1973

1973 Bulletin

Governors State University

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Governors State University
1973 Bulletin

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Park Forest South, Illinois 60466
Phone: (312) 563-2211
These initial years at Governors State University are exciting and challenging ones for those of us fortunate enough to be involved. Possibly only once in a lifetime, the opportunity to build a university presents itself. We have that rare opportunity to develop a model for higher learning.

The design for this University is the product of planning of thousands of individuals from all walks of life. The concepts which emerged are bold and imaginative. They represent a considered and deliberate departure from many of our former traditions. Governors State has been planned as an open, humane, experimenting, flexible, innovative learning center. We suggest that no less a model could be offered to our students and the community if we are to effectively deal with the most pressing problems of human beings and their environments. The University is futuristic in its orientations and is committed to an unusual degree of responsiveness to individual and community needs.

These are noble and lofty objectives. No doubt there will be many frustrations in our efforts to attain them. But through the time and energies of the entire University community we believe they can be gradually achieved in a way that will make our University distinguished for the way people may more effectively learn. What all of us do in these embryonic years will set the pattern for a lifetime of learning and service for the citizens of Illinois and, in particular, the south Chicago metropolitan area.

This is what we are about. This is our common challenge. To those now joining us, we welcome you to GSU and look forward to the years of personal and professional growth in which we all share.

William E. Engbretson
President
Birth

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 signing into law of legislation creating 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 transferring from junior and community colleges as well as from other institutions of higher education.

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 University has been charged by the State of Illinois to be an innovative and experimenting institution and the University is unusual in almost every respect. Some of the University's more prominent innovations are detailed below.

INTERDISCIPLINARY: The approach to teaching is interdisciplinary with no departmental system or faculty ranked according to academic discipline. A student's individualized program will draw on all the resources of the University. Learning modules (courses) are frequently developed by faculty members in two or more of the University's four initial Colleges. The University believes that an interdisciplinary approach will reflect more of what the world is like and therefore what learning should be.

LEARNING MODULES: A learning module (course) may last a few days, a few weeks or an entire year depending on the learning to be accomplished. The learning module is intended to provide a self-paced mechanism for learning. It varies in value and in the method of learning depending on the student and content.

COMPETENCIES: Educational programs at Governors State are set up in terms of competencies. When students reach those competencies they have completed their work. Transcripts reflect these competencies instead of more traditional grading systems. Credit for learning modules is received for achievement of educational objectives usually expressed in behavioral measurable terms. These are often developed cooperatively by a faculty member and a student.

COOPERATIVE EDUCATION: Many students will complete some form of a cooperative education program allowing them to learn in actual on-the-job or on-site situations. Students thus serve community needs while gaining invaluable work experience.

SHORT SESSIONS: Six 8-week sessions of intensive concentration on just a few learning modules each session make up the GSU calendar. The University offers a schedule of learning modules throughout the year with students determining when and if they would like to sit out a session or two. Four sessions are considered the equivalent of a normal academic year.

FACULTY: Faculty systems are unique. All full-time faculty have one rank, University Professor. In addition, community resources provide part-time faculty who have the title, Community Professor. Faculty in learning modules are referred to as coordinators to reflect the new role of the faculty at GSU.

Growth

These unusual characteristics are further amplified by the physical facilities of the University. On September 13, 1971, GSU opened for classes in temporary facilities in the Governors Gateway Industrial Park of the new model community of Park Forest South. The University operates in a facility that will become a manufacturing plant or a warehouse when the University moves to its permanent campus in the Fall of 1973.

The temporary mini-campus has open landscaped interiors and other physical arrangements that are part of the experimental nature of the school. The time that the University will spend at the mini-campus will allow
for testing on a small scale with a relatively small student body many of the University’s innovative concepts related to teaching and learning.

Approximately 700 students enrolled in the fall of 1971, a figure growing to 1200 in the fall of 1972. Phase I of the Governors State permanent campus is now under construction and will provide for an enrollment of 3000 to 3500 students in the fall of 1973. The University is projected to serve 10,000 - 13,000 students by 1977-78. By then, additional structures will be developed on the 753-acre permanent campus site in Will County.

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 and Development

Each College is intended to accommodate no more than 1500 students. In order for GSU to reach its total projected enrollment, additional Colleges will have to be created.

Mission and Philosophy

Governors State University 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 the University’s 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 inter-relationships in the most technologically complex society man has yet evolved.

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 his or her 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. The sense of individual dignity and worth is to be cultivated by every action of the University. 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 of all cultures. Every student has a right and responsibility to seek an appreciation and use of the fine arts and humanities as a countervailing force to depersonalization, and as an expander of the capacity to enjoy and enhance the quality of human life.

Obviously, these objectives are neither modest nor easily obtainable. They are, however, what Governors State University is all about. We believe they can be achieved in a fully integrated learning environment.
Ecoverity — Response to the Environment

As is the case in adjusting to any new environment, the transition to Governors State will require new ways of looking at things. This is particularly true at GSU where new ways of going about the learning process are being attempted and where new terms are in abundance. The new terms are not merely replacements for old ones, but indicate definitions for the new or revitalized concepts and methods being tested at Governors State. To adapt to all of this will require a bit of time, patience and some personal experiences at GSU. For example, at first, new students are apt to consider the 8 week session merely a shorter period of time to accomplish the same work required in a semester or quarter. But an 8 week session is an 8 week session is an 8 week session.

Although some learning modules may last the full duration of a session, many will be shorter or longer depending on the learning to be accomplished. The beginning of a session signifies only the time of registration, not necessarily the length of a learning experience. It is misleading to consider a session as merely a fast semester or a fast quarter. But one really has to experience a session or two and experience a learning module or two to understand why they are not really “semesters” or “courses.”

The Learning Module is another example of a term that should not be considered a new term for an old word. Although “course” is the analogy often used, a Learning Module is not really a “course.” The distinction is not merely an academic one. A Learning Module is associated with direct teacher to student contact in a learning experience, carries varying value in Units, varies in time, is self-paced, and varies in method. It could include the use of media, small and large discussion groups, community research projects, independent studies, on-the-job experience or a variety of these or other methods in combination.

The terminology at Governors State provides a way of looking at new concepts. It is a way of creating an environment that is individualized, has a dynamic and changing quality to it and allows for maximum personal growth.

Governors State is another kind of University. It is a University we think will be responsive to the educational needs of the incredibly diverse population it serves.

How It Works

Because Governors State is both new and experimental, prospective students are urged to arrange for an interview with an Admissions Counselor in the Office of Admissions and Records prior to formally applying for admission.

The Admissions Counselor may suggest and you may desire to also talk with someone on the staff of the College that seems most appropriate to your area of interest. The Admissions Counselor can make the necessary arrangements for you to visit the individual College. The College also will have additional material on particular educational programs. The specific procedure for applying to the University is detailed in the section on admissions information.

After acceptance into one of the Colleges, each student receives a packet of information from the Office of Admissions and Records. A schedule of learning modules for the upcoming sessions is included. The student should then pick up a registration form from the specific College office and determine who will serve as an initial advisor. The advisor may be changed later depending on a student’s evolving areas of interest.

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

The advisor works with the student to develop a program that best fits the students and guides him through his or her selection of learning modules.

Graduation requirements for each student are best summarized by the advisor using the agreed-upon program for the student as a guide in fulfilling the general requirements of both the individual College and the University.

Within each learning module, the student works toward the attainment of performance-based objectives indicative of the competencies to be attained. This may involve designing a water recycling system, creating a television production using a variety of techniques, analyzing the small business operations of a particular community, or utilizing specific teaching techniques in an urban school setting.

Transcripts reflect the attainment of these objectives instead of a letter grade or a numerical score. 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.

The University Experience

Students thus embark on adventures that take them not only through academic studies via learning modules and other educational program experiences, but fully involve them in the process of the University system. Students share in the governance of the University including selection of staff and recommending of instructional programs. Students are likely to find themselves serving on a variety of committees concerned with development of the University as well as staff, faculty and community representatives. This opportunity and responsibility assumed by the entire University community relates directly to the major objective of functional citizenship. Everyone at the University 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 an environment of new and, we believe, more meaningful ways of learning, growing and preparing for life.
Governance

The University has developed an elaborate governance system to ensure the full participation of the entire University community in formulating policies for the University. Students and faculty have equal representation on the 33-member Assembly which also includes representatives of the support staff, the civil service staff 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. In addition to the Assembly, 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 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 Colleges. The collegial governance system recommends policies of consequence to that College or for forwarding via the Dean to the University Assembly and its standing committees.

As is fitting for an innovative and experimenting University, the present GSU governance system is itself a novel experiment. The system has a finite life with provision in the Governors State Constitution for replacement, modification or extension of the current system after June 30, 1974.

Until that date, 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 out of 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 State of Illinois Legislature, the Governors and the courts round out the external governing bodies within the State.

Student Services Advisory Committee

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

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

### Areas of Emphasis

Similar to a major in more traditional institutions though greater emphasis is placed on an individualized program. May be part of a program or topic dealing with several subject areas.

### 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 four colleges.

<table>
<thead>
<tr>
<th>College</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBPS</td>
<td>College of Business and Public Service with areas of emphasis including Business Administration, Business Education and Public Service.</td>
</tr>
<tr>
<td>CCS</td>
<td>College of Cultural Studies. Interdisciplinary Studies Contexts are offered such as: Ethnic Studies Popular Culture, Language and the Human Condition and Area Studies.</td>
</tr>
<tr>
<td>CEAS</td>
<td>College of Environmental and Applied Sciences. The College offers instructional programs in Health Science, Science and Science Teaching.</td>
</tr>
<tr>
<td>CHLD</td>
<td>College of Human Learning and Development. Areas of emphasis within this College include Behavioral Studies, Communication Science, Urban Teacher Education, Human Relations Services and Human Services.</td>
</tr>
<tr>
<td>Coordinator</td>
<td>This is the term given to faculty members who are involved in instruction within a learning module. The term &quot;coordinator&quot; is used instead of &quot;professor&quot; or &quot;instructor&quot; and indicates the new role a faculty member assumes in the learning process at Governors State.</td>
</tr>
<tr>
<td>ICC</td>
<td>Instructional Communications Center. Produces media materials and distributes media hardware for staff and student use. Has facilities for television, sound, graphics and photography.</td>
</tr>
</tbody>
</table>

### ISC

Interdisciplinary Studies Context. Also similar to an instructional program. Discipline interests may be pursued though the student's program is placed within an organic and functional interdisciplinary framework.

### LRC

Learning Resources Center. This is a library-type center with varied media materials available for use within and outside the center.

### Mini-Campus

The temporary campus located in the Governors Gateway Industrial Park of the new community of Park Forest South. The permanent campus will be available for use in the fall of 1973.

