1976

Student Handbook 1976

College of Cultural Studies

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A. REGISTRATION PROCEDURES

1. For newly admitted students, the SCHEDULE OF MODULES is mailed to you. For currently enrolled students, pick up a REQUEST FOR REGISTRATION and the SCHEDULE OF MODULES from the CCS Dean's office or from the Student Assistant Dean's office about the second week of the third month of each Trimester.

2. Read carefully the UNIVERSITY SCHEDULE published each Trimester for detailed registration information including the day and time of your registration, meeting places, change of schedule and overload procedures, fees, and refunds.

3. Check the SCHEDULE for modules that you wish to register for in accordance with your CONTRACT. Note that each Trimester is divided into segments called BLOCKS. Block I lasts for 16 weeks, Block II is the first eight weeks of the Trimester; and Block III is the last eight weeks.

4. See your advisor for review and/or approval of your REQUEST FOR REGISTRATION.

5. Independent Investigations for undergraduates and Graduate Readings for Graduate students need the permission of the faculty who will guide/direct the independent study.

6. There is only one registration period for all blocks of each Fall and Winter Trimester, so be sure to register for all the blocks you need/want during the once-a-trimester registration period. For the Spring/Summer Trimester, there is one registration period for both Blocks I and II, and Spring/Summer ’76 Trimesters are listed in detail on the Academic Calendar.

B. CONTRACT DEVELOPMENT

1. All students must have two (2) program advisors. One advisor must be from the student's area of emphasis. The secondary advisor may be selected from a related area within any of the colleges.

2. The CONTRACT must be set up by the end of Block II of the student's first Trimester of enrollment.

3. The CONTRACT must be developed, reviewed, approved, and signed by both advisors and the student. Any substantive change must be approved by both advisors.
B. CONTRACT DEVELOPMENT (cont.)

4. The academic program outlined in the CONTRACT should reflect a variety of types of learning experiences, such as seminars, SIMs and Coop Ed.

5. Study with a variety of professors in formal modules is encouraged. No more than 50% of a student's work may be done with one faculty member.

6. Graduate students should earn a minimum of nine (9) units in three (3) of the competencies or their equivalent in modules related to collegial objectives/competencies. Undergraduates should earn a minimum of fifteen (15) units in five (5) of the competencies related to collegial objectives/competencies. These competencies should be distributed between modules in the Fine and Performing Arts, the Social Sciences and the Humanities.

7. Cooperative Education requirements must be approved by at least one (1) of the program advisors prior to registration. Evaluation of the module is the responsibility of the Coop Coordinator or student's program advisor.

8. All units applied toward graduation must be consistent with requirements necessary to satisfy collegial, ISC, and area of emphasis competencies.

9. The Student Progress Report must be updated at the end of each Block of the Trimester in which a student is enrolled. The advisor's copy as well as the Dean's copy must be updated.

10. The student must satisfy the CONTRACT by completing the number of units for graduation specified in the CONTRACT. (A minimum of 120 total units for a B.A. and a minimum of 32 units for a M.A.)

11. Undergraduates may transfer up to 30 units for credit toward their last two (2) years of college. Graduates may transfer up to eight (8) units toward the Master's degree.

12. Undergraduates and graduates may apply for academically relevant life experiences (competencies gained outside of a higher education setting). The maximum number of units to be applied toward graduation must be approved by the program advisor and ISC Coordinator.

C. GRADUATION PROCEDURES

1. When the student has achieved at least 50% of the competencies required for graduation, he/she must submit an APPLICATION FOR GRADUATION signed by both advisors and the ISC Coordinator to the Dean's office. The APPLICATION should be submitted by the first week of the Trimester in which he/she expects the graduate. ACHIEVEMENT FORMS for all units completed must be on file at the Dean's office and all work in progress must be reflected in the Dean's copy of the STUDENT PROGRESS REPORT.
C. GRADUATION PROCEDURES (cont.)

2. The College will forward the APPLICATION FOR GRADUATION and the STUDENT PROGRESS REPORT to Admissions and Records by the fifth week of the Trimester in which the student expects to graduate.

