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President Selection Committee Elections Next Week!

The Board of Governors has approved a Presidential Selection University Committee, with the permission to be selected in the categories set out below. This campus committee will work closely with the BOG Search Committee, chaired by Mr. Leon Davis, in the process of selecting the next President of Governors State University. The purpose of this letter is to alert all members of the University community to the nomination and election process for the University Committee, which are designed to allow the full democratic participation by interested parties. Members of the GSU community who are interested in the work of the committee should begin working to nominate and muster support for those candidates they feel would best represent their interests.

The membership of the Presidential Selection University Committee, as approved by the Board of Governors, is as follows:

1. The Chairperson of the University Assembly, who will serve as Chairperson of the Committee.
2. Four full-time teaching faculty members elected from and by each of the college faculties (one from each of the four colleges of the university):
   - A vice president to be selected by persons of that rank;
   - One professional administrator (non-civil service status);
   - Four full-time students, in good standing to be elected at the large by all full-time employees with civil service status: two of the Governors State University Alumni Association;
   - Four representatives elected to the University Assembly. For all those constituencies which elect their members, the process will be supervised and conducted by the GSU Election Commission. Ms. Sue Burgin will be the Chairperson of the Commission for this election. The processes are as follows:
   - Nominating petitions for all persons interested in being elected to the selection committee are now being accepted.
   - A temporary detour route for Governors State University traffic, which when paved will ease the traffic flow on Stuenkel Road, which at present provides the only easy access to GSU.

I. Loy DeGrane, John Flower, Richard Burd, Patricia Brunelle, Mark Williams' office is presently located on the third floor, in the President's area.

A petition requires 5% or 10 signatures, whichever number is fewer, from the constituencies to be represented on the committee.

University Assembly Election

Petitions Due Jan. 26

The University Election Commission announces that the time has come to begin preparations and plans for University Assembly elections. The elections will be held this year from Feb. 9 through Feb. 14 with the Information Office as polling place.

For information, please call Doug Smith (2293) or Sue Burgin (2223) or Gordon Falk (2290).

New-Labor Pains in CHLD

Rodney Smith

A meeting was held Tuesday, December 13, concerning the difficulties in HLD.

GSU Gets First Complete Catalog

PARK FOREST SOUTH, Ill. I.O. — Its first complete catalog has been published by Governors State University.

Numbering 176 pages, the catalog in 8-1/2 by 11 inch, economical telephone book format is for the 1976 academic year. The 30,000 copies weighed 12 tons.

The catalog covers the university, mission, instructional system, glossary, accreditation, organizational chart, learning resources center, community college relations, experimental education, admissions, financial aids, student services, campus facilities map.

College of Business and Public Service, College of Cultural Studies, College of Environmental and Applied Sciences, and College of Human Learning and Development are included, each with learning modules and index.

Indexes are the professional and administrative staff, cross colloquial learning module index, catalog index, and university phone directory.

There are numerous pictures. Designed as a complete reference for students, faculty, and staff, the catalog is the product of concerted efforts of the office of university relations and the instructional communication center over the last 16 months.

Editor was Joan Lewis, graphic designer was Gail Grigsby, and photographers were Richard Burt, Patricia Brunelle, Lloyd DeGrane, John Flower, John Birn, and Jacob Liao.

The Election Continuation has the information as to the necessary signatures required for each constituency.

DEADLINE: All petitions must be turned in to Regina Williams by Jan. 26.

The elections will be held on January 12, 13, and 14. The results will be announced immediately, and the first meeting of the committee will be on January 16, 1976.

All questions about the election should be addressed to Sue Burgin (2223) or Gordon Falk (2290).

haven't gotten credit for them. The undergraduates take all the required courses and then the graduate students can't take them because the classes are filled. Also, I think there should be a meeting once a month."

Another student, who asked that his name not be used, said "I have no complaint with the Dean except the policy of no overload. If we fail flat on our faces that is our responsibility." Joen Prescott said, "He isn't listening to the requests of the students. I think he is a man with a one-track mind. He feels that only he knows what is good for the students. The Dean should be more attuned to the needs of the students and especially the graduate students. I think that it is ludicrous that the graduate students lose their seniority at a registration. A university is like a building, it is only as good as its foundation."

What brought about this meeting concerning Dean Cogdell was his insensitivity toward the students and his lack of skills in performing his job according to the students.

The Dean spoke for a few minutes and said that he was aware of the grievances against him and that he would leave the meeting so that people would not be afraid to vote honestly. He said that he had decided that a vote would not be taken to determine the level of confidence in the Dean. The votes were taken and the faculty, civil service and others voted "no confidence", 30-12.