### Learning Module

The Learning Module is similar to a short intensive course or learning experience. This is the most direct student-faculty instructional contact and may vary in form such as seminars, research projects, small group activities and in various combinations. The length of a module may vary from a few days to a period of weeks depending on the learning to be accomplished.

### Performance Objective

In lieu of grades, the student and coordinator of a learning module agree on various performance objectives to be achieved within any given module. These objectives serve to indicate the student's competencies and are recorded on each student's transcript.

### Session

A time period of approximately two months. Students register at the beginning of each session. Although many modules may last for a session, some modules may be longer or shorter in duration. There are six sessions during the calendar year with four sessions comprising the equivalent of an academic year. Students may go to the University year round or sit out a session or two whenever they want or need to.
The GSU Student

Some students have come to GSU because of limited finances, dissatisfaction with grading systems or transportation problems. Many have enrolled after years away from teachers, books and assorted academia. In fact, the average undergraduate age here is around 27. Some students are working mothers, veterans or junior college graduates or all three! Some are finally getting around to completing an undergraduate education while others are realizing their hopes for graduate study.

The reasons for coming to GSU are as diverse as the programs in which students enroll. Job-orient edness brings many. A commuter school, GSU gives rise to an enrollment of working students whose employment forces them to be part-time students or part-time employees with little extra time in between.

Efficiency in class and study time is important here. Students structure their programs depending on their own needs and not those of a rigid system. At Governors State, a student is able to participate in the design of his graduation requirements. Students are extremely aware of this and cooperate with staff in developing curricula. Students come to GSU primarily from junior colleges in the metropolitan Chicago area with some students from junior colleges in cities such as Kankakee and Joliet. A few transfer from four year senior colleges and universities.

With a part of its mission to meet minority educational needs, Governors State attracts many students from the Chicago inner-city who prefer academic programs relevant to them or who can't afford to attend other universities. They find a welcome in the form of scholarships, work-study or other means of financial aid.

Internships attract many students who may have little experience in the type of work they plan to do upon graduation.

GSU provides a convenience for them by placing students in cooperative education working situations near their homes. This is especially good for students whose transportation is dependent on trains, buses or car pools. Other cooperative education experiences may take students to other parts of the state or country, allowing them to make money while getting college credit.

Governors State University is a melting pot of ideas for students who have credits from other institutions and are anxious to develop their own structure and programs. GSU provides opportunity for them to do so.

University Calendar

<table>
<thead>
<tr>
<th>September - October 1972 (SO)</th>
<th>First Day of Instruction</th>
<th>September 5 - Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Day of Instruction</td>
<td>October 26 - Thursday</td>
<td></td>
</tr>
<tr>
<td>November - December 1972 (ND)</td>
<td>First Day of Instruction</td>
<td>October 31 - Tuesday</td>
</tr>
<tr>
<td>Vacation - Thanksgiving</td>
<td>November 23 - Thursday</td>
<td></td>
</tr>
<tr>
<td>Instruction Resumed</td>
<td>November 27 - Monday</td>
<td></td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>December 22 - Friday</td>
<td></td>
</tr>
<tr>
<td>January - February 1973 (JF)</td>
<td>First Day of Instruction</td>
<td>January 2 - Tuesday</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>February 23 - Friday</td>
<td></td>
</tr>
<tr>
<td>March - April 1973 (MA)</td>
<td>First Day of Instruction</td>
<td>February 28 - Wednesday</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>April 20 - Friday</td>
<td></td>
</tr>
<tr>
<td>May - June 1973 (MJ)</td>
<td>First Day of Instruction</td>
<td>April 30 - Monday</td>
</tr>
<tr>
<td>Vacation - Memorial Day</td>
<td>May 28 - Monday</td>
<td></td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>June 22 - Friday</td>
<td></td>
</tr>
<tr>
<td>July - August 1973 (JA)</td>
<td>First Day of Instruction</td>
<td>June 27 - Wednesday</td>
</tr>
<tr>
<td>Vacation - Independence Day</td>
<td>July 4 - Wednesday</td>
<td></td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>August 17 - Friday</td>
<td></td>
</tr>
<tr>
<td>September - October 1973 (SO)</td>
<td>First Day of Instruction</td>
<td>August 27 - Monday</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>September 3 - Monday</td>
<td></td>
</tr>
<tr>
<td>November - December 1973 (ND)</td>
<td>First Day of Instruction</td>
<td>October 19 - Friday</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>October 24 - Wednesday</td>
<td></td>
</tr>
<tr>
<td>January - February 1974 (JF)</td>
<td>First Day of Instruction</td>
<td>January 2 - Wednesday</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>February 26 - Tuesday</td>
<td></td>
</tr>
<tr>
<td>March - April 1974 (MA)</td>
<td>First Day of Instruction</td>
<td>March 4 - Monday</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>April 23 - Tuesday</td>
<td></td>
</tr>
<tr>
<td>May - June 1974 (MJ)</td>
<td>First Day of Instruction</td>
<td>May 6 - Monday</td>
</tr>
<tr>
<td>Vacation - Memorial Day</td>
<td>May 27 - Monday</td>
<td></td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>June 27 - Thursday</td>
<td></td>
</tr>
<tr>
<td>July - August 1974 (JA)</td>
<td>First Day of Instruction</td>
<td>July 1 - Monday</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>August 23 - Friday</td>
<td></td>
</tr>
</tbody>
</table>
Admissions Information

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

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

Undergraduate Studies
1. Complete the Undergraduate Application for Admission and mail to Governors State University.
2. Have official transcript of academic work from all institutions of higher education (universities, colleges, and community or junior colleges) previously attended sent by mail to Governors State University. Courses in which the student is currently enrolled should be indicated on the transcript(s), if possible.
3. Send the fifteen dollar non-refundable application fee. The application form, fee and the transcripts should be mailed to the following address:
Office of Admissions and Records
Governors State University
Park Forest South, Illinois 60466

Graduate Studies
Degree Status
After the completion of eight Units of successful work at GSU, students admitted to graduate studies may apply to the College in which enrolled as a candidate for a Master of Arts degree. The college may grant candidacy at this time. Some students may continue graduate studies even though not candidates for a degree.

Further Criteria
Criteria for admissions and candidacy are subject to constant review and development. As new criteria evolve, applications are accepted more than one year in advance of the session for which admission is being considered.

Registration
In-State
1 Unit .............. $14.00
Additional Units ... $13 per Unit
Out-of-State
Each Unit ......... $39.50

Activity Fee
All Students ........ $7.50

Insurance
Student (See note 5)
1-4 Units ............ Not Available
5 Units ............. $4.00 (optional)
6 or more Units .... $4.00
Spouse ............. $4.00 (optional
if enrolled in 6 or more Units)
Spouse & Dependent ... $8.00 (optional
if enrolled in 6 or more Units)

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 $90.50 - $116.50 per session.
4. Registration fees are on a dollar per Unit enrolled basis with no maximum or "full-time" fee.
5. Insurance rates are fifty cents higher per person insured in the Nov.-Dec. (ND), Mar.-Apr. (MA) and July-Aug. (JA) sessions.
6. The above fee schedule is subject to change by action of the Board of Governors of State Colleges and Universities.
How to Apply
The application for financial aids for the entering Governors State University student begins with the application for admissions. Each and every student has the opportunity to tell us the type of financial assistance needed while attending Governors State University. Once the Office of Financial Aids receives this information, you will have set in motion a process that will systematically place you in touch with a selected variety of funding sources best suited to deal with your personal financial situation. You may be requested to also make application to each of the respective sources. The time involved, however, is worth the eventual outcome.

At Governors State University we intend to meet your financial need.

Types of Assistance Available
All undergraduate students who are Illinois residents and have financial need should apply immediately to the Illinois State Scholarship Commission for scholarships or grants to pay for GSU tuition. Applications can be picked up from the financial aids office at your junior college, or your local high school counseling center.

Governors State University also offers the following Federal programs for eligible students:
The Educational Opportunity Grant
For undergraduate students whose families show exceptional financial need. These grants range from $200 to $1,000 per year.
The National Defense Student Loan
Granted on the basis of demonstrated financial need to students at the undergraduate and graduate levels. Undergraduates, however, are given preference. Up to $1,000 each academic year can be borrowed by an undergraduate student. Graduates may borrow up to $2,500 per academic year.
The College Work Study Program
Assists all students with financial need by providing job opportunities. The student may work an average of 15 hours per week while attending classes or 40 hours per week during the summer or other vacation periods.

Other State and Private Sources
Certain State and Private agencies which also offer financial assistance to Governors State University students are worth noting. In most instances, these agencies require students to apply to them at least one year prior to the expected time of attendance. For the student currently attending a community college, it is important that application of such assistance be made at the beginning of the sophomore year rather than at the end. Please note the following:
The College Entrance Examination Board, in conjunction with the Ford Foundation, offers several scholarships for community college students who wish to transfer to a senior institution. See your college counseling office for details.
The State of Illinois Military Scholarship Program, will pay the tuition of all GSU students who were:
1. Residents of Illinois before active duty.
2. On active duty for at least one year.
3. Received an honorable discharge.
4. Returned to Illinois within six months of discharge.
Contact the Office of Financial Aids at GSU for further information.
The Division of Vocational Rehabilitation offers financial assistance for tuition. Requirements for the scholarship are various. Contact your DVR Office.
Teacher Education Scholarships for tuition are available through the Office of your local superintendent of public instruction.
GSU offers tutorial and counseling services for veterans in addition to regular benefits paid through the G.I. Bill. Contact the Office of Financial Aids for further information.

The Guaranteed Student Loan Program
Coordinated through the University to enable a student to borrow up to $1,500 per academic year from a savings and loan association, credit union bank, or other participating lending institution.
Governors State University also provides institutional financial assistance to supplement the previously described funds in cases where the student's financial situation may be particularly extreme. In fact, and because of our mandate, an integral component of our financial aids philosophy is to develop resources sufficient for all situations. Currently, this includes:
Institutional tuition waivers
An emergency scholarship fund
Part-time employment

Statement of Purpose
The Financial Aids Office at Governors State University makes a commitment to you, the student, that its resources will be comprehensively utilized to the greatest extent possible to ensure success in obtaining your academic goals.
When the schedule of offerings for the session in which the student plans to enroll is available, the student may contact his advisor from the College in which he has been accepted. A registration form is completed at this interview. At a later date, the student will be mailed a billing for the session in which he plans to enroll. The student mails his payment into the 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 also take place continuously, reflecting decisions reached at different times by the student, his advisor, and the coordinators of the learning modules.

