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Educational Planning Guidelines

Governors State University

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The Educational Planning Guidelines for Governors State University have evolved from the Master Plans and the Report on New Senior Institutions of the Illinois Board of Higher Education and from the ideas and concepts developed by the professional staff, its consultants, advisory committees, citizens, and students. The General Assembly of the State of Illinois authorized the establishment of the new senior university and the founding bills were signed into law on July 17, 1969 by Governor Richard Ogilvie.

The Board of Governors of State Colleges and Universities was assigned the governance of the new University to be established in Park Forest South, Illinois, and developed the initial plan to open the University to advanced professional instruction for juniors, seniors, and masters students in September 1973, a date subsequently changed to September of 1971. The Board, with the assistance of the site selection and site development architectural firm of Johnson, Johnson and Roy, chose the site of 753 acres in northern Will county thus predicting the growth and development of the model innovative institution as a part of and contributor to the evolution of a totally new and modern city, the Village of Park Forest South, with a population potential of 65,000 to 105,000 persons, plans for a research and industrial park, unique housing, shopping, transportation and telecommunication services, and a major hospital and health delivery service to be developed contiguous to the University.

Transportation to the commuter University is assured ease of access from existing road and highway systems including Cicero Avenue, U.S. 50-Governors Highway, and I-57-I-80 with the proposed East-West Corridor Highway to be located near the site. Public transportation will connect the University with Park Forest South and, via the Illinois Central Railroad, commuter service to and from Chicago's Loop and all connecting points will be available.

Commencing with a staff of one on July 1, 1969, a small staff of six professionals and four supportive personnel were assembled during 1969-70 to initiate an intricate and dynamic planning process. When the date for the opening of the University was changed to the fall of 1971, this staff was augmented during 1970-71 to some 40 professionals and 20 supportive personnel. A relatively large number of components, in addition to existing state agencies, boards, and staffs have contributed to the planning of Governors State University to date. Over thirty outside consultants have been used to contribute to and critically react to the various editions of these Educational Planning Guidelines. Presentations have been made to a large number of groups since late 1969, representing the variety of communities in the southern metropolitan area. Church groups, businessmen, municipal officials, educators, college and graduate students, engineers, farmers, and community agency workers have all had opportunities to read, hear, and react to the concepts and ideas generated in the planning process. More than two thousand copies of the original guidelines approved by the Board in 1969-70 have been disseminated.

A Citizens Committee planned the initial draft of the rationale for the Cooperative Education Program before the University even existed. A Junior College Advisory Council was established representing the dozen nearest junior colleges, which currently enroll over 57,000 students. A close-working, cooperative co-equal relationship exists with this Council. Additional community councils have been established to serve with planners for each of the four initial Colleges within the University. These councils have membership from students, junior colleges, community representatives, and professional representatives appropriate to the themes and purposes of the respective Colleges.

*The Educational Planning Guidelines are presented here as an historical document. While there have been some minor modifications in this printing, the document essentially represents the original concepts and guidelines presented to the University's governing board in successive editions.
Since the fall of 1969 professional planners relating to nearly all aspects of university structure have been engaged. Evans Associates in conjunction with Caudill, Rowlett and Scott were selected as architects; Davis, MacConnell and Ralston Associates, a Division of Westinghouse, was chosen to assist in the development of educational guidelines and project initial space allocations; a library consulting team headed by Dean Robert Downs of the University of Illinois was engaged; planning for the wise equipping and utilization of educational technology came from Instructional Dynamics, Inc.; and a wide variety of additional needed services have been obtained from legal counsel, soil engineers, and surveyors.

The Midwest Research Office of Educational Testing Service completed in the spring of 1970 a Delphi-like survey of educational needs, purposes, goals, and means which involved over 1200 persons in the Chicago metropolitan area, Illinois, and the nation. Almost 600 persons from all walks of life responded to the successive questionnaires by indicating what they thought Governors State University should be and should do as it undertakes its services to the people of the State of Illinois. The four major action objectives of GSU evolved during and from these processes.

In the midst of this complexity involving literally thousands of persons, a decision was made to open Governors State University in off-site, interim facilities in the fall of 1971. The assessment of area educational needs and the pressures of junior college enrollments indicated the necessity for this change.

Because the process described above was so broad in scope and diverse in components, a unique effort was undertaken to correlate and intergrate all the necessary team members’ efforts. The services of McKee, Berger and Mansueto have been used to develop a Critical Path Movement (persistence scheduling) chart and the supporting computerized program which shows monthly progress and assures necessary decision-making at the appropriate times.