3. The student must check with Admissions and Records about other graduation requirements such as Diploma Order Form and Graduation Fees.
The College of Cultural Studies is responsible for the disciplines within the areas of language and literature, the social sciences, and the fine and performing arts. Although these disciplines are a part of the liberal arts, the College has expanded the traditional definition of liberal arts so that it includes a study of culture in its artistic manifestations: art, music, theatre, literature, as well as in its regional, social group or ethnic aspects, such as Black Studies, Urban Studies, and Women's Studies.

The nature of culture is so complex that it demands interdisciplinary approaches. The College seeks to achieve this goal by organizing various disciplines into five academic programs called Interdisciplinary Studies Context (ISC). Each ISC is divided into areas of emphasis (A.O.E.) in which the broad program focus is narrowed to a specific concentration, e.g., Visual Arts is an area of emphasis of the ISC Invention and Creativity.

The following ISC's and areas of emphasis are available at the B.A. and M.A. levels:

**ETHNIC STUDIES**
- Black Studies
- Latino Studies

**INVENTION AND CREATIVITY**
- Music
- Theatre
- Visual Arts

**LANGUAGE AND THE HUMAN CONDITION**
- English Education
- Language
- Literature

**POPULAR CULTURE**
- Applied Studies
- General Studies
- Mass Media

**SOCIO-CULTURAL PROCESSES**
- Comparative Socio-Cultural Processes
- Urban Socio-Cultural Processes
- Women's Studies

Detailed descriptions and information about each ISC are available from each ISC Coordinator.

A student seeking admission to the College chooses both an ISC and an area of emphasis that best suits her/his personal and professional goals. Degree requirements are competency based and in order to earn either a B.A. or M.A. in her/his chosen ISC, the student must satisfy Collegial, ISC, and A.O.E. competencies. A competency states the skills, content, and level a student is expected to master in the course of a degree program. Competencies may be achieved through modules (courses), self-instructional modules (SIM), independent readings and research, Cooperative Education, or through transfer of credit. Collegial, ISC, and A.O.E. competencies are listed in the following pages.
COLLEGIATE COMPETENCIES

THE STUDENT DEMONSTRATES:

1. An awareness of the creative and evaluative processes in the arts and/or literature.
2. An awareness of cultures and ethnic groups other than one's own.
3. An awareness of political, social, and economic systems and institutions.
4. An awareness of historical and contemporary thought.
5. An awareness of the role of science and technology in contemporary life.
6. An awareness of language and communication science processes.
7. An awareness of the dynamics of intrapersonal and interpersonal relationships.
8. An awareness of the dynamics of the community thru observation and/or participation.
ETHNIC STUDIES

ISC COMPETENCIES

THE STUDENT DEMONSTRATES:

1. An understanding of the creative and evaluative processes in Black and or Latino literature and/or art.

2. An understanding of some of the socio-political and economic systems as they relate to Black and/or Latino urban life.

3. A familiarity with language and communication processes in relationship to Black and/or Latino cultures.

4. An awareness of scientific or technological traditions as they affect contemporary Black and/or Latino life.

5. An awareness of historical and intellectual traditions which have shaped Black or Latino cultures.

6. An understanding of the internal dynamics of Black and/or Latino communities.

7. An understanding of Black and/or Latino history within both the old and new world.

BLACK STUDIES
AREA OF EMPHASIS COMPETENCIES

THE STUDENT DEMONSTRATES:

1. An understanding of the creative and evaluative processes in Black World literature and/or art.

2. An understanding of some of the socio-political and economic and cultural systems as they relate to Black life.

3. A familiarity with language and communication processes in relationship to Black cultures.

4. An awareness of scientific or technological traditions which have shaped Black cultures.

6. An understanding of the internal dynamics of communities of Black peoples.

7. An understanding of Black world history within both the old and new worlds.

8. A familiarity with theoretical, analytical and research skills in assembling information on Black world cultures.
LATINO STUDIES
AREA OF EMPHASIS COMPETENCIES