See Page 3

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It Spoke to New-Birth

Accord Reached in HLD Dispute

Dissonance in HLD

In an inevitable confrontation which culminated December 17 in the Community Conference Room, the Dean of the College of Human Learning and Development, Roy Cogdell, apparently reached "a meeting of the minds" with attending students, faculty and staff.

Heralding a "New Birth" in HLD, the Black Caucus emerged victorious in the fuming controversy recently triggered by the appointment of a non-black to the position of Assistant Dean of Articulation. Attempts by the Black Caucus to meet with the Dean at that time, proved fruitless but a series of marches on the Dean's home later succeeded in bringing about a meeting of the Dean with the steering Committee of the Black Caucus the morning of the 17th.

At that meeting, the Dean agreed in principle to the demands of the Black Caucus. The meeting being reported on here immediately followed that "de-briefing session".

Speaking at the meeting, President Engbretson commended the staff of HLD for their "good work." The president went on to say, "It was not my intention" to either attack or defend anyone he may have offended. "It was not my intention," he said.

"The second thing," he went on to say, "is that I have just gone through a four or five hour de-briefing session. A de-briefing session, as I am operationally defining here, is a session in which one party tries to impress upon another party the need to reassess positions."

"For about four hours I was reminded of what has gone on in the past; what is going on now and some of the resultant activities that are taking place." One of these things that have come to my attention, very vividly, is that since I've been here I have attempted to be a person who looked "at situations in color without color."

"I have learned that perhaps that is the inappropriate way to proceed. One of the clearest indicators is that 3 of my black faculty, or 4, were able to persuade 36 out of 42 to vote no-confidence in me."

That says something to me very clearly. It says to me that I have a heavy constituency of black students that I may have not listened to as clearly and as attentively as I often have. It says to me that I have some constituency of black faculty that do not feel as though I listened attentively to them. It says to me that in attempting to respond to the needs of all of the members without regard to race, creed, color, I may have gone wrong, because white faculty voted a vote of no-confidence in me too. Matter of fact there were more white votes than black votes of no-confidence. So apparently something is wrong.

"Now, the issues that I understand we are confronting are many. All of which I must take the blame for directly, some of which I must take the blame for indirectly. My intent is to listen and to take whatever appropriate actions are necessary to take care of the situation. I do not intend to act disinterestingly or without carefully analyzing the situation."

Black Caucus Position

"What I have asked of the Black Caucus is for them to come here and share with you the things that we discussed, resolutions they have, and suggestions that they have for me in order to repair a situation that has materialized."

Clara Anthony spoke for the Black Caucus:

"By a unanimous conclusion, a three phase resolution seemed to be part of their the Caucus' concerns."

"The first recommendation is that the Dean of Articulation be black and be elected by the processes and procedures which are mutually agreed upon by CHLD."

"The second recommendation was that the Civil Service and Administrative staff reflect the kind of constituency that is representative of the students served."

"The third recommendation was that the Civil Service and Administrative staff reflect the kind of constituency that is representative of the students served."

"The third recommendation, following out of the first two, is that programs and modules must be open to serve the needs of the constituencies of that college."

"Resolutions must be made available to implement that. It is not the role of the Dean but the Administration."

She added, "I have not at any point felt more positive about the kinds of things that Black people are coming together to do. We of the Caucus believe that the internal problems have to be dealt with people who know those intimately. And we felt that there is nothing that was going on in this University that at some level we can't begin to talk about in the kinds of ways to come to a resolution, I think we make a big step toward that, and one of the things the Caucus is going to recommend is that no outsider be brought in unless it is necessary. Because we have the mechanisms within the University to deal with the problems we have to solve."
EMERGENCY TASK FORCE

"What I can't understand is that he has to explain. I can't understand the reason for this," said one of the Regents who had been challenged by one of the students who had been actively involved in the situation. "I can't understand how the university can possibly continue to operate under these conditions. I can't understand how the university can possibly continue to function under the circumstances that we are in now."

"I can't understand how the university can possibly continue to function under these circumstances. I can't understand how the university can possibly continue to operate under these conditions. I can't understand how the university can possibly continue to function under these circumstances. I can't understand how the university can possibly continue to function under these circumstances. I can't understand how the university can possibly continue to function under these circumstances."
IMPLEMENTING CHANGE:

The indicated images of the University Advocate for the Governors State University of the future are more than imaginary visions. The description of the University in the future realm of existence is based on an Aquarian psychological exploration and interpretation of the major themes of concern of aggrieved University citizens. Current developments indicate that the University is making rapid progress on some of the future-oriented goals. On others no progress is being made.

Administrators and University citizens may adopt one of three possible attitudes toward focusing on change: (1) They can stand in their tracks and oppose change; (2) They can wait for others to carve out new directions for nontraditional universities; Or, (3) they may become the Vanguard, spearheading and encouraging change, and helping the higher education public to understand the nature of accomplished outcomes.