Recording of Student Achievements
Student achievements are recorded in terms of completed performance objectives. Units earned are also recorded. Ordinarily, at the end of a session, notice of student achievements completed are forwarded by the faculty to the Office of Admissions and Records. These achievements are added to the student's academic record. Copies are then forwarded to the student and his advisor.
Because a student may complete achievements at a time other than the end of a session, the reporting and recording of such achievements are also considered continuous processes. Transcripts of the academic record are sent to other institutions or agencies at student request at no charge to the student.

Certification of Enrollment
When requested by the student, the Office of Admissions and Records will notify the Veterans Administration, various Selective Service Boards, and other agencies, of student enrollment.
Student Academic Load
Ordinarily, a student is allowed to carry not more than eight Units per session. A student is considered to be a full-time student if he is 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. The University is as far along the path to accreditation as it can be at this time.

The sequence of steps by which GSU is working toward full accreditation by the North Central Association of Colleges and Secondary Schools include:

**Correspondent Status**

**Recognized Candidate**
For Accreditation
A second preaccreditation category for which GSU became eligible in June, 1972. This category involves:
1. Preparation and submission to the accrediting agency of a status study. This study was submitted in May, 1972.
2. Preliminary screening by the North Central Association staff.
3. An institutional visit by a team of experts. This is expected to be held between October 15, 1972 and the end of 1972.

**Full Accreditation**
Involved in the decision to award Recognized Candidate status is the judgment that the institution should be able to attain full accreditation within a three year period. Just how quickly the University applies for full accreditation depends on the concerns raised by members of the visiting team of accrediting and association officials at the time Recognized Candidate status is achieved. These concerns must be dealt with in a demonstrable way. It is conceivable that the formal steps in the process of applying for full accreditation could be begun as early as March, 1973.

One reason for the preaccreditation status given universities in the accred-

Research and Innovation

The Research and Innovation 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 Innovation 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 Office functions as a change agent, suggesting new directions for the University or suggesting refinements of current methods or concepts. The wing serves to coordinate and

stimulate efforts to fund special projects by external agencies.

Two 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 including 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.
Instructional Communications Center

Instructional Development is a primary responsibility of the Instructional Communications Center (ICC). In each College, a coordinator for instructional development helps the faculty design learning materials for classroom presentation and for self-instructional use by the student. Faculty members also work through the collegiate coordinators in the actual production of media materials.

Production facilities and staff exist to support work in the following areas: graphics, publications, film, still photography, television, and sound. While limited facilities are available at the mini-campus, the permanent campus facilities include television studios, interconnection to a cable television system and terminals for computer-based instruction.

Students can borrow portable production equipment for use in satisfying instructional objectives agreed upon with a coordinator in a learning module. The ICC provides training for those who need it in such equipment as portable video tape units, cassette tape recorders and 35mm cameras. Beyond the traditional use of classrooms and lectures, instruction can be delivered through several media. First, staff and students can request portable presentation equipment for classroom use with operators from the ICC. Second, an electronic communication system at the permanent campus will deliver audio and audio-video instruction within the University and outside.

The ultimate goal is to take instruction to the student and provide it at the student's convenience.

Through the use of media, the University can gain the flexibility to satisfy the diverse needs and schedules of our students.

Learning Resources Center

Access to wealth of information in a variety of media formats is provided to the University community through the Learning Resources Center (LRC). The traditional services of a library have been enhanced by the use of new technologies for the retrieval of information in formats such as microfiche, audio recordings, video tapes and slides as well as books, periodicals and other printed matter.

The current collection of the rapidly expanding center includes 70,000 volumes, 1,500 periodicals, 60,000 microforms, 8,000 government documents and 2,500 other educational materials. Services provided the University community include microfilm and microfiche readers available on loan, photoduplication, current popular books, and reference and bibliographic services.

A reference librarian is available for telephone or personal consultation at all times when the LRC is open. Students also have access to materials from the University of Illinois at Champaign-Urbana via an inter-library loan mail and shuttle service. The LRC also participates in the National Technical Information Service. A complete microfiche collection of ERIC (Educational Research Information Center) holdings is maintained. A newsbank service provides a microfiche collection of topical articles from 150 newspapers in the United States.

In short, the Learning Resources Center already has a comprehensive collection of materials and services and is in a rapid stage of development and expansion.

Through these efforts, the LRC supports the information needs of the University's academic, community service and research endeavors. By designing systems to increase the immediate availability of ideas and information, the students and staff of the University can spend less time looking for and more time looking at or listening to informational materials.

The LRC occupies the largest open space in the University's mini-campus and will ultimately occupy two floors of the central core of the permanent campus.
The Seal

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

Academic Programs

An interdisciplinary emphasis of study has led to an academic structure with the college serving as the smallest administrative unit. There are no departments at GSU.

Academic programs are centered within the University's four collegiate units: the Colleges of BUSINESS AND PUBLIC SERVICE, CULTURAL STUDIES, ENVIRONMENTAL AND APPLIED SCIENCES, and HUMAN LEARNING AND DEVELOPMENT. The stress at GSU is on a synthesis of knowledge from disciplines or specialized fields of study. Each of the four Colleges is planned to be no larger than 1,500 students. As the University grows in size, additional Colleges will be developed.

Many programs of study may be intercollegiate as well as interdisciplinary. For example, a program of studies to prepare high school social science teachers might involve students and faculty of all collegiate units working as a team.

Each of the four Colleges has its own governance system for generating and recommending policies and programs to the Dean of each College. Together with a University-wide governance system, students, faculty, staff and community representatives are insured numerous opportunities for involvement in the decision-making process of the University. In addition, each of the four Colleges is advised by its own community council consisting of citizens from the communities served by the University. This provides another way for the University and its Colleges to benefit from the considerable knowledge and experience represented by area citizens outside the immediate University family of students, faculty and staff.

The College of Business and Public Service has programs leading to a Bachelor of Arts degree in Business and Public Service with emphasis in Business Administration, Business Education, and Public Service. A Master of Arts degree in Business and Public Service is offered with an emphasis in Business Administration. The College of Cultural Studies offers programs leading to the Bachelor of Arts and Master of Arts degrees in Cultural Studies in the areas of Popular Culture, Ethnic Studies, Area Studies, and Language and the Human Condition.

The College of Environmental and Applied Sciences has programs leading to the Bachelor of Arts and Master of Arts degrees in Environmental and Applied Science with units of instruction in Science, Science Teaching and Health Science.
Cooperative Education

Varieties of Co-op Options
Since there is a wide variety of skills, needs, goals and life situations found among University students, the Co-op program provides a number of varied and flexible options. These include:

1. Full-time Co-op for specified periods.
2. Half-time Co-op and half-time campus study.
3. Full-time interval in a continuing job.

This option fits the needs of students who must work full-time while studying and gives them the opportunity to inquire into the setting of their regular job from a number of different aspects.

Project Term
Students who are advanced in their field often need an interval to devote their efforts to specialized projects. This is often the case for students in the arts, music and writing. Also in this category are students with special study or observation needs or who participate in field expeditions as in environmental science.

Management of the Co-op Term
Since the Co-op options available are so varied and flexible each student needs to work out the details well before the beginning of the Co-op term. These details include:

1. Time periods.
2. Units to be earned.
3. Registration and tuition payment for the Co-op term.
4. Modules waived as a result of off-campus learning.
6. Communication with advisors and offices of the University.

There are faculty in each college with primary responsibility for Co-op arrangements.

Cooperative Education is a major instructional strategy of Governors State University. The Co-operative Education Program makes practical experience a part of a student’s education by placing those interested in appropriate jobs.

Students may find themselves working in a hospital, CPA office, farm, school system, housing development, advertising agency, cable television system, psychiatric clinic, public service agency, retail business, sewage treatment plant or in a vast number of other situations. Geographically, the Co-op experience may take place in the State of Illinois, or anywhere in the world.

Junior 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 Junior College Relations works closely with area junior colleges to facilitate the transfer of students to Governors State. To assist student articulation, the Coordinator visits junior colleges and arranges visits to the GSU campus by junior college staff and students. This close coordination with the junior colleges also serves to help the University develop programs to train teachers for the junior colleges.

A Governors State University Junior College Advisory Board further extends the University’s efforts to develop cooperative relationships with the junior colleges. This Board helps University planning by reviewing University programs and activities.
Student Services

Student Services at Governors State seeks to create a positive and humane atmosphere that will foster academic excellence as well as promote greater understanding among citizens of the University Community.

To implement these objectives, the Director of Services coordinates:
- Counseling Services
- Student Activities
- Health Services
- Testing Services

The coordinated and balanced program of Student Services at GSU focuses on the individual's need 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 Commons is the “living room” of the University. The many activities of the Commons are part of the educational program of the University. The Commons serves as a human relations laboratory, training University citizens in democratic living. It is a place where students, faculty and staff informally converse, study, dine, dance and relax.

Counseling and Testing Services

Student Services offers counseling assistance through trained professional counselors. The counseling services at GSU are designed to help students with career development and personal-social areas of concern. The staff of the Student Services maintains an “open door” to students with problems.

The basic purpose of the testing services is to facilitate self-understanding on the part of GSU students in terms of interests, aptitudes and personality. Special testing services are available to assist students in the clarification of career goals. Results of tests are interpreted on an individual basis by a professionally trained counselor.

A continuous program of career counseling and career conferences is available to students throughout the year. When advisable, arrangements are made for students to consult with workers in various fields regarding career preparation and the advantages and disadvantages of certain vocations. Student Services also informs students of opportunities to continue their study at other institutions and assists them in the process of securing scholarships and fellowships.

Student-Life Activities

A variety of student-life experiences are available for GSU students. Student Services provides services and activities for students, faculty and staff to enhance the concept of “University Community.” Student activities stress total career development of students, including the aesthetic aspects of living and learning.

Toward this end, the Coordinator of Student Activities assists students and other University citizens with the planning and implementation of innovative and purposeful activities. Assistance is given in organizing special interest groups and activities that are open to all students. All student organizations have faculty sponsors. Students are urged to actively participate in recreational activities. Team and individual sports are planned for the involvement of everyone rather than for a few.

Health Services

Health Services are coordinated by a full-time registered nurse and trained student assistants. A health center, located in the Student Services area, services University students and staff. Facilities include a treatment and examination room and a small cot room. The Health Services staff is available daily to confer with students regarding health-related problems; to administer nursing care as required; and to do preliminary visual screening and limited testing procedures.

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

Transportation

Transportation to and from the University is basically the responsibility of the student. However, students experiencing transportation problems may contact the Student Services for assistance. The Student Services attempts to meet reasonable requests for transportation assistance between the Richton Park station of the Illinois Central Railroad to the University. Interstate Highways 80 and 57, Governors Highway, and the Illinois Central Railroad are primary arteries for the University’s commuter population. Ultimately, the University will be served directly by an extension of the Illinois Central Railroad to the permanent campus.

Lockers

Combination lockers are provided to University citizens through the Student Services. The lockers are located in the collegial areas and in the Commons.