THE STUDENT DEMONSTRATES:

1. The ability to converse in Spanish at normal rates in every day situations.
2. The ability to describe the events an ideology basic to the conquest and colonization of the New World, as well as to trace the rise of nations in Latin America and the cultural and political characters of these nations.
3. The ability to trace the historical presence of the Latin Americans in the United States and the relationship of this group to the development of the United States.
4. The ability to identify the scope and analyze the type of literature as an indicator of cultural systems, symbols and identity.
5. The ability to identify the cultural contributions of Latin Americans as they relate to the arts.
6. An understanding of the personality development in relation to the status of Latin Americans in their respective countries and in the United States.
7. The ability to identify and describe the political values, attitudes, and identity of Latin Americans.
8. An understanding of the economics of the Latin American communities in the U.S.A. and their respective countries.

INVENTION AND CREATIVITY

ISC COMPETENCIES

THE STUDENT DEMONSTRATES:

1. By creative performance and/or academic examination, mastery of the techniques and skills of one field of one of the Fine and Performing Arts.
2. By academic examination or in a creative context, a working knowledge of the ways creative theory and practice relate to the systems and structures of culture and/or a heightened perception of the ways of human personality and interaction expressed in creative theory and practice, in one or more of the Fine and Performing Arts.
3. By academic examination a familiarity with the history and development of one or more of the Fine and Performing Arts.
4. By creative performance and/or academic examination, a familiarity with the modern and contemporary contexts of one or more of the Fine and Performing Arts.

5. Mastery of the techniques of one or more of the Fine and Performing Arts in commercial, public, or practical performance (exhibits, performances or research).

6. By creative performance and/or academic examination a familiarity with the aesthetics and criticism of philosophy and theory of one or more of the Fine and Performing Arts.

AND:

7. The student shall attend an approved number of Invention & Creativity sponsored performances and exhibits on the GSU campus during her/his total matriculation period.

Graduate Students (in addition to the above)

8. Demonstrates all the competencies for undergraduates at a more sophisticated level of performance, understanding, critical analysis, and aesthetic judgement.

9. Completes an approved and documented final project.

**MUSIC AREA OF EMPHASIS COMPETENCIES**

The student demonstrates:

1. Outstanding performance and music reading ability on her/his instrument of major concentration.

2. Functional keyboard skills.

3. A knowledge of the overall development of music history and literature (from antiquity to present).

4. A knowledge of one or more specific musical developments of the 20th century.

5. A knowledge and understanding of music structure (form, pattern, melodic development, rhythmic synthesis, thematic metamorphosis, etc.) from all periods of music history.

6. A synthesis of 20th century harmonic, rhythmic, melodic, formal, etc., techniques by employing them in original compositions.

Graduate Students (in addition to the above)

7. A higher level of performing ability, music history understanding, composition techniques, keyboard skills, etc.

8. Total mastery of an idiom through an extensive research project. This project may take the form of recitals, musical compositions, a research paper, etc.
THEATRE
AREA OF EMPHASIS COMPETENCIES
THE STUDENT DEMONSTRATES:

Undergraduates:
1. An acceptable knowledge of the overall developments in the history of theatre arts from antiquity to the present.
2. The capability to make critical judgements of dramatic literature and theatre production based upon an understanding of theatre aesthetics.
3. An acceptable degree of familiarity with a broad range of dramatic literature from antiquity to the present.
4. An acceptable degree of knowledge of the principal elements of technical theatre production.
5. An acceptable level of understanding and/or performance of the creative processes of acting and directing for the stage.
6. An acceptable level of understanding of the theatre as a source of creative development in children and adults.

Graduates:
1. The capability to make highly perceptive and critical judgements of contemporary dramatic literature and theatre production based upon historical theories of theatre and dramatic criticism.
2. A working knowledge of research methodology and show an acceptable familiarity with major theatre research sources.
3. A working knowledge of acting, directing, and design covering a broad scope of theatre forms and styles.
4. An approved, finalizing project in theatre arts, which shall be demonstrated by performance, composition and/or research paper.

