

Learning modules in *Behavioral Studies* are available to all GSU students. They include: Developmental Psychology, Basic Human Relations Laboratories, Abnormal Psychology, Human Memory, Social Psychology, Psychology of Women, Research in the Behavioral Sciences, Psychological Testing, Personality, Child Psychotherapy, Advanced Experimental Psychology, Transactional Analysis, Etiology and Treatment of Severe Emotional Disturbances, and Basic Statistics and Measurement in Psychology and Education.

Communication Science

Undergraduate and graduate programs in *Communication Science* have been grouped into four Areas of Emphasis: *Interpersonal Communication*, *Organizational Communication*, *Media Communication*, *Communication Disorders*.

Common to all students in *Communication Science* is a program of study that encompasses (1) theory and research, (2) an overview of the field, (3) practical experience, (4) special skills, and (5) a choice of learning options within the whole University.



Students are involved in interdisciplinary studies and a set of experiences that may occur in urban studies, social work, business and industry, ethnic studies, journalism, education, human potential development, or others. The program is directed toward the ability to supply communication competencies.

Suggested core competencies are communication process, human relations, research, human assessment, and change process. *Communication Science* students are expected to demonstrate practical application of their knowledge and skills in a practicum, cooperative education, independent field study, or work assignment.

Within the area of *Interpersonal Communication*, the career possibilities include group facilitator, intercultural communication specialist, com-

munication educator, and therapeutic communication specialist.

Some learning modules offered in this area are: Theory of Communication, Basic and Advanced Human Relations Training Labs, Communication Research, Social Perception, Intercultural Communications, Communications Sensitivity, Interpersonal Growth Lab, Non-Verbal Communications, Group Leadership Practicum, Human Consciousness, and Therapeutic Communication.

Suggested job opportunities in *Organizational Communication* are organizational communication consultant, public relations specialist, researcher, training director, communication systems analyst, and community relations specialist.

Students engage in such learning modules as: Communication Science Theory, Managerial Communication Systems in Organizations, Semantics and Communication, Communications Research, Cybernetics and Society, Semantics of Coping with Change, and Public Relations in Organizations.

In *Media Communication*, career choices could be public opinion research, filmmaking, educational technologist, language arts consultant, information retrieval consultant, consumer researcher, journalist, media specialist, (film, T.V., radio) and copywriter, to name a few.



Students in *Media Communication* select from these learning modules: Advertising Copywriting, Advertising Strategy and Consumer Behavior, Communication Science Theory, Introduction to Mass Communication, New Media Technology, Political Persuasion in the Media, Theory and Analysis of Communication Content, Advertising as Communications, Communications Research, Communications Education, Contemporary Issues in Media Law, Film Vision, Propaganda and Social Control, and Dynamics of Television.

Specialists in *Communication Disorders* may work as speech and language disorder therapists, hearing disorder therapists. At present, the program requires supplementary experiences outside of GSU to obtain state and national certification in these areas. Students develop clinical skills in the diagnosis and treatment of speech, hearing, and language disorders, through extensive academic and practicum experiences.

Learning modules include: Phonetics, Speech and Language Development, Physiology of the Speech and Hearing Mechanism, Language Disorders, Stuttering, Articulation Disorders, Voice Disorders, and Practicum.

Human Relations Services

The program in *Human Relations Services* is designed to prepare human relations professionals, who may function in a variety of settings. Students work to achieve competencies in counseling, therapy, human relations, and group work. The program will enable them to understand behavior and attitudes and to assist people in bringing about change. Fields such as school psychology, corrections, social welfare, counseling in elementary schools or in community colleges, family therapy, and general agency or institutional work

are all possible areas of application. In these settings, students will combine skills in understanding human relations, developing therapeutic relations, and community psychology with the opportunity to effect change in the social environment and in human beings. This program also allows *Human Services* graduates to continue at the graduate level.

As part of a team in the school systems, the goal of *Human Relations Services* is to identify and design a program reaching the core of overlapping skills and knowledge that all pupil personnel workers and human relations services professionals use. A special focus of the program is the disadvantaged school setting, the surrounding community, and the use of an extensive practicum in designated off-campus training centers supervised by University staff.