Housing

Although Governors State has no plans for the construction of student housing or dormitories, upon request students receive informational housing assistance in the Student Services. Listings are kept of available housing and local rental agencies. A roster of students with housing needs is also maintained. The University does not assume responsibility for student housing.

Lost and Found

A centralized lost and found center is operated in the Student Services area.
Governors State University is now open for classes in its temporary mini-campus located in Governors Gateway Industrial Park in the new model community of Park Forest South.

The permanent campus of 753 acres is located nearby in Will County. The first phase of the University's permanent facilities is under construction and scheduled for use by the University in September, 1973.

Employing an academic street concept, the permanent campus will provide approximately 400,000 square feet in an open-landscaped interior designed to promote communications and interaction between all elements of the University. An individual will be able to stroll the 1120-foot length of the academic street of the campus structure to facilities which include instant seminar spaces, classrooms of varying sizes and shapes, multi-media lecture halls, laboratories, an experimental theater, music recital hall, television studios, community conference and recreational areas, dining spaces, Learning Resources Center, and collegiate commons areas as well as a central Commons.

Park Forest South is a totally-planned community, designed to incorporate all the elements of a complete city. It will include housing, transportation, commerce, education, industry, entertainment and civic activities. Each housing area will be served by its own neighborhood recreation center.

The core of Park Forest South will be the town center—a linear cluster of government, entertainment, business, shopping and dining areas. The community will have its own internal mass transit system linking all neighborhoods with the town center, high school, commuter terminal and GSU.
Primarily, the mission of the College of Business and Public Service is to train students for leadership and responsibility in business, industry, public service, and teaching by emphasizing preparation in administrative science through the study of political, social and economic organizations.

The College is philosophically committed not only to developing problem-solving and decision-making abilities through the study of basic business and public administration disciplines and skills, but emphasizes the development of attitudes needed in a business and public service leader.

Particularly, the importance of developing leadership among those from middle and lower socio-economic groups is stressed. These groups have traditionally been excluded from training in administrative science fields.

The College is firmly committed to developing effective change agents in the study of administrative science. The College encourages its students to engage in learning experiences that will make them effectively functional in bringing about a healthy, decent and culturally-enriching environment.

Academic Programs

The undergraduate and graduate instructional programs of the College are considered to be an educational continuum. Therefore, students may petition to take graduate learning modules during their last two sessions of their undergraduate education. All applicants for graduate study in Business Administration and Business Education must take the Admission Test for Graduate Study in Business. Graduate applicants to Public Service must take the Graduate Record Examination. The score will be used for diagnostic purposes only, not as a criterion for admission.

The College of Business and Public Service offers two degree programs: the Bachelor of Arts in Business and Public Service and the Master of Arts in Business and Public Service. Within the degree programs, the College presents three areas of emphasis: Business Administration, Business Education, and Public Service.

The undergraduate and graduate programs in Business Administration are designed to provide students with professional training in modern scientific business administration.

The student seeking to fulfill learning experiences needed to meet his career objectives and ultimately to receive a degree will engage in two cores of common studies or competencies. The following is a summary of general guidelines used to formulate an academic agreement between the student and collegial advisor:

Primary Core:  
- Human Behavior 2-3  
- Social Organization and Theory 2-3

Supplementary Core:  
- Accounting 6  
- Administrative Science 3  
- Economics 6  
- Finance 3  
- Information Systems 3  
- Legal Environment 3  
- Marketing 3  
- Production 3  
- Quantitative Methods 6  
- Decision-Making Policy 3  
- Electives Arranged According to Each Student's Needs from the College of Business and Public Service 16  
- Other GSU Colleges 55  
- Cooperative Education 3-8

Total Minimum: 64 Units

Students will have already completed a minimum of 60 Units of lower division work at a junior college or four-year college or university. A minimum of 120 Units is necessary to fulfill the University requirements for the Bachelor of Arts degree. Work completed at prior institutions may satisfy the above suggested primary and supplementary core guidelines, although a minimum of 120 Units is still required for graduation.

Since the Master of Arts program in Business Administration at Governors State University is based on a philosophy of an educational continuum from the undergraduate program, the learning modules in the Bachelor of Arts program serve to satisfy the basic competencies needed to pursue learning activities at the graduate level.

Other graduate applicants who have earned a bachelor's degree with a grade point average of 2.5 or better on a 4-point scale will be admitted to the graduate program. Those with a grade point average of less than 2.5 may be admitted on a conditional basis. The performance of those graduate students admitted on a conditional basis will be reviewed at the conclusion of their first two sessions at Governors State by the Graduate Committee of the College.

Prior to admission for candidacy for the Master of Arts degree with an emphasis in Business Administration, the student must have completed a minimum of eight graduate Units at Governors State University, as well as having met the basic competencies for Business Administration.

Basic Competencies for Business Administration

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<th>Units</th>
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<tr>
<td>Accounting</td>
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<td>Economics</td>
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<td>Finance</td>
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<td>Legal Environment</td>
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<tr>
<td>Other GSU Colleges</td>
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<td>Cooperative Education</td>
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Total: 30 Units
These competencies may be met through:
- Learning modules offered at Governors State University.
- Course work at another undergraduate institution.
- Structured self-learning and/or applicable work experience displayed through a proficiency evaluation.

Problems and issues arising in business policy and decision-making are included as a central part of the Master of Arts program in Business Administration. This is intended to provide a breadth of training in current practice and prospective advances in administrative science. In addition the student will have the opportunity for concentrated study in one or more of the functional areas of business within a flexible framework.

Graduate Competencies in Business Administration

Primary Core
- Units
  - Policy and Strategy of Administrative Science 3
  - Business and the Public Interest 3
  - Minimum: 6 Units 6

Supplementary Core
- Accounting for Administrative Control 3
- Advanced Quantitative Methods 3
- Management Information Systems 3
- Managerial Economics 3
- Organizational Theory 3
- Problems in Financial Management 3
- Problems in Industrial Relations 3
- Problems in Marketing Management 3
- Problems in Production Management 3
  - Minimum: 12 Units 12
  - Total: 18 Units 18

Electives:
1. Any of the supplementary core modules not taken as part of the above

Degree Competencies - Business Education

The Business Education program which leads to the Bachelor of Arts degree in Business and Public Service has two further areas of emphasis: Office Administration and Urban Business Teacher Education. Both are schematically organized to include general education in business, professional and content area specialization competencies, as well as practical experience in business and educational institutions.

Five categories of competencies in Business Education include:

1. General Education
   - The general education component of the Business Education program enables students to gain perspective of nature, society and the individual's role as a participating member of the social order. Since Governors State is an upper division University, it is anticipated that students will have completed many of the general education competencies at a prior institution. However, each student's prior program is evaluated to fill in existing gaps through selected modules in the four Colleges of the University and in the junior colleges when necessary.

2. Professional Competencies
   - These competencies relate to characteristics of the urban environment, their implications in educating for business occupations, and considerations of the learning process itself. Included is the history and development of American education, and ideas and beliefs underlying its formation. Also considered essential for the business teacher in urban communities is an understanding of the ways people learn, social and cultural influences upon learning, and ways of interpreting behavior in light of these influences. As is the case with any teacher, the business teacher should develop abilities to stimulate and motivate learners in accordance with their individual needs, interests, and capabilities to effect change and progress in the educational system.

Students who reveal need for attainment of certain of these minimal competencies may, in consultation with their faculty advisor, develop a program to enable them to acquire necessary competencies.

3. Knowledge Competencies
   - Competencies included in this category relate to knowledge of the nature and structure of the business field as well as the purposes, goals, history, development and trends in business and vocational education. An understanding of the role of organizations in society, their effect upon the individual and society, and human behavior in business and other organizations is considered essential. In general, knowledge competencies include subject matter the business teacher will teach such as economics, accounting, basic business practices and data processing.

4. Skill Competencies
   - Skills to be achieved include administrative processes, the keeping and use of financial data, gathering, displaying and interpreting information, data processing, accounting, and the like. A business teacher should also be able to design instructional programs, manipulate content and techniques, create effective learning environments, interpret and respond to the needs and behavior of learners, and evaluate instructional plans and processes.

5. Human Relations Competencies
   - The student should achieve skills to work in groups and in face-to-face situations. The business teacher will work with groups of varying compositions, both heterogeneous and homogeneous, and must know how to communicate, cooperate, lead and follow within such groups.

Learning modules in Business Education may include Instructional Design in Business Education, instructional strategies such as Strategies of Teaching Stenography and Strategies of Teaching Typewriting, and Testing and Evaluation in Business Education.

Graduate Program in Business Education

The instructional program in Business Education involves the area of business teaching in which emphasis is on instruction in secretarial, accounting, and general business subjects. The major purpose is to prepare persons for leadership and responsibility in society. The primary goals sought in this program are circular in effect involving the individual, school and society; namely, to improve the quality of (1) services rendered in educational institutions, (2) the product (student) emerging from these institutions, and (3) contributions made to society through knowledge and appreciation of concepts and techniques from the field of business and related fields. This program is offered in cooperation with the Colleges of Human Learning and Development, Cultural Studies, and Environmental and Applied Sciences. Students entering this program are expected to have attained certain common competencies fundamental to successful pursuit of the Master's degree, as follows:

1. Primary Program of Common Competencies
   - This program includes the areas of Human Behavior and Social Organizations, Organizational Theory, and Internship.

2. Secondary Program of Common Competencies
   - This program included the areas of Foundations of Administrative Science, Accounting, Statistics, Legal Environment of Business, Economics, and Information Systems.
In addition to attainment of common competencies, students are expected to acquire further competencies in professional education and in content specialization. These modules will be selected according to individual student needs and interests.

Eligibility for the Master of Arts degree in Business Teaching is determined by students’ evidence of attainment of previously agreed-upon objectives in (1) instructional modules, (2) project in Business and Communications, and (3) demonstrated teaching or administration in a classroom, school or other educative environment.

Sample Module Program

Program: Business Education
Area of Emphasis: Business Teaching

The pattern below reflects the typical modular components which a student who has attained the Bachelor’s degree or its equivalent will experience in undertaking to attain performance objectives leading to the Master’s degree program of Business Education with emphasis in Business Teaching.