VISUAL ARTS
AREA OF EMPHASIS COMPETENCIES
THE STUDENT DEMONSTRATES:
1. An outstanding ability in her/his studio area.
2. A workable knowledge of one or more related or non-related fields.
3. The ability to extrapolate the nature of 3-dimensional objects on a 2-dimensional surface.
4. Knowledge and understanding of Modern Art.
5. Knowledge of aesthetics, philosophy, visual awareness, and art theory.
6. Knowledge and understanding of the cultural aspects of art.
7. Knowledge and understanding of the overall development of the history of art from antiquity to the present.

8. Knowledge and understanding of the social aspects of art.

9. The ability to prepare for a professional life upon the completion of her/his studies, i.e., a portfolio, exhibition, record, art education, etc.

**LANGUAGE AND THE HUMAN CONDITION**

**ISC COMPETENCIES**

THE STUDENT DEMONSTRATES:

1. The ability to approach language and literature from a thematic perspective.

2. The ability to approach literature from a period and/or historical perspective.

3. The ability to read ethnic literature and gain awareness of other cultures.

4. The ability to apply critical criteria to literature: Mainstream and Ethnic.

5. The ability to produce a written critique demonstrating in a clear and concise manner the ability to interpret, compare, analyze, synthesize, and comment stylistically on literature.

6. The ability to use research materials.

7. The ability to approach literature in an interdisciplinary manner, including the development of and articulation of the relationship of literature to other disciplines and the methods of such study.

8. An understanding of theoretical knowledge of language be it linguistic, dialectal, rhetorical, or social.

9. The understanding of communication in a non-print media such as film or T.V.

10. The ability to relate language and literature to other forms of expression such as music and art.

11. The ability to read and understand Classical English and World Literature.

**ENGLISH EDUCATION**

**AREA OF EMPHASIS COMPETENCIES**

THE STUDENT DEMONSTRATES:

1. A broad, yet full and competent background in the liberal arts and sciences.

2. An understanding and appreciation of a wide body of literature.
3. Skills in listening, speaking, reading, and writing.
4. An understanding of the relationship of child and adolescent development to the teaching of English.
5. An understanding of the nature of language and rhetoric.
6. Knowledge of education and the teaching profession as ongoing and continuing processes.
7. Personal qualities (particularly wholesome attitudes toward language and cultural differences) which will contribute to success as a classroom teacher.
8. Knowledge and skills in methods of teaching English: language, literature and composition.

**LANGUAGE AREA OF EMPHASIS COMPETENCIES**

THE STUDENT DEMONSTRATES:

1. Adequate mastery of the essential expressional skills, oral and written.
2. The development of skills required for efficient and effective use of printed sources of information.
4. A thorough knowledge of levels of usage and systems of English grammar.
5. An understanding of the cultural and socio-economic origins of dialectic differences.
6. An understanding of the relationship between language and thought.
7. Knowledge of the language functions, including knowledge of the principles of semantics.

**LITERATURE AREA OF EMPHASIS COMPETENCIES**

THE STUDENT DEMONSTRATES:

1. The ability to identify and approach literature from a thematic perspective.
2. The ability to identify and approach literature from a period/historical perspective.
3. The ability to understand and to apply major critical theories to literature.
4. The ability to produce a written critique demonstrating in a clear and concise manner competencies in interpretation, comparison, analysis, synthesis, and commendation on style in literature. (This competency is not optional for graduate students.)
5. The ability to demonstrate intensive and extensive knowledge of genre.

6. The ability to relate literature to other forms of expression.

7. The ability to approach literature from the perspective and theories of major authors.

8. The ability to read competently an unfamiliar literary work of above average difficulty with adequate comprehension of its content and literary characteristics.

9. The ability to read ethnic literature and gain awareness of ethnic groups other than one's own.

10. The ability to approach literature in an interdisciplinary manner, including the development and articulation of the relationship of literature to other disciplines and the methods of study.