The program involves much observation and practice, small group interaction, and feedback throughout the learning experiences. The instructional program includes extensive field work, tutorial seminars, which students conduct and coordinate with the core learning modules, alternative learning seminars (designed by students with faculty assistance), human relations laboratory experiences, independent study concentrations, and intercollegial learning modules that will provide a broad background in related content areas.

There are three areas of emphasis: *The Generalist* — The student completes a one-year general Human Relations Services core of competencies, schedules one core learning module each session, and builds a specialized contract to achieve competencies in the student's specific field of interest.

The Elementary School Counseling Sequence — A two-year part-time evening core of competencies integrated through tutorial groups and the Learning Team.

Students may apply for practicum (required for certification in both Elementary School Counseling and School Psychology) after completing requirements for the Master's Degree. Prior approval (through demonstration of proficiency) is required.

Social Welfare Sequence

Practicum must be done during regular hours and required one-half day per week for the school year or one day per week in the Human Relations Services off-campus center for one-half of the school year. While there will be specific objectives for all degree students, the focus is on individualized objectives that build upon a student's needs and competencies.

Urban Teacher Education

Undergraduate and graduate programs in *Urban Teacher Education* are designed to prepare teachers for inner-city elementary schools. CHLD believes that all participants in the educational process are learners, with differing degrees of skills and varying contributions. So, teacher training programs include the community, adults and children as integral participants.

Students in the program observe and work in schools (both in and out of the classrooms), community agencies, and organizations. Through ethnic and urban studies, the teacher trainee will develop an understanding of the problems of discrimination, unemployment, poverty, education, and anxieties felt by inner-city families. They will then explore the teacher's role in alleviating some of the problems that are indigenous to living in the inner-city. Undergraduates work with in-service teachers (who themselves may be graduate students) and University personnel to define educational needs to be met. Finally, students develop skills, devise strategies, and gather, invent, and utilize materials for dealing with educational problems.

The College of Human Learning and Development has established a Teacher Education Center in the urban community. A learning outpost, the Center brings teachers-in-training face-to-face with people and problems in urban education.

There are four competency categories in the *Urban Teacher Education Program*: (1) Professional Study — Understanding child development and the environmental factors that affect the learning process; (2) Subject Matter — Reading, language arts, mathematics, social and natural sciences, art, music, etc.; (3) Teaching and Administrative Skills; and (4) Human Relations.

Each student works with a faculty member to design a sequence of learning experiences that are structured to gain these competencies.

Several learning modules are appropriate: Afro-American Studies, American Urban History, Basic Human Relations Lab, Development of Performance Objectives, History of Law Enforcement, Chicago and Suburbs Language and Culture, Social Foundations of Urban Education, Teacher-Community Relations, Urban Teacher Education Learning Team, and Urbanization: Introduction of the City.

It can be said that the College of Human Learning and Development places emphasis on freeing the intelligence of the learner through knowledge and values.



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 individ-

uals, 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.



Professional Staff

Governors State University is people — many kinds of people fulfilling a variety of different roles, each contributing to the total life of the University. In this section are the names of some who have varying faculty support and administrative responsibilities.

A list of names is an inadequate way to introduce them. Please remember that behind each name is a person. These persons, with others not listed make GSU the vital learning community of which prospective students are invited to be a part.

Kathleen Ravin Abbott

University Professor of Health Science, CEAS
Northern Illinois University, B.S., 1970
Northern Illinois University, M.S., 1973

T. D. Alnsworth

Coordinator, Instructional Development, ICC
University Professor of Instructional Communication, CEAS
University of St. Andrews, M.A., 1961
University of Southern California, Ph.D., 1970

Esthel B. Allen

Executive Assistant to the President
Olivet College, B.A., 1965
Governors State University, M.A., 1972

Richard S. Allen

Director of Financial Aids
University Professor of Cultural Studies, CCS
Michigan State University, B.A., 1969
Michigan State University, M.A., 1973

Ted F. Andrews

Dean, College of Environmental and Applied Sciences
University Professor of Life Science, CEAS
Emporia State College, A.B., 1940
University of Iowa, M.S., 1942
Ohio State University, Ph.D., 1948

Clara B. Anthony

Assistant Dean, College of Cultural Studies
University Professor of Ethnic Studies, CCS

Morgan State College, B.A., 1958
University of Illinois, M.A., 1959
Northwestern University, Ph.D., 1972