Modules

Professional Competencies

| Unit | Philosophy and Sociological Foundations of Education
|      | 3 |
|      | Human Behavior and the Instructional Process in Contemporary Educational Environments
|      | 3 |
|      | Contemporary Issues in Education for Business
|      | 3 |
|      | Minimum: 9 Units

Specialization Competencies

| Unit | Improvement of Strategies in Teaching Business Subjects (Selected Subject Areas)
|      | 3 |
|      | Instructional Design in Business Education
|      | 3 |
|      | 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
|      | Minimum: 12 Units
|      | Resource Competencies
|      | Policy and Strategy of Administrative Science
|      | Electives:
|      | Five Units from two of the following: Accounting, Marketing, Management, Finance, Information Systems, Economics
|      | Minimum: 8 Units
|      | Research
|      | Minimum: 3 Units
|      | Total: 32 Units

Public Service

The Public Service area of emphasis of the College of Business and Public Service is designed to prepare persons for careers in public service and to upgrade the skills of those already in relevant career areas. The term “Public Service” is employed in its broadest sense and encompasses not only careers with government, but also with private foundations, community organizations, educational institutions, and the like.

The program recognizes the increasing demand for personnel to fill professional, administrative, and technical positions in the Chicago metropolitan area and the State of Illinois and the growing need for capable administrators to fill positions in the social service organizations of the private sector.

Although every student selecting a Public Service emphasis will have certain common learning experiences, there is no list of required subjects. Each student’s program will be patterned after his individual interests and needs.

A major portion of a student’s work will be carried out on an independent basis, emphasizing wide use of the community resources and of the Learning Resources Center of the University to complete his performance objectives. Moreover, each student will play a direct role in the teaching process by exchanging ideas and experiences accumulated from community and resource center study.

In addition to the common competencies of the College, including learning module components in human behavior, social organization and theory, and a cooperative education experience, Public Service students are expected to develop a background in the organizational structure, procedures and decision-making, service-delivery, and problem-solving operations of government and community organization.

Beyond these primary and supplementary competencies, the student may select from a wide variety of offerings, both within and outside the College, in developing a program best suited to his or her career goals.

The Master of Arts degree with an emphasis in Public Service is designed to enable the graduate student to seek and implement solutions related to career public service. The program aspires to provide substantive knowledge, methodological skills, and habits of reflection that will enable the student to confront with confidence the ever-changing environment in which he will serve the public.

Additional details about the instructional programs of the College of Business and Public Service are available directly from the College.
Educational programs should be thought of as voyages of discovery rather than as descriptions of revealed truths. The concern of the College of Cultural Studies is with processes of inquiry, and with the possibilities and conditions of change, rather than defined products.

The mission of the College is to join students, faculty and community in an educational program designed to produce free men and women. The College is equally concerned with social responsibility and self-realization, with preparation for productive employment and for productive leisure. To fulfill its mission, the College undertakes nothing less than the exploration of man, the dynamics of community, and the liberalizing of a task-oriented life.

The College is committed to interdisciplinary orientation to prepare students for professional life.

Students may participate in any one of a number of interdisciplinary programs and at the same time consider themselves involved in such specialized areas as pre-law, sociology, or theater. Skill mastery is measured by competency examinations appropriate to a student's aspirations.

The interdisciplinary approach does not mean to be anti-disciplinary or non-disciplinary. The College of Cultural Studies is responsible for disciplinary interests included within Language and Literature, the Social Sciences and the Fine and Performing Arts. Faculties and students do not lose their chosen disciplinary identities when they work within an interdisciplinary program. They remain writers, historians, urbanologists, artists, or whatever. But the interdisciplinary program allows them to see what they do from new perspectives.

**Interdisciplinary Studies Context**

The major innovating structure within the College of Cultural Studies is the Interdisciplinary Studies Context (ISC). These contexts provide a framework within which students can focus on their own program and vocational goals. It is also possible for individuals to divide their work between two ISC's to provide additional parameters and perspectives from which to view subject matter. Students may pursue specialized interest, but in new ways and new contexts. They will learn not only how to solve problems within a particular discipline, but will also learn how other disciplines work on the same problems. Removed are artificial barriers which may be imposed by strict concentration on separate and distinct disciplines.

The Interdisciplinary Studies Context thus provides new perspectives. It is a vehicle for stating problems and issues, delimiting areas and examining data that may be derived from a variety of disciplinary perspectives.

Currently, the College offers these four interdisciplinary contexts leading to the degrees of Bachelor of Arts in Cultural Studies and Master of Arts in Cultural Studies:

- **Popular Culture**
- **Ethnic Studies**
- **Area Studies**
- **Language and the Human Condition**

**Popular Culture**

The Popular Culture ISC examines the aesthetic products of contemporary society in the context of how they reflect thought and feeling of a people. The ISC is intended to lead to an understanding of the nature and diversity of contemporary man through the development of critical faculties by which products of popular culture may be understood. It will include comparative analysis of the relationships among the products of popular culture, classical culture, elite and non-elite culture, and counter culture.

**Ethnic Studies**

The Ethnic Studies ISC will deal with the experience, customs, art, literature, social organizations and institutions of Black, Chicano, Native American, and other American ethnic groups. Special emphasis is placed on those matters that have specific relevance to the Chicago metropolitan area.

Two components of the Ethnic Studies ISC are now available: Black Studies and Latino Studies.

The basic assumption is that many cultures and communities have contributed to, and continue to have impact on the variety of North American experience. Ethnic communities are examined in their own terms—as sources of identity and meaning, and as carriers of various cultural, social, and institutional traditions and life styles.

**Area Studies**

This ISC is defined as a multidisciplinary approach to the comprehensive study of a geographic area which has unique linguistic, cultural, historic, and political traits. Possible areas in this category are Africa, Latin America, South East Asia, Eastern Europe, etc. The area under study is approached from the perspective of various disci-
plines with two main aims:
- to provide students with the interdisciplinary approach as method and technique
- to provide content emphasis and expertise in a given area.

Students in the Area Studies ISC will examine the historical development of a particular area, gain basic language competency for certain areas, study geographic patterns and contrasts, deal with the anthropological characteristics of an area, and gain sociological and political understandings of the area under study. As in the case with all ISC's, Area Studies provides students with the multidisciplinary perspectives and methods that may be brought to bear upon, in this instance, a geographic area.

**Language and the Human Condition**

The two major considerations of this ISC are (1) the comparative ways various disciplines look at languages and (2) the individual and social consequences of these perspectives. Philosophy will be involved because of its interest in the relationship between concept formation and language structure and the value system of communities in which it is used; English and speech because of their concern with the way in which meaning is discovered through language manipulation; the arts because of their concern with the connections between the image and the word. In short, all disciplines will be involved.

The specific concerns of Language and Human Condition include:
- the new rhetoric as it arises out of the impact of modern linguistics and the need for curriculum reform
- contemporary philosophy and its concern with the basis and structure of knowledge
- the social sciences, social structures, and social dialects
- theories of language and theories of reading
- the social implications of learning theory
- schools of modern linguistics
- political behavior and linguistic behavior
- imagination, intellect, and language.

**Areas of Emphasis**

Each Interdisciplinary Studies Context of the College of Cultural Studies is subdivided into three areas of emphasis: Language and Literature, Social Science, and the Fine and Performing Arts. Students interested in an area that would classically fall within the English Literature category, for example, would generally pursue an emphasis in Language and Literature; those with a social science orientation would choose one of the ISC's with an area of emphasis in Social Science; and those with a visual or performing Arts preference go to the Fine and Performing Arts area of emphasis within one or more of the ISC's.

The importance of a student indicating an area of emphasis rather than a traditional major is that opportunities are provided for exploring a range of disciplines without being caught in the rigidity of one discipline. A student may specialize within these broad areas of emphasis so that an interest in sociology, for example, might be pursued within an area of emphasis in Social Science.

**Learning Modules**

Students entering the degree programs of the College of Cultural Studies can expect to enroll in learning modules designed to explore the concepts upon which the Interdisciplinary Studies Contexts are based. This initial experience is designed to explore the meaning of the Interdisciplinary Studies Contexts from both the viewpoint of the student's educational program and the contexts of various disciplines themselves. The initial learning modules will normally be team-taught, problem-centered inquiries, examined from the viewpoint of the arts and social sciences. They serve as a point of departure for the entire educational experience for students and faculty.
of the College. Beyond the initial learning modules, students enroll in those learning modules agreed upon in a contract between the student and a major advisor. Students of the College have enrolled in learning modules such as:

- Exploring Contexts
- Urbanization: Introduction to the City
- Science, Technology, and the Quality of Life
- Intercultural Communication
- The Dynamics of Television
- Black Arts in America
- Black Political Nationalism
- Modern Linguistic Theory in Afro-American Drama
- Advanced Play Directing
- Advanced Technical Theater
- Cross-Cultural Exploration
- Film Vision
- Language, Teaching, and Learning
- Latin American Prose of the Twentieth Century
- Major Contemporary Authors: Shakespeare
- Simulation Game Development
- American Urban History

**Degree Competencies**

Since programs in the College are conceived in interdisciplinary terms and student contracting is done in relationship to individual goals and needs, degree competencies must also be considered in relationship to the individual student. To this end, an experimental student tenure and review system is used which rests upon one main assumption: the quality of a learning experience may have little or no relation to the quantity of time spent undergoing the experience. The system provides for periodic reviews at established intervals and at the request of the student. Review teams evaluate the performance and progress of each student using criteria outlined in the contract agreed upon by the student and a major advisor. These teams will make recommendations determining the time (tenure) a student must stay at Governors State University to receive a degree.

This student-tenure concept makes it possible to extend or reduce the actual time spent at the University depending upon individual performance and contracts. The system provides for extension of tenure for students who do not meet minimum standards of their contracts by a specified time. The actual time spent at GSU may also be reduced.

An undergraduate student enrolling at the beginning of the junior year will normally spend eight sessions of full-time study at GSU. A graduate student automatically assumes four sessions of full-time study. These time periods are then subject to evaluation by the Review Teams. The Review Team consists of two degreeing professors recommended by the student to the Dean or Assistant Dean of the College. One professor represents the student's area of emphasis and the second represents another area of emphasis.
Working in hospital laborato ries, collecting flowering plants in the field, using a mobile laboratory for environmental education, planning environmental seminars for community leaders. These are some of the many activities taking students and faculty of the College of Environmental and Applied Sciences (CEAS) well beyond the classroom.

The College is dedicated to preparing people for occupations and life-long learning in science, with a major thrust towards improving the quality of life by finding and implementing solutions to problems of the environment. Completion of study within the College may lead to careers in environmental science in municipalities, businesses, industries, city, state and national parks, and other agencies, school or sanitary districts, or to graduate work in the biological, physical, earth, health, and computer sciences, mathematics and science education. Attaining the competencies of the Instructional Programs of the College can also lead to careers in various health care delivery facilities and schools.

Training for these and other careers is provided through a balanced mix of study and research in laboratory clinical sciences, an integration of the natural and social science disciplines, and field experience in community-based jobs, civic activities, and projects related to environmental concerns.

The curriculum of the College of Environmental and Applied Sciences differs from ordinary science curricula in not being rigid with many specifically prescribed components. Flexibility is the key, with an emphasis on an individual's life goals at all times. Student research is designed to be productive, meaningful, and applicable to the student's area of interest.