**POPULAR CULTURE**

**ISC COMPETENCIES**

THE STUDENT DEMONSTRATES:

1. The ability to recognize basic socio-cultural patterns of thought and behavior in one's daily living experiences. (Context)

2. The ability to understand "popular culture" from the perspectives of the social sciences, humanities, arts and the applied arts. (Interdisciplinary)

3. The ability to view and understand the phenomena of popular culture in historical and/or futuristic perspective. (Development)

4. The ability to create and/or evaluate popular culture phenomena. (Creativity/Criticism)

**APPLIED STUDIES AREA OF EMPHASIS COMPETENCIES**

THE STUDENT DEMONSTRATES:

1. The ability to evaluate the eco-socio-cultural dynamics of the environment for which a creation is intended. (Context)

2. The ability to develop and apply a multi-skilled background. (Interdisciplinary)

3. The ability to understand specific skills and applications from historical, contemporary, and/or futuristic perspectives. (Development)

4. The ability to create and evaluate popular culture projects. (Creativity/Criticism)
GENERAL STUDIES

AREA OF EMPHASIS COMPETENCIES

THE STUDENT DEMONSTRATES:

1. The ability to understand one's day-to-day socio-cultural environment. (Context)
2. The ability to apply creative, analytical and critical methods to popular culture phenomena from a variety of perspectives. (Interdisciplinary)
3. The ability to understand historical, distributional, and/or futuristic perspectives on phenomena of popular culture. (Development)
4. The ability to assess the impact of popular culture. (Criticism)

MASS MEDIA

AREA OF EMPHASIS COMPETENCIES

THE STUDENT DEMONSTRATES:

Core:
1. The ability to perceive, analyze, and interpret techniques used in a mass media presentation. (Production/Aesthetics/Criticism)
2. The ability to describe the fundamental theories, processes, and practices used in creating and assessing the mass media and its effects. (Theory/Research/Trends)

Specialized Mass Media Competencies:
1. The ability to produce a creative work for the mass media using its technology.
2. The ability to evaluate the artistic, theoretical or cultural significance of a mass media presentation(s).
3. The ability to describe the structure and economics of media industry and technology.

Graduates (in addition to the above, they must complete at least one of the following)
1. The ability to create a media presentation of high quality.
2. The ability to prepare for publication an analytical, critical, theoretical or other research paper related to mass media.
3. The ability to teach introductory and advanced classes about the mass media.
SOCIO-CULTURAL PROCESSES

ISC COMPETENCIES

THE STUDENT DEMONSTRATES:

1. The ability to understand the historical emergence of processes, institutions, and value systems.

2. The ability to understand contemporary processes, institutions, and value systems.

3. The ability to understand the processes and skills of social change in varying social and cultural contexts.

4. The ability to understand and communicate the social implications of cultural identification.

5. The ability to understand and communicate basic concepts and theories of two social science disciplines.

6. The ability to apply concepts or techniques from the arts, literature, media, or physical sciences to the study of comparative socio-cultural processes.

COMPARATIVE SOCIO-CULTURAL PROCESSES

AREA OF EMPHASIS COMPETENCIES

THE STUDENT DEMONSTRATES:

1. The ability to understand the historical emergence of processes, institutions and value systems.

2. The ability to understand contemporary processes, institutions, and value systems.

3. The ability to understand historical and contemporary intellectual thought.

4. The ability to understand and communicate the social implications of cultural identification.

5. The ability to understand techniques, theory and ethnical implications of research and/or community change.

6. The ability to apply concepts or techniques from the arts, literature, media, or physical sciences to the study of comparative socio-cultural processes.
URBAN SOCIO-CULTURAL PROCESSES
AREA OF EMPHASIS COMPETENCIES

THE STUDENT DEMONSTRATES:

1. The ability to understand the historical development of urban systems and processes.
2. The ability to understand contemporary urban systems and processes.
3. The ability to understand the processes of social change in urban communities.
4. Familiarity with urban implications of cultural and/or social identification.
5. The ability to understand techniques, theory and ethical implications of research and/or community change.
6. The ability to apply concepts or techniques from the arts, literature, media or environmental sciences to the study of urban processes.