Answers to the following questions can suggest directions for implementing change in the organization and delivery of academic services: What modules and competencies require more personal interaction between students and their professors? What learning facilitation can take place away from the University? How many learning carrels are required for individual work? How much instruction can be done well with self-instructional learning modules?

Team teaching of coordinated study packages can immediately be started without unduly disturbing the current academic programs of the University. Two or more related learning modules can be combined so that the professors can facilitate those learning activities and experiences of the coordinated study package which most closely match their skills and expertise. Of course, team teaching can involve professors from different programs and colleges. As more professors coordinate these modules, increased flexibility in module scheduling and more effective use of the special professional talents of professors will ensue. It is imperative that professors have sufficient time to plan and evaluate their coordinated work.

One simple way to add to the quality of instruction in times of budgetary shortages is through the use of outstanding community consultants or professors. Possibly through the Community Services wing, the University can assemble a roster of resource persons to be requested as needed. Approved video tape recordings should be made for benefit of future classes without the necessity of calling the specialists and consultants back to the University.

Reducing the clerical tasks of professors is an easy way to implement changes in staff patterns. Before the reduction, it may be helpful to ask professors to indicate what they would do with the extra time. The use of graduate assistants is likely to become wiser and more effective with experience.

The University new possesses more technological aids to instruction and resource persons than professors are using wisely. Effective measures should be employed to encourage and facilitate the wise use of these valuable resources. Professors can advantageously use video and audio tape recorders, overhead projectors, filmstrips, 2 inch slides, television, films, and other commercial technological aids to instruction. These aids can be used in standard instructional areas, but increased benefit can be obtained in their use in large group instruction and independent study. Time and money are saved with large groups, and in the case of independent study, professional time is saved because students may become more responsible for their own learning facilitation.

Another possible schedule modification is to leave one or two blocks of time in the University calendar when there are no set classes. During these periods, intensive and extensive student advising can be scheduled on individual and group bases. Important student life activities may also be scheduled during these blocks without conflicting with regular classes. Certain professional development, curriculum planning, and governance activities may also be fitted into these special "advisement blocks."

1. Some Classes and instructional areas will be small. Much of the instruction in the Governors State University of the future will be conducted in instructional areas with fifteen to twenty students, especially designed for small group instruction. In these instructional areas, the professors will analyze their students' reactions to module content and will assess students' progress using criterion-referenced measures. They will conduct research on how students influence and help one another. Professors will facilitate cognitive and affective learning; advise and consult in such a way as to give depth and meaning to learning.

2. Independent Studies will be emphasized. Increasingly, the University in Phase II will service the individual interests and abilities of students. This will require using automated learning devices and study carrels, and working on projects in a variety of kinds of laboratories, including the following:

- Physical Sciences
- Mathematics
- Social Sciences
- English Language Arts
- Foreign Language Arts
- Fine Arts
- Practical Arts
- Health
- Re-creation
- Sports

Work rooms will be equipped with the appropriate tools of the above listed subject areas. Home-grown curricular study materials will be found in the University's learning resource center. Additional commercial learning materials will also be available to assist students in their acquired and creative thinking, studying, and writing.

3. Some classes and instructional areas will be large. The Colleges in Phase II will use modules of 100 to 120 students when the desired learning outcome objectives can be effectively achieved in large groups. Professors assigned to these modules will have experience, instruction, and skill in handling large groups. Ordinarily, large modules will be coordinated by a team of learning facilitators. Under this arrangement, special competencies of faculty can be used to good advantage and team teaching should be positively reinforced. Large group instruction also contributes to the economical use of technical equipment.

4. Graduate assistants will be used. The use of graduate assistants will supplement professors' professional work in such areas as the following:

- Academic Advising
- Research Auditory Visual Instruction
- Clerical Type Services
- Evaluation
- Record Keeping
- Material Assembling
- Statistical Reports

In general, graduate assistants will assist those necessary tasks which fall somewhere between the secretarial level and the professional level of university teaching.

5. Instructional services will reflect changes. The Learning Resources Center and related instructional services will have a more direct functional relationship to academic affairs. There will be instructional materials centers where professors and students will engage in intensive and extensive study.

6. Scheduling will be more flexible. Colleges will emphasize flexibility in modular planning. Less attention will be paid to fixed periods which break the day into exactly equal time slots. Professors will govern their day and advising activities by the needs of their students rather than by a fixed time schedule. Different instruction courses will be produced in favor of increased professional development tasks, enrichment activities, and informal conferences and group discussions with students and colleagues. The University will operate seven days a week during day and evening hours as needs dictate.