Martha Collier Armstrong

Collegial Liaison Librarian
University Professor, CEAS
University of Illinois, B.S., 1967
University of Illinois, M.S., 1971

Ruben V. Austin

Dean, College of Business and Public Service
University Professor of Economics, CBPS
University of Dubuque, A.B., 1936
University of Iowa, M.A., 1940
University of Iowa, Ph.D., 1958

Cuttle W. Bacon, III

University Professor of Human Growth and Development, CHLD
Collegial Coordinator of Cooperative Education
Kentucky State College, B.S., 1963
Loyola University, M.Ed., 1970
Northwestern University, Ph.D., 1972

Robert L. Bailey

Director of Admissions and Records
University Professor of Education, CBPS
University of Washington, B.A., 1961
University of Oklahoma, Ed.M., 1966
University of Oklahoma, Ed.D., 1968

Frankie Barnes

Counselor and Coordinator of Student Activities, Student Services
Jackson State University, B.S., 1966
Purdue University, M.A., 1972

Gerald C. Baysore

Assistant to the President
University Professor of Human Learning and Development, CHLD
Dakota Wesleyan University, B.A., 1962
University of Denver, M.A., 1963
University of Denver, Ed.D., 1971

Raymond E. Benn

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Governors State University, B.A., 1971
Governors State University, M.A., 1973

Daniel Bernd

University Professor of English, CCS
Chairman, University Assembly
Stanford University, B.A., 1949
University of Nebraska, M.A., 1957
University of Nebraska, Ph.D., 1962

Frances G. Bibb

University Professor of Business Education, CBPS
Central State University, B.S., 1947

Indiana State University, M.S., 1950
Northern Illinois University,
Ed.D., 1971

William Boline

University Professor of Social Work
Education, CHLD
Kentucky State College, B.S., 1964
University of Illinois, M.S.W., 1967

Joanna K. Bowers

University Professor of Urban Teacher
Education, CHLD
Central State University (Ohio), B.S.,
1966
University of Dayton, M.S., 1970
Northwestern University, Ph.D., 1973

Marvin A. Brottman

University Professor of Urban Teacher
Education, CHLD
Roosevelt University, B.S., 1949
University of Illinois, M.S., 1950
University of Chicago, Ph.D., 1962

JoAnn Weaver Brown

University Professor of Urban Teacher
Education, CHLD
Fisk University, B.A., 1957
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Ronald Brubaker

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Princeton University, A.M., 1962
Princeton University, Ph.D., 1966

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University of Toledo, M.B.A., 1962
Washington University, D.B.A., 1970

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Wayne State University, M.S.W., 1968

Cora Burks

Assistant Director of Financial Aids
Mundelein College, B.A., 1970

Bernard E. Bush

Assistant Registrar
St. Ambrose, B.A., 1957
University of Oklahoma, M.A., 1972

Dixon Bush

University Coordinator of Cooperative
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University Professor of Social Sciences,
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University Coordinator of BOG Program
College of the City of New York,
B.S.S., 1948
New York University, M.A., 1949
New York University, Ed.D., 1951

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Director, Management Information
Systems
University Professor of Business and
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Michigan State University, B.A., 1949

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Publications Editor, Office of
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University of Illinois, B.A., 1950
University of Chicago, M.A., 1957

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Grinnell College, B.A., 1931
Northwestern University, M.S.J., 1932

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Tennessee State University, B.S., 1964
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University of Scranton, B.S., 1966
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University of Tulsa, B.S., 1958
University of Texas, M.A., 1962
University of Kansas, Ph.D., 1966

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University of Utah, M.B.A., 1957

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Illinois Institute of Technology,
B.A., 1957
Illinois Institute of Technology,
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Illinois Institute of Technology,
Ph.D., 1967

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Macalester College, B.A., 1967
University of Iowa, J.D., 1970

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Morgan State College,
Howard University, M.A., 1967
Catholic University of America,
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University of Public Service, CBPS
Wayne State University, B.A., 1951
Wayne State University, M.B.A., 1962
Cornell University, Ph.D., 1966

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Kalamazoo College, B.A., 1969

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Langston University, B.A., 1963

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University Professor of Urban Teacher
Education, CHLD
Chicago Teachers College, B.E., 1963
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Oberlin College, B.A., 1951
Temple University, M.Ed., 1956
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San Diego State College, B.A., 1954
University of California, M.A., 1957
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