WOMEN'S STUDIES
AREA OF EMPHASIS COMPETENCIES

THE STUDENT DEMONSTRATES:

1. The ability to understand women's physiological and psychological processes and related issues.
2. The ability to understand social and economic systems affecting women.
3. The ability to understand the position of women in history, literature and the arts.
4. The ability to understand the role and position of women in terms of alternative lifestyles, cultures and social structures.
5. The ability to understand and use research methodology in analysis of women's position in society.
ACADEMIC CALENDAR

WINTER TRIMESTER, 1976

Registration for All Blocks ................................ December 9, 10
Deadline for Applications for All Blocks .................. December 19
Cleanup Registration for All Blocks ....................... December 23
Classes Begin for Block 1 (January-April) ............... January 5
Classes Begin for Block 2 (January-February) .......... January 5
Schedule Changes for Block 1 (January-April) .......... January 5-10
Schedule Changes for Block 2 (January-February) ..... January 5, 6, 7
HOLIDAY - Martin Luther King's Birthday ................ January 15
Instruction Ends for Block 2 (January-February) .... February 25
Evaluation Period for Block 2 (January-February) .... February 26, 27, 28
Session Ends for Block 2 (January-February) ......... February 28
Classes Begin for Block 3 (March-April) ............... March 1
Schedule Changes for Block 3 (March-April) .......... March 1, 2, 3
Instruction Ends for Block 1 (January-April) .......... April 17
Evaluation Period for Block 1 (January-April) .......... April 19-24
Instruction Ends for Block 3 (March-April) .......... April 21
Evaluation Period for Block 3 (March-April) .......... April 24
Session Ends for Block 1 (January-April) ............... April 24
Session Ends for Block 3 (March-April) ............... April 24

SPRING-SUMMER TRIMESTER, 1976

Registration for Blocks 1 and 2 (May-August and May-June) ...... April 13, 14
Deadline for Applications for Blocks 1 and 2 (May-August and May-June) ...... April 21
Cleanup Registration for Blocks 1 and 2 (May-August and May-June) ...... April 23
Classes Begin for Blocks 1 and 2 (May-August and May-June) ...... May 6
Schedule Changes for Block 2 (May-June) .................. May 6, 7, 8
Schedule Changes for Block 1 (May-August) ............... May 6, 7, 8, 10, 11, 12
HOLIDAY - Memorial Day .................................. May 31
Registration for Block 3 (July-August) .................... June 22, 23
Instruction Ends for Block 2 (May-June) .................. June 26
Deadline for Applications for Block 3 (July-August) .... June 28
Evaluation Period for Block 2 (May-June) ............... June 28, 29, 30
Cleanup Registration for Block 3 (July-August) ......... June 30
HOLIDAY - Observance of Independence Day ............. July 5
Classes Begin for Block 3 (July-August) .................. July 6
Schedule Changes for Block 3 (July-August) ............... July 6, 7, 8
Instruction Ends for Block 1 (May-August) ............... August 18
Evaluation Period for Block 1 (May-August) ............. August 19-25
Instruction Ends for Block 3 (July-August) ............... August 21
Evaluation Period for Block 3 (July-August) ............. August 25
ADMINISTRATION AND GOVERNANCE SYSTEM FOR THE COLLEGE

ADMINISTRATION OF THE COLLEGE

Dr. Alfonso Sherman, Dean, the Chief Administrative officer of the College, provides leadership in curriculum, personnel and fiscal management.

Dr. Clara B. Anthony, Academic Assistant Dean, is responsible for overall coordination of collegial curriculum planning and development.

Dr. Lydia Fontan, Assistant Dean in charge of Admissions and Records, is responsible for all academic records, including admission, registration, achievement forms, and graduation candidates.

The Student Assistant Dean is your liaison to the College faculty and administration.