7. The professional needs of faculty will be recognized. About all, the instructional needs will have the opportunity to perform like professional persons, with knowledge, skills, and pride in what they do. Professors, administrators, and students will acquire a better image of the university professor. Professors will achieve true professionalism by transforming imaginative approaches leading to more efficient use of instructional time and abilities. Professors will earn self respect and the respect of their students by keeping their own lives interesting and their knowledge up-to-date. They will prepare and use interesting up-to-date instructional materials and tools. Administrators will recognize the fact that the professional, academic, and human atmosphere of the College is crucial in determining faculty morale and the quality of instruction.

8. Student learning contracts will be different. Learning contracts will be constructed so that students acquire in several ways from various programs and Colleges. The amount of time for specialized learning pursuits will increase progressively as students approach graduation. Evaluation will continue to place much emphasis on competence achievement in various cognitive areas. But other criterion-referenced methods of evaluation will appraise affective areas as well as mental and emotional maturity and readiness for graduation. Included in all students' contracts will be career development modules or experiences.

NEW GOALS OF EDUCATION: THE VIEW FROM AQUARIUS

1. To Understand, Accept, and Value Self.
2. To Understand, Appreciate, and Value one's own ethnic group and culture as well as the ethnic groups and cultures of others.
3. To Develop Positive Attitudes toward (1) life-long learning, (2) academic services, and (3) supportive human services.
4. To Master the skills of oral and written language communication.
5. To Master the theoretical and practical use of mathematics.
6. To Practice habitual behavior which fosters the continuing re-creation of physical well-being.
7. To Understand and appreciate the social and physical sciences and the line and performing arts.
8. To Attain a full grasp of career development opportunities which lead to rewarding and productive life.
9. To Acquire the values and habits of responsible citizenship at multiple levels, including world citizenship.
10. To Utilize creative theory and creative processes for the continuing procreation of mental and emotional well-being.
11. To Utilize creative theory and creative processes for identifying and altering social institutions and systems which tend to create or perpetuate disadvantage, maladaptive behavior, and anti-human ideals.
12. To Ultimately utilize creative theory and creative processes to explore and interpret the essence of being human—the ability to envision and actualize ideal ends.
have viable options when professors are not available to advise. The special counseling, advising, and career needs of minority students and women will be recognized and identified for thorough career development programs and services. The understanding of the special needs of minority students and women is of paramount importance if they are to be successfully guided toward more rewarding life styles. The deficiencies in their backgrounds must be identified and addressed. The proficiency needed in relation to currently selected career goals may be obtained through special reading and practice tutoring, workshops, and learning module development. A vital part of the program of adequate systems to promptly assess their needs, and interests in relation to opportunities in education, work, and leisure activities. Ultimately, the Human Relations Service Program of the Student Services support will supply in-service training and informational services to assist the University in making responsible judgments in selecting the right persons to the lot which is most distant from frequently used University entrances will be designated a "parking only" income students, and others who may have insufficient change for parking gate coin boxes. Parking violations will be changed from Park Forest South citations to University citations. This action will restore control to the University community and provide a source of additional revenue. The restoration of the positive relationships between University citizens and their police officers should be facilitated by the reduction of law enforcement efforts and to creatively work toward their realization. The cross-cultural frame of reference will be utilized to help students develop a more relativistic and analytic approach to the problems of living in a multi-cultural University and world. The study of students will focus on understanding the systems of values, needs, and beliefs, and on ethnographic data and patterns of behavior, bringing an international perspective to Governors State University.

15. Full educational opportunity philosophy will become a living reality. The University will work to assure all individuals in need of education that will add to and develop their human potential and career development. New population straws will make new demands on a restructured traditional system. The study of students will focus on understanding the systems of values, needs, and beliefs, and on ethnographic data and patterns of behavior, bringing an international perspective to Governors State University.

16. The maintenance of quality learning will be emphasized over degrees. While recognizing that degrees are important, quality will take precedence. Several control steps including the evaluation of students at various points along the way to degrees. Additionally, careful attention will be given to specifying the competencies and characteristics which the graduate should possess from a learning perspective. First-year, first-semester courses will be continued to be restructured and quality instruction and research will be rewarded.

17. Evaluation will be uniquely purposeful. In addition to the purpose of improving the quality of the instructional program, the purpose of establishing and maintaining credibility will be important for Governors State University. The University will provide convincing evidence that its learning facilitation programs are relevant and rigorous, cognitive and effective, culminating in quality graduates who are in demand.

The University will set as its goal the maintenance of standards which are high enough to establish credibility for its degrees, but not so stringent that attrition is unnecessarily high. Retention certification is required, student performance on specified standardized measures will be an important criterion in the evaluation process. For other instructional areas, achievement measures will be built upon specific criteria; such as the objectives, features, and content of the academic programs of the Colleges. Other criteria for certification of student accomplishments might include faculty and students' self ratings and expert evaluations of student projects.