Working spaces of CEAS are different from ordinary science facilities. The College's open laboratory area is distinctive in being so totally open and accessible. Students and faculty can work at their convenience and are not segregated into special rooms according to projects. The College has had a mobile environmental laboratory for use either for analytical on-the-spot work away from the GSU campus or to bring a specialized class to an elementary or secondary school or other location of interest.

Student Assistant Dean
One experimental feature of the College is the establishment of an Office of Student Assistant Dean. The Student Assistant Dean chairs a collegial Student Advisory Board, attends all CEAS staff meetings and helps insure a smooth flow of information among and between faculty and students. The Student Assistant Dean is instrumental in advising the College on student needs and possible solutions to problems. Projects to aid students and faculty are often initiated by this office.

Instructional Programs
The College offers instructional programs in SCIENCE, SCIENCE TEACHING AND HEALTH SCIENCE leading to the Bachelor of Arts and Master of Arts degrees in Environmental and Applied Science. Areas of emphasis within each program are detailed below.

Science
The area of emphasis currently offered is Interdisciplinary Science and Environmental Technology. It will eventually be divided into two separate areas of emphasis. Presently under development is an additional area of emphasis, Human Ecology.

Interdisciplinary Science and Environmental Technology
Students who earn a degree in Environmental Science with an emphasis in Interdisciplinary Science and Environmental Technology should on the conclusion of study:

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

Because instruction will be problem-focused, students with this area of emphasis will do interdisciplinary work in broad areas of science, including:

- physical sciences
- biological sciences
- earth sciences
- health sciences
- mathematics and computer science
Health Science
The Instructional Program in Health Science includes 3 areas of emphasis: Health Science Practice, Health Science Education, and Health Science Administration.

Health Science Practice
This area of emphasis focuses on the delivery of health care to individuals and groups. Some of the competencies to be attained in this area of emphasis 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.

Health Science Education
The focus of this area of emphasis, is on the development of health professionals who will have particular expertise in education in the health sciences. Upon graduation, students in Health Science Education should have at least:
• knowledge of methods, materials and rationales of new curriculum materials;
• skill in assessment and evaluation of student learning and needs; and,
• knowledge of current information on health care delivery systems and professional functions.

Health Science Administration
In this area of emphasis, health professionals will be developed who have particular expertise in management and administration of health care services. Some of the competencies to be attained by students in this area of emphasis are:
• skill in day-to-day management processes of formal organizations;
• knowledge of contemporary theories or organization; and,
• skill in the means of evaluating health care organization systems.

Science Teaching
Areas of emphasis in this instructional program include Elementary Science Teaching, and Secondary Science Teaching. Also under development is an area of emphasis in Junior College Teaching.

Elementary Science Teaching
Secondary Science Teaching
All areas of emphasis stress development and expansion of the role of teachers to include community service and educational experiences outside the classroom. Thus it will be expected that an elementary or secondary teacher of environmental sciences should be able to demonstrate:
• knowledge of and ability to use major concepts of environmental sciences;
• knowledge of and ability to apply fundamental concepts of the history, philosophy and sociology of science;
• knowledge of and skill in using information sources and information retrieval techniques in environmental sciences and science education.
• capability to conduct investigations in environmental sciences and science education;
• knowledge of child development, genetic epistemology and learning processes;
• knowledge of methods, materials and rationales underlying new curricular approaches in science;
• skill in the human interactive processes related to teaching;
• skill in assessing and evaluating children's learning and needs related to learning;
• understanding of and ability to analyze organizational structures to permit more effective role fulfillment; and,
• ability to formulate a value orientation based on man's systemic involvement in the material world and relate this value orientation to the scientific and educational activities in which he becomes engaged.
Elementary teachers for inner-city schools, human service workers, communication specialists, and those trained in personal-experiential psychology are the kinds of professionals in critical shortage and who need to be cultivated through future-oriented programs. The College of Human Learning and Development prepares students to become qualified leaders in areas such as education, communication and media, psychology and human relations services.

Students in the College may find themselves involved in such varied situations as inner-city schools, broadcast and cable communications systems, newspapers, family counseling careers, welfare agencies, and clinics for Communications Disorders. The College has as its major thrust the continuation of the specializations as well as completing the University requirement of 60 Units of upper division credit.

**Human Relations Services**

The undergraduate program in Human Relations Services is designed as a broadly enriched program in applied humanistic and social sciences. Generally, it provides direct service in the fields of social welfare, corrections, special education, mental retardation, city and community services, and the allied health fields through common learning experiences in the human services. In addition, a broad core support function in human relations is provided for teaching, counseling, school psychology, and community psychology.

Students are provided opportunities for direct learning experiences in disadvantaged communities. In this way, they acquire useful, practical and salable skills. A broad base of training and practice is provided by combining the crucial content areas of the social and behavioral sciences with professional studies in the content areas indicated.

The Human Services specialist is a well-trained generalist able to function in many varied settings of the human services and at a comprehensive community, city and state level. Graduation requires demonstrating proficiency in twelve common competencies including research and statistics, assessment techniques, understanding the urban community, analysis of broad community problems, team building and group leadership in the human services, change agentry, human relations skill, group process, behavior change, understanding of self and others, cooperative education and/or work experiences, and a design for working in a chosen area of specialization.

In addition to the twelve common competencies, students must complete a professional sequence in an area of specialization as well as completing the University requirement of 60 Units of upper division credit.

**Human Relations Services**

The Graduate program in Human Relations Services is designed to prepare Human Relations Services specialists who may function in a myriad of settings such as junior colleges, industry, business, community and governmental agencies. In these settings, skills of human relations understanding, therapeutic relations, and community psychology may be combined with opportunity to bring about change in the environment and in human beings. This area of emphasis also includes the continuation of the specialization of a student in the undergraduate Human Services program to the graduate level. In addition, it will prepare pupil personnel workers in the function they typically have in common as they work as a team in the school system. The goal is to identify and design a program reaching the core of overlapping skills and knowledge used by all pupil personnel workers and Human Relations Services Specialists.

A special focus of the program will be on the disadvantaged school setting, the surrounding community, and the use of an extensive practicum in designated off-campus training centers supervised by the GSU staff.

The instructional program also includes small tutorial seminars coordinated with a core learning module, a Human Services seminar, alternate learning seminars designed by students with faculty assistance, human relations laboratory experiences, independent study concentrations and intercollegial modules designed to provide a broad background in related content areas. The program is field-oriented, issue-centered, and flexible enough to encourage independent, self-guided and self-paced student participation. While there will be specific objectives that all degree students in the program must accomplish, there will also be attention given to individualized ob-

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**Academic Programs**

A Bachelor of Arts degree may be earned in Human Learning and Development by completing a program in Human Services, Behavioral Studies, Communication Science or Urban Teacher Education.

All programs in the College of Human Learning and Development have the provision that students develop, with the assistance of their faculty advisors, a degree program described in terms of performance criteria. In those cases in which the criteria for the degree are coincidental with the criteria for certification, as in teacher education, the performance criteria have been established in advance through a coopera-

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credit alone is not enough to earn a degree. On the other hand, credit is not tied to specific time blocks. Therefore, students may complete the program in less time than is typically required for the equivalent credit. While many learning modules will require extensive independent study and field work, the student will not be able to receive a degree primarily through independent study and self-paced learning experiences since a major component of the program is the inter-personal relations experiences in the tutorial seminars, human relations laboratories, and learning teams.

Behavioral Studies

The undergraduate program in Behavioral Studies has as its major purpose providing the student with the widest possible variety of relevant resources to aid in the study of the physiological, psychological and social determinants of human nature. The program has the following objectives:

1. to help the student find himself, reduce anxiety and alienation, and develop a positive self-image;
2. to help the student develop the personally rewarding and socially effective interpersonal skills demanded by a professional future crowded with people and group-work in institutions and organizations;
3. help the student develop the general insights and knowledge about human nature demanded by the helping professions such as teaching, counseling, social work, health and community service;
4. to help the student acquire a foundation of theory, history, concepts and vocabulary required for admission into graduate and professional studies in psychology, business, law, communications, etc. and the various helping professions;
5. help the student develop the specific insights and skills required to effect change through working with others in such relevant areas as drug abuse, race relations, conflict resolution, problems of the family, problems of the aged, and non-violent political change toward the enhancement of the quality of human life with special attention focused on the urban disadvantaged setting.

Students are expected to plan with their advisors an individualized program in Behavioral Studies. In addition, students will be asked to demonstrate to a committee of professors and peers a number of specified program competencies indicating attitudes, insights and skills. Students admitted to the program may join Learning Teams typically composed of one or two professors and about twelve students. The team serves as an ongoing, home base, "family" group where learning goals, methods, and performance criteria are established, where personal growth and interpersonal skills are enhanced, where alienation is reduced, and where a sense of belonging to a profession and to a sharing community are realized.

Learning modules in Behavioral Studies are available to all students at Governors State according to their personal or professional needs or interests. Learning modules which comprise the basic core of Behavioral Studies include:

- Developmental Psychology
- Social Cultural Determinants of Human Development
- Basic Human Relations Laboratory
- Research in the Behavioral Sciences
- Psychological Testing

Other learning modules include such titles as:

- The Psychology of Classroom Learning
- Basic Statistics and Measurement

in Psychology and Education
- Experimental Psychology
- Psychology of Adulthood and Old Age
- Group Dynamics
- Conflict Resolution
- The Psychology of Drug Abuse

Communication Science

The undergraduate and graduate programs in Communication Science have three areas of emphasis, each intended to provide students with an interdisciplinary set of experiences while providing in-depth study in:

- Interpersonal and Organizational Communication
- Media Communication Disorders

Common to all students in Communication Science is a program of study with learning modules in (1) theory and research in communication, (2) overview of the field of communication science, (3) practical experience, (4) special skills in communication, and (5) selection of a wide variety of learning options available within the University as a whole.

Interpersonal and Organization Communication

Students aspiring to become communication specialists in fields such as public relations, organizational training and development, industrial relations, management and administration, attitude research, and community organization and leadership may choose Interpersonal and Organizational Communication as a program option. Special skills in this area may include learning modules such as:

- Social Perception
- Intercultural Communication
- Managerial Communication Systems in Organizations
- Business Communication
- Psycholinguistics
- Information Theory and Cybernetics

Media Communication

The Media Communication option is designed to bridge theoretical constructs with creative media processes. Mass media, specific uses of media, evolving media forms are all considered within the purview of this option. Students involved in Media Communication will find themselves working with electronic and/or print media in:

- Information Production
- Research

The individualized program of students in Media Communication could include such learning modules as:

- Urban Journalism
- Film Vision
- The Dynamics of Television
- Television Production
- Mass Media Law
- Communication Persuasion and Audience Analysis Techniques

Communication Disorders

Learning experiences for students interested in specializing in a program of Communications Disorders are designed to meet educational and clinical criteria established by the American Speech and Hearing Association (ASHA) the Office of the Superintendent of Public Instruction of the State of Illinois (OSPI). These two professional bodies issue the certification that allows speech pathologists and audiologists to function in a school, hospital, clinic, university or private setting. The GSU program in Communication Disorders has an added dimension that focuses on the multi-cultural population served by the University. Students are offered modules in social dialects, semantic and syntax of intercultural social classes and urban community systems. The program is intended to enable students to develop clinical skills in the identification, diagnosis and treatment of speech, hearing and language disorders.