Students are a part of every Committee in the University. The Student Assistant Dean has all information if you are interested in serving.

The administrators work closely with the ISC Coordinators in planning and implementing programs.

COMMITTEE STRUCTURE

Steering/Governance Committee

Collegial affairs are dealt with through a system of collegial governance. Below the level of Board-approved administration appointments, the College has established a unicameral governance body. This structure, known as the Steering/Governance Committee, is comprised of: four faculty, four students, one administrator, one support, one community person, and one civil service.

Its charge is to ensure that the College of Cultural Studies preserves its semi-autonomous relationship and that due process is operationally functional. In addition to its function as the policy generating body of the College, the Steering/Governance Committee reviews decisions generated by its constituent affairs groups, support groups, ad hoc committees, and also reviews actions taken by bodies outside CCS which infringe upon the College.

To aid in the fulfillment of its stated functions as a representative governance body, the Steering/Governance Committee has established three types of subordinate groups: constituent affairs groups, support groups, and ad hoc committees.
Constituent Affairs Group

The Faculty Affairs Group is charged with the development, implementation, and evaluation of policies relating to the professional staff. It is composed of six faculty members, each elected to a one-year term by the core faculty of each ISC. Those persons who offer 50% or more of their instruction within one given ISC are core faculty.

The Student Affairs Group is charged with the development, implementation, and evaluation of plans and policies for student activities. The group considers student problems and grievances and selects student members to serve on the Fiscal/Physical Affairs Group and the Hiring Affairs Group. It is composed of the Student Assistant Dean and five students elected by the student body of the College to serve for a term of one year.

The Community Affairs Group performs the duties of the Community Council of the College. The Community Council was established prior to the opening of the University as an attempt to increase input into the planning of the College. The following statement of purpose was written by the Community Council and ratified by the College:

The role of the Community Council is to provide leadership on program development in the College of Cultural Studies by being a bridge between the College and the community served by the College. This role should be viewed as one of functional support for those educational programs through advocacy (advocacy on behalf of students, community, and the institution) or advisory, as needed.

It provides information to the several communities, making them aware of the resources of the College. Its size has fluctuated between ten and twenty members.

The Civil Service Affairs Group is charged with the development of policies and practices relative to civil service staff, including the efficient operation of the office, and civil service staff participation in the affairs of the College. The Group is composed of the Civil Service personnel of the College.

Support Groups

There are presently two support groups which deal with recurrent functions within the College. They are:

The Fiscal/Physical Affairs Group is charged with the investigation and development of policies on the budget, allocation of fiscal resources and the use of physical resources by the College. It is composed of five faculty members, one elected from each ISC, one civil service person, selected by the Civil Service Affairs Group, and two students selected by the Student Affairs Group. All members serve a term of one year.

The Hiring Affairs Group is charged with the development of staff priorities, hiring and recruiting policies. The group is responsible for gathering personnel requests from the ISCs. It is composed of five faculty members and one civil service person.
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<td>Clara Anthony</td>
<td>Assistant Dean of Academic Affairs &amp; University Professor of Black Studies</td>
<td>2408</td>
<td>2442</td>
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<tr>
<td>Daniel Bernd</td>
<td>University Professor of English</td>
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<td>Warrick Carter</td>
<td>University Professor of Music - Invention and Creativity ISC Coordinator</td>
<td>2501</td>
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<td>Theresa Duron</td>
<td>University Professor of Latin American Literature</td>
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<td>Joan Evanchuk</td>
<td>University Professor of Art</td>
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<tr>
<td>Lydia Fontan</td>
<td>Assistant Dean for Admissions &amp; Records and University Professor of Language and Literature</td>
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<td>Temmie Gilbert</td>
<td>University Professor of Theatre &amp; Creative Dramatics</td>
<td>Theatre</td>
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<td>Harriet Gross</td>
<td>University Professor of Women's Studies &amp; Sociology</td>
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<td>Fredrick Isaacson</td>
<td>University Professor of Communications</td>
<td>2322</td>
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