18. The University will become a center of education for the handicapped. In keeping with its tradition of making higher education available to many students previously denied the opportunity, Governors State University will explore the feasibility and potential of becoming a center of education for the handicapped of the State of Illinois. Governors State University has a facility of the architect or topographical barriers from which the University is not yet on other campuses. Special services to the handicapped will include the following: 1. Pre-admission academic advising 2. Special orientation and priority registration 3. Special parking area 4. Financial aids advising 5. Special center in LRC for the blind and deaf 6. Special career development counseling 7. Special re-creation programs 8. Appropriate therapy The program of services for handicapped students will be viewed as an extension of the University's quest for educational opportunity and social justice for all people.

19. Academic scholarships and other reward systems will be instituted. Scholarships and reward systems will be instituted to recognize and reinforce outstanding academic achievements and the overcoming of extraordinary barriers. Community resources, alumni contributions, and a portion of student activity fees will form the basis of monetary support of financial awards to outstanding academic scholars. This system of scholarship awards will complement the continuing Talent Scholarship program. The services of a development officer will be utilized to coordinate fund raising activities to increase the number of available academic scholarships.

20. A new orientation and priority registration program will be encouraged. Social, special interest and re-creational activities and services which reflect the developmental needs and interests of students and other University citizens will be encouraged. Student-life activities will work to promote a humane atmosphere, positive human relations, and University identification and loyalty. Additional objectives of a greatly expanded student-life program are listed below:

1. To assist students in their personal quests for identity and social consciousness
2. To provide opportunities for governance participation and democratic living which inspire growth and development
3. To promote intercommunication and internship of students, faculty, and administration
4. To promote students' participation in physical fitness; to participate in intramural sports for future health and personal development
5. To plan and provide activities for students who will spend more time on campus
6. To explore the potential and probable benefits of an inter-varsity basketball team.

In conclusion, no claim is made for either originality or finality of the ideas suggested for focusing on or implementing change. The ideas presented are merely the Advocate's suggested guides for thinking about future action. The actual steps toward focusing on the changes will be determined by the creativity, wisdom, commitment, and courage of the entire University community.
Lewin's Process for Effecting Change

Lewin's extremely useful view of a three-step process for effecting social change: 1. unfreezing; 2. moving to a new level of satisfaction, and 3. refreezing at the new level. For each particular town, for example, there will exist a hypothetical "level of discontent," which will certainly be different from one place to another. Opposing forces determine this level of discrimination. On the one hand, specific black-repressing social forces (local prejudices, the desire of whites to keep blacks separate) can be visualized as pressing down on the town. On the other hand, black liberating social forces (black rebellion, recognition that discrimination is unfair and undemocratic, etc.) press upward. This opposition of liberative and repressive forces is the frozen point, the point at which the forces may be visualized as being in balance, and it is this uneasy state of balance that constitutes the level of discrimination.

The goal of social action then becomes to lower this level of discrimination by actions that will unfreeze this level, and then move us to a new level and refreeze at the new level some point lower. One of the first steps in unfreezing is to bring into the change the strengths of the law and the repressive forces "by adding forces in the desired direction or by diminishing opposing forces." However, if the opposition is strongly entrenched, these forces may have no effect at all. In such cases Lewin notes that it is necessary to "break open the shell of complacency and self-righteousness by deliberately bringing about an emotional up-state." He further notes that if unfrozen then movement to the lower level may be accomplished by a great variety of means, such as reducing prejudice, building group strength, by group discussion with decision, as we have seen, or by such large, familiar social measures as passing and enforcing voting rights or by expanding and upgrading job opportunities. Most people and agencies pushing for social justice tend to concentrate on the unfreezing and the move to new levels and they neglect the refreezing. Lewin, however, stresses the refreezing because the "laws" of human nature dictate that an equilibrium must be reestablished. And the crucial consideration is whether the level is to be readjusted from the hand-won new position, or whether through ignorance and neglect it may be allowed to slip back to and land into the old position.

Lewin puts it: "A change toward a higher level of group performance is frequently short-lived; after a 'shot in the arm,' group life is soon returned to the previous level. This indicates that it does not suffice to define the objective of a planned change in group performance as the reaching of a different level. Permanency of the new level, or permanency for a desired period, should be included in the objectives." Lewin felt that there was a range of possible objectives which it was possible to aim for and slide from the new level and still be able to climb back to it with some sense of permanency. If we pass a certain point of regression, the pull of the old level becomes too strong, and we will find ourselves then more slowly attitudes and behavior gravitate toward and may ultimately result in the old level— and the whole dismal battle has to be fought all over again.