Learning modules in Communication Disorders may include:
experience in a field-study format. Its primary function is to provide students with a wide range of field experiences, both inside and outside the ghetto school. These team experiences, along with team analyses and evaluations of experiences, will provide those elements of sensitivity, familiarity, understanding and relatedness so needed by the teacher in the urban ghetto setting before assuming responsibility for the educational welfare of children.

The Teacher Education Center

The primary locale for the Learning Team is a Teacher Education Center in the urban community itself. The Center, located in a school or elsewhere serves to provide a place where teachers-in-training are brought face to face with the people and the problems of the community on its home ground, where the real world of the urban ghetto becomes the setting for defining, describing and relating to the problems it creates for the education of children.

The Center is a learning outpost serving students, faculty, in-service teachers and community persons who are concerned with the problems of urban education. The Center represents a service to the community primarily on matters of teacher training.

The Urban Teacher Education Program has four competency categories related to the teacher task. They are:

1. professional competencies (understanding of child development and those environmental factors that affect the learning process);
2. subject matter competencies (such as reading, language arts, mathematics, social and natural sciences, art and music);
3. teaching and administrative skill competencies and
4. human relations competencies.

A sequence of learning experiences designed to gain the above competencies is developed by each student working with a faculty advisor.

GSU Professional Staff

David Ainsworth
University Professor of Instructional Communications, CEAS, and Coordinator of Instructional Development
University of St. Andrews, M.A., 1961
University of Southern California, Ph.D., 1970
Richard S. Allen
Coordinator of Financial Aids
University Professor of Cultural Studies, CCS
Michigan State University, B.A., 1969
Ted F. Andrews
Dean, College of Environmental and Applied Sciences
University Professor of Life Science, CEAS
Emporia State College, B.A., 1940
University of Iowa, M.S., 1942
Ohio State University, Ph.D., 1948
Clara B. Anthony
University Professor of Ethnic Studies, CCS
Morgan State College, B.A., 1958
University of Illinois, M.A., 1959
Northwestern University, Ph.D., 1972
Martha C. Armstrong
Liaison Librarian, Learning Resource Center
University Professor of Library Science, 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, B.A., 1936
State University of Iowa, M.A., 1940
State University of Iowa, Ph.D., 1958
Cuttie W. Bacon III
University Professor of Human Growth and Development, CHLD Collegial Coordinator of Cooperative Education, CHLD
Kentucky State College, B.S., 1963
Loyola University, M.Ed., 1970
Northwestern University, Ph.D., 1972
Robert L. Bailey
Director, Admissions and Records
University Prof. of Education, CHLD
University of Washington, B.A., 1961
University of Oklahoma, Ed.M., 1966
University of Oklahoma, Ed.D., 1968
Frankie L. 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
Daniel W. Bernd
Asst. Dean, College of Cultural Studies
University Professor of English, CCS
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
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
Ronald L. Brubaker
University Professor of Physical Science, CEAS
Cornell College, B.A., 1960
Princeton University, M.A., 1962
Princeton University, Ph.D., 1966
Dixon A. Bush
Coordinator of Cooperative Education
University Professor of Social Sciences
College of the City of New York, B.S.S., 1948
New York University, M.A., 1949
New York University, Ed.D., 1951
Joseph E. Butler  
Director, Management Information Systems  
University Professor of Business and Public Service, CBPS  
Michigan State University, B.A., 1949  
John A. Canning  
Assistant Director of Communications  
University Professor of Communication Science, CHLD  
Grinnell College, B.A., 1931  
Northwestern University, M.S.J., 1932  
Jon D. Carlson  
University Professor of Counseling and School Psychology, CHLD  
Southern Illinois University, B.A., 1967  
Southern Illinois University, M.S., 1968  
Wayne State University, Ed.D., 1971  
Iva Carruthers  
University Professor of Sociology, CCS  
University of Illinois, B.A., 1967  
Northwestern University, M.A., 1969  
Northwestern University, Ph.D., 1971  
Warrick L. Carter  
University Professor of Music, CCS  
Tennessee State University, B.S., 1964  
Michigan State University, M.M., 1966  
Michigan State University, Ph.D., 1970  
Daniel J. Casagrande  
University Professor of Earth Science, CEAS  
University of Scranton, B.S., 1966  
Pennsylvania State University, Ph.D., 1970  
John E. Chambers  
University Professor of Life Science, CEAS  
University of Tulsa, B.S., 1958  
University of Texas, M.A., 1962  
University of Kansas, Ph.D., 1966  
Manuel H. Chavez  
University Professor of Business Administration, CBPS  
University of Utah, B.A., 1955  
University of Utah, M.B.A., 1957  
Thomas Church  
University Professor of Business Administration, CBPS  
Illinois Institute of Technology, B.S., 1957  
Illinois Institute of Technology, M.S., 1960  
Illinois Institute of Technology, Ph.D., 1967  
Thomas J. Cleaver  
University Professor of Science Education, CEAS  
Prairie View A & M College, B.S., 1946  
Prairie View A & M College, M.Ed., 1953  
University of Texas at Austin, Ph.D., 1968  
Gordon A Cochrane  
Assistant Dean, College of Business and Public Service  
University Professor of Law and Business Administration, CBPS  
Macalester College, B.A., 1967  
University of Iowa, J.D., 1970  
Michael Cohen  
University Professor of Public Administration, CBPS  
Wayne State University, B.A., 1951  
Wayne State University, M.P.A., 1962  
Cornell University, Ph.D., 1966  
Burton A. Collins, Jr.  
Director of University Placement  
University Professor of Cooperative Education, CBPS  
Langston University, B.A., 1963  
David B. Crispin  
University Professor of Behavioral Studies, CHLD  
Oberlin College, B.A., 1951  
Temple University, M.Ed., 1956  
Temple University, Ed. D., 1963  
Lowell W. Culver  
University Professor of Public Service, CBPS  
San Diego State College, B.A., 1954  
University of California at Los Angeles, M.A., 1957  
University of Southern California, Ph.D., 1967  
David V. Curtis  
Assistant Vice President for Research and Innovation  
University Professor of Political Science, CBPS  
University of California, Riverside, B.A., 1963  
University of Denver, M.A., 1965  
Stanford University, Ph.D., 1972  
Douglas O. Davis  
Assistant to the University Vice President for Academic Affairs  
University Professor of Cultural Studies, CBPS
Elizabeth H. Herlinger
University Professor of Anthropology, CCS
Occidental College, B.A., 1968
University of Chicago, M.A., 1969
University of Chicago, Ph.D., 1972
Donald R. Herzog
University Professor of Business, CBPS
U.S. Merchant Marine Academy, B.S., 1945
Bradley University, B.S., 1948
University of Iowa, M.A., 1954
University of Iowa, Ph.D., 1955
Paul G. Hill
Director of Student Services
University Professor of Human Learning and Development, CHLD
Indiana State Teachers College, B.A., 1955
Tennessee A & M., M.Ed., 1965
John C. Hockett
University Professor of Science Education, CEAS
George Peabody College, B.S., 1949
University of Florida, M.Ed., 1969
Russell Hollister
University Professor of Cooperative Education, CBPS, CEAS
Antioch College, B.S., 1935
Shirley M. Howard
University Professor of Health Science
DePaul University, B.S.N., 1969
DePaul University, M.S.N., 1972
Leon Jones
Acting Coordinator of Research and Evaluation.
University Professor of Research and Evaluation, CHLD
Agricultural Mechanical and Normal College, B.S., 1963
University of Massachusetts, Ed.D., 1971
William K. Katz
Assistant Dean, College of Human Learning and Development
University Professor of Urban Teacher Education, CHLD
College of the City of New York, B.S., 1951
State University of New York, M.S., 1954
The University of Texas, Ed.D., 1964
Thomas J. Kelly
University Professor of Urban History, CCS
John Carroll University, B.A., 1962
University of Illinois, M.A., 1965
University of Illinois, Ph.D., 1971
Raymond B. Kiefer
Manager, Business Operation
University Professor of Administration, CBPS
University of Akron, B.S., 1956
Gary Kilarn
University Professor of Urban Teacher Education, CHLD
San Francisco State, B.A., 1963
Michigan State University, M.A., 1969
Robert A. Kloss
University Professor of Physical Science, CEAS
Carroll College, B.A., 1946
University of Wisconsin, M.S., 1948
University of Wisconsin, Ph.D., 1956
Robert E. Krebs
Coordinator, Special Projects, Research and Innovation
University Professor of Research and Evaluation, CHLD
Shippensburg State College, B.S., 1948
Western Maryland College, M.Ed., 1952
University of Florida, Ed.D., 1958
Otis O. Lawrence
University Professor of Science Education, CEAS
University of Iowa, B.A., 1948
University of Iowa, M.S., 1951
University of Oklahoma, Ph.D., 1971
Thomas D. Layzell
Assistant University Vice President for Administration
University Professor of Business and Public Service, CBPS
Millikin University, B.A., 1960
University of Illinois, J.D., 1965
University of Illinois, M.A., 1972
Paul D. Leinberger
University Professor of Urban Planning, CEAS
University of Illinois, B.A., 1970
University of Illinois, M.A., 1971
Michael D. Lewis
University Professor of Human Learning and Development, CHLD
Eastern Michigan University, B.S., 1962
Eastern Michigan University, M.A., 1964
University of Michigan, Ph.D., 1969
V. K. Chris Liebcher
University Professor of Economics, Management and Urban Planning, CBPS
Staatbauscheule Munich, B.S., 1953
Southern Illinois University, M.S., 1971
Southern Illinois University, Ph.D., 1972
John Lowe III
University Professor of Communication Science, CHLD
Eastern Illinois University, B.S., 1964
University of Illinois, M.A., 1966
University of Illinois, Ph.D., 1969
Albert H. Martin
Acting Assistant University Vice President, Academic Affairs
Coordinator of Junior College Relations
University Professor, CSS
Southwest Missouri State College, B.S., 1939
University of Chicago, M.A., 1948
Larry McClellan
University Professor of Urban Studies, CCS
Occidental College, B.A., 1966
Divinity School of Chicago, M.Th.
University of Chicago, D.Mn., 1970
William P. McLemore
University Professor of Urban Elementary Education, CHLD
Kent State University, B.S., 1957
Kent State University, M.Ed., 1963
Northwestern University, Ph.D., 1971
Jon E. Mendelson
University Professor of Environmental Science, CEAS
University of Wisconsin, M.A., 1968
Joseph C. Meredith
Systems Librarian, Learning Resource Center
University Professor of Library Science, CHLD
Olivet College, B.A., 1934
University of California, M.L.S., 1967
Bruce G. Meyers
University Professor of Business Administration, CBPS
Kent State, B.A., 1957
Kent State, M.B.A., 1965
C. Edward Miller
University Professor of Life Science, CEAS
Northern Illinois University, B.A., 1966
Northern Illinois University, M.A., 1969
Northern Illinois University, Ph.D., 1971
Donald W. Miller
University Professor of Economics, CBPS
Indiana University, B.A., 1964
Roosevelt University, M.B.A., 1969
John C. Minder
Superintendent of Building and Plant Operations
University Professor of Environmental Sciences, CEAS
University of Illinois, B.S., 1964
Melvyn M. Muchnik
Director of Communications
University Professor of Communications, CHLD, CCS
University of Maryland, B.S., 1960
University of Maryland, M.A., 1966
Richard W. Newman
Serials Librarian, Learning Resource Center
Liaison Librarian and University Professor of Library Science, CHLD
Boston College, B.A., 1969
Indiana University, M.L.S., 1970
George Waldemar Ostermann
University Professor of Communication Science, CHLD
University of Pennsylvania, B.A., 1963
Annenberg School of Communication, M.A., 1964
Ronald E. Ostman
University Professor of Communication Science, CHLD
Bemidji State College, B.A., 1965
University of Minnesota, M.A., 1971
Alfred Pasteur
University Professor of Human Relations Services, CHLD
Florida A & M University, B.A., 1950
Indiana University, M.S.Ed., 1951
Northwestern University, Ph.D., 1971
John Payne
University Professor of Fine Arts, CCS
Beloit College, B.A., 1959
University of Wisconsin, M.S., 1961
University of Wisconsin, M.F.A., 1969
Roscoe D. Perritt  
University Professor of Business Administration, CBPS