In the days left the level must be maintained long enough for it to become a habitual, everyday part of the social mechanisms of new norms, customs and laws.
The Veterans Club of GSU held a Christmas Party Dec. 18 at the Ground Round Restaurant in Olympia Fields. More than 200 people attended the party, with Nebula providing the musical entertainment.

Veteran's Club President, Henry Barton III said, "The Vet's Club has been busy this past month; from December 1-10 we headed a toy drive for needy children and on December 24, from 12:00 - 5:00 we hosted a Senior Citizens and disabled veterans party. We are now in the process of organizing a basketball league for high schools and colleges. We have had a good year and it is my hope that more people will get involved with Vet's Club in the coming year. It is not necessary to be a veteran to participate."

The Student Services Activities Committee sponsored a Christmas Potluck dinner on Dec. 16 in the Hall of Governors. Frankie Barnes, co-ordinator of student activities planned the event, which featured the Bradley-Bourbonnais High School Choir. The dinner was open to all students.
CCS to Host Art Exhibit

Art works from various junior colleges will be exhibited in the College of Cultural Studies Lounge at Governors State University. The exhibition will consist of drawings, paintings, prints, etc. by the participating junior college students. The exhibition will be open to public viewing from January 5th through the 15th. The hours are 8:00 A.M. to 8:00 P.M. daily. Saturday and Sunday will be in accord with University hour's only. It is planned that this will be an annual competitive exhibition, for junior college students only.

Theology for Lunch with Engbretson

PARK FOREST SOUTH, I11. I.O. — "Theology for Lunch" Wednesday series for January at Governors State University:

January 7 - "The University and Values," Dr. William E. Engbretson, president, Governors State University.


January 21 - "Will Churches Ever Get Together?" Ms. Susan Vorwerk, chairperson, Interfaith council, Park Forest South.


The ecumenical Campus Ministries council is sponsor of the "bring your own brown-bag lunch" sessions from noon to 1 p.m. in the student services conference room, D-112.

Insomnia Volunteers wanted

1.0. — Volunteers are still being accepted for all insomnia treatment program at Governors State University.

The purpose of the program is to develop and systematically evaluate short-term treatment for individuals having sleep-onset insomnia, or difficulty falling asleep. Treatment will begin in early January and finish by late February.

Further information may be obtained by telephoning Dr. Perry Nicasia, professor of behavioral studies at the College of Human Learning and Development, at 312/534-5000, 2244 or x3294.

Weig Appointed to I.P.A.T.F.

Dr. Kenneth Weig, HLD professor, has been appointed to the Illinois Psychological Articulation Task Force. The appointment was made on November 7, by the Illinois Psychological Association Workshop.

The Task Force will work with the Illinois Junior College Board to establish the types of psychological courses that may be offered at the Community College Level.

Environmental Workshop

Under the sponsorship of the American Society for Ecological Education, Governors State University in Park Forest South, Illinois and Mr. Richard Spinner, County Superintendent of Schools, there will be offered beginning Thursday, January 15, 1976 at Kankakee Community College an Educational Environment Workshop for in-service teachers that will run for four weeks during the months of January and February.

The initial meeting of the class will be held at Kankakee Community College on Thursday, January 15 at 6:30 PM and registration will be handled locally at that time in Room 110.

This off campus module offering is a continuing part of Governors State University's policy of bringing graduate level offerings to teachers in the servicing area of the University.

International Magazine Offered

On February 3, 1976, The International Students Association will publish a national international magazine to come out of Governors State University, THE INTERNATIONAL INFORMER.

We are currently seeking people who would like to share in this totally new learning experience. If you would like to see this magazine off the ground, you are interested in contributing articles, contact Tony Richards, Monday-Friday at the GSU Information Center from noon-5:30 p.m., ext. 3646.

PLEASE SEND ME FREE A COPY OF THE FIRST EDITION OF THE INTERNATIONAL INFORMER.

Name
Address
City
State
Zip

Please cut out coupon and drop off at the GSU Information Center.

Publication Deadline: Jan. 17  
Publication: Feb. 3

RHINESTONE OR MIDNIGHT — New York is a cowboy town.

At least that was the message implied by the raft of photographs and artifacts lugged back recently from the wild, wild East by Tom Morey and Lloyd DeGrane and exhibited on December 13 as a multimedia show at GSU.

Students DeGrane (HLD, Communications and Morey (CS, Media) called their show A WALK ON THE WILD SIDE. White and black and color photographs, slides, videotapes and sculpture surrounded a set which replicated the sleaze and grime of a city life right down to the old second-hand toaster with the little doyes that you flip open after the feast is burned. The result of two months of intensive work, A WALK ON THE WILD SIDE was easily one of the most exciting and original products of student vision yet seen at this university.

Subjects in the show ranged from the costumed clowns smiling on the Sunday steps of St. Patrick's to the Queen of the Pushil Day Parade. The Queen in one of the color photos in the collection, is a woman of imposing size and years with a sure sense of grandeur. Sequin gown, she surveys her realm with a rhinestone tiara securely crowning her black-dyed curls, wearing the biggest pair of sparkly-framed sunglasses you ever saw.

But the star of the show was easily Norman. Norman, they tell me, is actually a mild-mannered musician who only plays the piano in the house of ill-repute which is New York. But I'll never believe it. With his gleaming, shaved-bald skull, mustache and leathery cheeks, he's the perfect picture of a bared chest, Norman evokes only the slightest touch of nostalgie de la mode. But anyone with the adoration on the poster advertising the show aptly aptly seeing him playing an old upright piano on which a woman with crimped hair and hair-cut satire dress she may be of questionable character sprawls. My own favorite shot of Norman shows him leaning against a crumbling brick wall next to a "Tailor" in white. Norman eyes the tailor with an obvious and explicit interest which I found most endearing.

A WALK ON THE WILD SIDE constituted an indelible celebration of that unique phenomenon—the urban human being. Tough and hard-to-kill as the cockroaches with whom they share the rotting planter and decaying woodwork, the people in these photographs evince a pulsing and memorable appetite for life that the most grinding circumstances cannot obliterate. But insouciance in the face of danger is sometimes not enough. Terror and death are inextricably woven into the Wild Side, and DeGrane and Morey don't let us forget it.

Parking Cards Change Color

On January 5th, only parking cards 16 (Yellow) and 15 (White) will activate the parking gates. Cards 12 (blue) and 13 (tan) will no longer be valid. There will be no one week grace period as there was last time.

Classifieds

Wanted! Wanted! Wanted! Girls who would like to get 40% off on their Holiday Magic cosmetics. get a FREE cosmetic bag, and Earn Extra Money selling the products! Call: Tony Ring, 734-5411, 122075.

For Sale: Two guitars, Epiphone set 12, Acoustic 144-46, Lyn C 403 $125.00, Onyx Chestnut Figure and the Board, $349. Contact: Carl-488-7024 or Mailbox 413, 1734.

Wanted: Apl. to share, 25 year old male looking for apartment to share. If you need a roommate call K-L 448-4929 from K-5 or 715-2739, Ask for Bill. By 1734.


For Rent: A cozy little haven - a garden apt. furnished/carpeted, Edgewood Apt. $150.00 a month. Call: (415) 823-3649, ask for Margaret, 122075.

For Sale: 2 yellow bicycles - brand new, 10 speeds, Best offer.

Intercultural Communication in CHLD

Intercultural Communication is the new area of specialization added recently to the Communication Science Program in College of Human Learning and Development. This new area was offered last year, more than 200 students have enrolled in this area. Dr. K. S. Sitaram, professor of Communication science, is mainly responsible for developing this area at GSU. Sitaram came to GSU from the University of Hawaii where he was associate professor in Speech Communication. Sitaram taught one of the earliest courses in intercultural communication in the United States in 1960.

There have been many inquiries about the new specialization from students and faculty from GSU and other universities. This follows a verbatim description of the area written by Sitaram.

Intercultural Communication has been defined as the relationship between members of slightly to entirely differing cultures. As an area of study, it deals with not only the actual act of intercultural communication but also with many factors which affect such communication. Based on cultural similarities and differences between the interacting persons, we can identify four types of intercultural communication: Intracultural, Interethnic, Interracial and Intercultural Communication. The situations can take place either in face-to-face situations or via mass media. The GSU specialty in Intercultural Communication focuses on the interaction in interpersonal as well as mass media settings.

As an Innovative University, GSU is situated about 36 miles south of Chicago, is a new, innovative and accredited university. All programs at GSU are comprehensive and the student can specialize in one area of emphasis, which is applicable to the activities in his everyday life and learning in each class is measurable in terms of achievements. The student may experience a student at GSU in Communication Science Program itself is intercultural. A large number of GSU students and faculty are from minority groups. Learning inside and outside the classroom is entirely intercultural. Being a senior level university, GSU attracts mature students from the communities and states around it. Therefore, GSU is an ideal place for students studying intercultural communication.

The Speciality, as a part of Interpersonal Communication, can be practiced within the Communication Science Program, GSU offers a specialty in Intercultural Communication. The student will have the opportunity to be one of the pioneers in this new area. Because GSU is close to Chicago city, the student will also have the opportunity to work in situations involving members of many cultures, ethnic groups and nationalities in that city.