Berry College, B.A., 1956  
Peabody College, M.A., 1959  
Peabody College, Ed.S., 1961  
Ohio State University, Ph.D., 1965

Carl O. Peterson  
Media Librarian, Learning Resource Center

Acting Liaison Librarian and University Professor of Business and Public Service, CBPS

School of the Art Institute, B.A.E., 1954  
School of the Art Institute, B.F.A., 1954  
Chicago State College, M.S.Ed., 1970

Andrew J. Petro  
University Professor of Economics, CBPS

DePaul University, B.S., 1953  
DePaul University, M.B.A., 1954  
Michigan State University, Ph.D., 1966

Virginia L. Piucci  
University Vice President, Research and Innovation  
University Professor of Urban Teacher Education, CHLD

State University of New York at New Paltz, B.E., 1949  
Teachers College, Columbia University, M.A., 1951  
University of Florida, Ed.D., 1955

Richard A. Pollak  
University Professor of Science Education, CEAS

Miami University, B.S., 1966  
Miami University, M.E., 1969

Robert P. Press  
University Professor of African Studies and International Education, CCS  
Antioch College, B.A., 1960  
New York University, M.A., 1962

Hugh Rank  
University Professor of English Literature, CCS  
University of Notre Dame, B.A., 1954  
University of Notre Dame, M.A., 1955  
University of Notre Dame, Ph.D., 1969

Marshall W. Reavis III  
University Professor of Business, CBPS  
Collegial Coordinator of Cooperative Education, CBPS

Indiana University, B.A., 1957  
Indiana University, M.B.A., 1958

David Reeve  
University Professor of Theater, CCS

Indiana University, B.S., 1966  
University of Wyoming, M.A., 1967

Howard A. Roberts  
University Professor of Environmental Science, CEAS

Colegial Coordinator of Cooperative Education, CEAS

University of Illinois, B.S., 1967  
Governors State University, M.A., 1972

Susan K. Roberts  
University Professor of Library Science, CHLD

Assistant Catalog Librarian, Learning Resource Center

Earlham College, B.A., 1968  
University of Illinois, M.L.S., 1972

John Rohr  
University Professor of Public Service, CBPS

Loyola University, A.B., 1957  
Loyola University, Ph.L., 1959

Betty Roizman  
Document Librarian, Learning Resource Center

University Professor of Library Science, CHLD

Roosevelt University, B.A., 1969  
Rosary College, M.L.S., 1971

Tulsi Saral  
University Professor of Communications, CHLD

University of Punjab, B.A., 1951  
University of Illinois, M.A., 1955  
University of Illinois, Ph.D., 1969

Steve Schain  
University Professor of Human Services, CHLD

University of Arizona, B.A., 1963  
California State College at Los Angeles, M.A., 1969

Allene F. Schnatter  
Assistant Director of University Libraries

Indiana University, Ph.D., 1972

Lee L. Shaw  
Acquisitions Librarian, Learning Resource Center

University Professor of Library Science, CHLD

Indiana University, B.A., 1960  
University of Illinois, M.S., 1964

Patrick Sheahan  
University Professor of Business Administration, CBPS

University of Illinois, B.S., 1958  
St. Louis University, M.B.A., 1961  
Northern Illinois University, Ed.D., 1972

Alfonso Sherman  
Dean, College of Cultural Studies  
University Professor of Theater, CCS

Tennessee State University, B.A., 1951  
Tennessee State University, M.A., 1953  
Indiana University, Ph.D., 1964

Kenneth H. Silber  
Coordinator Instructional Development, Instructional Communication Center

University Professor of Instructional Communication, CHLD

University of Rochester, B.A., 1965  
University of Southern California, M.S., 1967  
University of Southern California, Ph.D., 1969

Herman C. Sievering  
University Professor of Applied Science, CEAS

University of Illinois, B.S., 1966  
University of Illinois, M.S., 1967  
University of Illinois, Ph.D., 1971

Jean H. Singer  
Catalog Librarian, Learning Resource Center

University Professor of Library Science, CHLD

Chicago Teachers College, B.E., 1946  
Rosary College, M.S., 1970

James Lewis Smith  
University Professor of Communication Science, CHLD

Portland State College, B.S., 1960  
Portland State College, M.F.A., 1963

Keith W. Smith  
University Vice President, Administration  
University Professor of Higher Education, CHLD

Indiana State Teachers College, B.S., 1947  
Indiana State Teachers College, M.S., 1949  
Purdue University, Ph.D., 1952

Elizabeth C. Stanley  
University Professor of Physical Science, CEAS

State University of New York, B.A., 1963  
Oklahoma State University, M.S., 1966  
University of Illinois, Ph.D., 1971

G. Edward Stormer  
University Professor of Counseling and School Psychology, CHLD

Milikin University, B.S., 1959  
University of Illinois, M.Ed., 1961  
University of Illinois, Ed.D., 1966

Mary C. Stretch  
University Professor of Spanish and Latin American Studies, CCS

Mundelein College, B.A., 1966  
Tulane University, M.A., 1971  
Tulane University, M.A., 1971

Richard Struthers  
Assistant Business Manager and Director of Purchases

Drake University, B.A., 1961  
Dolores I. Taylor  
University Professor of Urban Teacher Education, CHLD

Roosevelt University, B.A., 1952  
Northern Illinois State College, M.Ed., 1967

Theodis E. Thompson  
University Professor of Health Science, CEAS

Tuskegee Institute, B.S., 1968  
University of Michigan, M.P.A., 1969

James D. Tills  
University Professor of Health Science, CEAS

Brigham Young University, B.S., 1969  
Brigham Young University, M.S., 1970  
University of Utah, Ph.D., 1972

Richard J. Vorwerk  
Director of University Libraries  
University Professor of Library Science, CHLD

University of Notre Dame, A.B., 1956
Loyola University, M.A., 1963
Indiana University, M.A., 1966
Indiana University, Ph.D., 1970
Kathleen T. Wagner
University Professor of Health Science, CEAS
DePaul University, B.S.N., 1970
DePaul University, M.S., 1972
Alma D. Walker
University Professor of English, CCS
Clark University, B.A., 1965
University of Tennessee, M.S., 1969

Jerome F. Wartgow
Coordinator, Research and Evaluation, Research and Innovation
University Professor of Research and Evaluation, CHLD
Wisconsin State University, B.S., 1964
University of Hawaii, M.Ed., 1967
University of Hawaii, Ph.D., 1972

Anthony Wei
Liaison Librarian, Learning Resource Center
University Professor of Cultural Studies, CCS
Salesian University, B.A., 1958
Salesian University, S.T.L., 1962
Pontifical Biblical Institute, S.S.L., 1964
Pontifical Biblical Institute, S.S.D., 1967
University of Fribourg, Th.D., 1969
University of Pittsburgh, M.L.S., 1971

William S. Wickersham, Jr.
Manager-Plant Operations, Building and Plant Operations
University of Illinois, B.S.M.E., 1961
Kenneth Wieg
Coordinator of Counseling and Guidance, Student Services
University Professor of Human Learning and Development, CHLD
University of Wisconsin, B.B.A., 1948
Northwestern Lutheran Theological Seminary, B.D., 1951
University of Oregon, M.S., 1967
Warland D. Wight
Acting Director of Instructional Communication Center
University Professor of Cinematography and Instructional Communications, CCS, CHLD

Cornell University, B.A., 1963
Cornell University, M.Ed., 1965
University of Washington, Ph.D., 1970
Geraldine S. Williams
University Professor of Business Education, CBPS
The Fort Valley State College, B.S., 1951
The University of Chicago, M.B.A., 1954
Pennsylvania State College, Ed.D., 1964

Ralph J. Winston
University Professor of Accounting and Business Administration, CBPS
Northwestern University, B.S.B.A., 1947
Northwestern University, M.B.A., 1955
Washington University, D.B.A., 1965
Paula Wolff
University Professor of Public Administration, CBPS
Smith College, B.A., 1969
University of Chicago, M.A., 1969
Addison Woodward
University Professor of Behavioral Studies, CHLD
C.W. Post College, B.S., 1964
Connecticut College, M.A., 1966
University of Toronto, Ph.D., 1968
Daniel Youngdahl
University Professor of Music, CCS
College of Wooster, B.M.E., 1960
Michigan State University, M.M., 1963

Acknowledgements
Editor
Mel Muchnik
Assistant to the Editor
Cathy Smith
Editorial Assistance
Dave Wight
Graphic Design and Layout
John Hansen
Photography
Jacob Liao
Paul Schranz
Bill Tate

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