Further, in this area, the student can seek positions as intercultural communication specialist and cultural advisor in agencies and organizations dealing with minority and ethnic groups. A person with a degree in this area will be most qualified to work in government departments, business organizations and educational institutions dealing with peoples of other cultures and countries. This area is also designed to help instructors who teach to students from several cultures, subcultures and minority groups.

Module Offerings: A student specializing in Intercultural Communication can work for a Bachelor of Arts or Master of Arts degree. Specialization is also possible in one area of the student's interest such as intercultural communication in business, education, government and even research. Module (course) offerings include:

- Introduction to Intercultural Communication
- Culture and Communication Protocols
- Culture and Message Development
- Culture, Media and Satellites
- Culture and the Classroom Teacher
- Communication of Innovations
- Human Values
- Language Development
- Semantics and Communication
- Fundamentals of Cybernetics
- Black History
- Community Communication Systems
- Communication Sensitivity
- Intercultural Communication Research
- Competencies

Each student will develop his own program under guidance of experienced faculty. Because Intercultural Communication is a multidisciplinary area, the student will study not only in Communication Science Program at GSU College of Human Learning and Development, but also can take modules in other colleges: College of Cultural Studies, College of Environmental Studies, and College of Business and Public Service. The competencies which a student will acquire at the end of the program are divided into three categories: Theory, Research, and Skill. At the undergraduate level, more of theory and skill and less research and application, are emphasized. At the graduate level, the emphasis is more on research and application than on theory and skill.

COMPETENCIES FOR THE SPECIALITY IN INTERCULTURAL COMMUNICATION

- Theory, Competencies
  - Explain the concepts and application of communication and apply them to specific intercultural situations.
  - Define concepts such as: Values, Beliefs, Ethnocentrism, Stereotyping and Meaning.
  - Distinguish between Intracultural, Intercultural, and Intercultural Communication.
  - Identify the institutions that originate and reinforce cultural values and communicative behavior.
  - Explain how perception, etc., in the major philosophies of the world reflect cultural values of the peoples who believe in the systems.
  - Explain how the perception of the world of a person affects his communicative behavior.
  - Explain how cultural values of a person shape his communicative behavior.
  - Explain how culture of a person shapes the nature of the messages transmitted by him via a mass medium.
  - Explain how the culture of a person affects the way in which he receives and interprets a message.
  - Distinguish between behaviorist and humanistic messages transmitted in an intercultural situation.
  - Explain the role played by cultural values and beliefs in language development and intercultural communication.
  - Other theoretical competencies relevant to the special interest of the student.

Research Competencies

1. Explain thoroughly research terminology such as sample, hypothesis, content analysis, interview schedule, coding, inference, and validity as applied to intercultural research.
2. Develop a research method designed to study a specific culture etc., or between specific cultures etc.
3. Implement the methodology developed in (2) above.
4. Review research literature on communication in a specific culture etc., or between specific cultures etc.
5. Measure the effectiveness of a specific method of intercultural communication skill competency - 4 developed by the student or another person.
6. Research competencies relevant to the needs of the student.

Skill Competencies

1. Demonstrate the ability of "Creative Listening" in an intercultural situation.
2. Identify the sources of information for cultural values, beliefs, expectations, customs, attitudes, language, and communication of a people with whom the student wishes to communicate.
3. Demonstrate sensitivity to cultural values etc., while interacting with members of another culture.
4. Develop messages to achieve a specific goal directed to audience of a specific culture, subculture, ethnic group or race.
5. Interview audience of a particular culture, etc., to collect a specific type of data.
6. Transmit messages in (4) above via a medium or in a face-to-face situation.
7. Skill competencies relevant to the needs of the student.

The Communication Science Program: The GSU Program in Communication Science includes emphasis in four areas: Interpersonal Communication including Interpersonal, Organizational, and Intercultural Communication; Media Communication; Educational Technology; and Communication Disorders. Students in one or all the four areas usually take at least one module in Intercultural Communication. At GSU, students from the three other colleges of GSU take modules in Intercultural Communication since they realize the importance of this area not only in the United States but also in other parts of the world today.

Facilities: The Learning Resources Center and Instructional Communication Center (ICCC) include many books, journals, films, and audio-visual equipment needed for the study of Intercultural Communication. ICCC also has most modern equipment in color television for the students who wish to reproduce cultural aspects of the media. Federal and state agencies provide scholarships and financial assistance for GSU students. Faculty includes:

- Ana Kong, Ph.D. (Illinois, 1969)
- Advertising, Research Methods
- Communication Theory, Cybernetics
- Tulsie Saral, Ph.D. (Illinois, 1969)
- Therapeutic Communication, Intercultural Communication

K. S. Sitaram, Ph.D. (Oregon, 1969)
Intercultural Communication, Social Effects of Mass Media

Organizational Communication, Mass Media

For further information, call or write to:
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