The U.S. Office of Education's Educational Resources Information Center (ERIC) for Research in Teacher Education selected the University to serve as a model developing institution, utilizing the computer access information of that Center to provide research data and information answering questions relating to programs for teacher and school services personnel. In this respect, as well as in many others, Governors State University is uniquely modern, innovating, and experimenting institution already. There are elements of the process described herein that have not been used before in the development of a new university. It is the intent of Governors State to continue wide involvement in the planning process; to develop internal systems which will automatically produce change as needs occur; and to be unusually responsive to the human, social, and educational needs of the people of Illinois who are to be served by the University.
ABSTRACT

The development of these Educational Planning Guidelines for Governors State University has been undergirded by the legislation of the Illinois General Assembly, the various reports of the Illinois Board of Higher Education, the policies of the Board of Governors of State Colleges and Universities, the staff of the University, and many others.

Tentative approval of an earlier edition of these Guidelines was conferred by the Board of Governors in the fall of 1969.

A request is hereby made that the Board approve the attached statement supported by the various progress reports and additional data previously and concurrently submitted as representing the functional planning parameters and proposed operational systems of this experimenting new institution at this point in time. The requested approval is sought in order to enable GSU to proceed with educational planning and staffing, development of organizational structure, and effective internal systems, and as a guide to the architects for campus conceptual and programmatic design.*

The Guidelines delineate the concepts undergirding GSU’s mission. The challenge is to develop a senior division university serving juniors, seniors, and masters students, concentrating on service to junior college graduates, and stressing the goals of job efficiency, cultural expansion, intra- and inter-personal relationships, and functional citizenship primarily for low and middle income youth and adults seeking advanced training. Essentially urban-oriented, future and community service-minded, and stressing cooperative education in a variety of programs, the University has been charged with becoming a model, open, flexible, unique, changing, innovative, and experimenting institution constantly concerning itself with individual and societal needs and values in its search for both qualitative excellence and efficiency in its teaching/learning, research, and service functions.

Four initial collegial units have been established.

* Colleges of Cultural Studies, Environmental and Applied Sciences, Human Learning and Development, and Business and Public Service Programs within these Colleges are being developed with attention to student, community and state-wide needs, careful assessment of resources and priorities, individualizing programs wherever and however possible, utilizing effective educational technology, carefully defining performance and behavioral criteria and objectives, and doing appropriate research and subsequent evaluation upon unique programs as they evolve. Each College functions at both undergraduate and graduate levels and plans its programs or cohesive, unified multi- or trans-disciplinary bases rather than singular academic disciplinary bases. Internal organizational structures reflect programmatic functions rather than academic departments. To provide automatic change mechanisms that will have the effect of keeping structure and function flexible and relevant, a number of means are being planned such as systematic program review, and quantitative limits to the size of collegial units. A calendar providing short time units (two month sessions) permitting ease of ingress and egress has been approved.

Proposed professional personnel systems are related to the concepts of annual evaluation and cyclical tenure. A series of proposals including the elimination of the usual faculty ranking system have been approved to be implemented and evaluated for a five-year initial experimental period. Stress will be placed upon required student, peer, community, administrative, and self-evaluation. Assistance in this total area will be rendered by the Research and Innovation wing of the University.

A variety of student support systems is proposed. In most cases these are to be centralized for general operational efficiency across the University but also decentralized into the respective Colleges in order to effect the most direct

* Board of Governors of State Colleges and Universities official approvals November 21, 1969 and April 18, 1970.
Board of Higher Education official approval July 7, 1970.
functional relationships with students. This concept is basic to student services, counseling, academic advising, library and learning resources, cultural enrichment programs, research and evaluation, and cooperative education.

In terms of overall University organizational structure, major wings of Administration, Academic Affairs, and Research and Innovation are being developed. As the size of the University increases, it is expected that new colleges superseding the initial four will evolve. Cooperative education programs will be the functional bridge between theory and practice for students earning credit and pay for academically functional learning experiences. Instructional mobility and community service may be partially accomplished through use of such means as "Centers" for various purposes such as inner-city teaching and use of mobile classroom/laboratory clinic units such as an environmental pollution laboratory and a community health analysis clinic. As data are gathered and the educational and social needs of the area become apparent, program planning will reflect the most vital concerns. Plans are being made for a Cultural Arts Center, a Center for Humanistic Studies, and close working interrelationships with the hospital complex to be developed north of the site.

The University under the basic assumption that comprehensive program and resource planning requires the deliberate assignment and training of planning personnel at each level of decision making, proposes to develop integrated systems of program planning, management information, accounting, budgeting, and evaluation for its initial operation and long-range administration. Such systems will be designed to be responsive to and supportive of internal management and external planning requirements of governing and coordinating boards and governmental and community agencies.
I. INTRODUCTION

Governors State University, an experimenting upper-division and graduate university, presents a demanding challenge and an exciting opportunity. It is based on a new concept in higher education—the open university—and is being developed on a new campus located in Park Forest South, Illinois. It is being planned to meet tomorrow’s demands, and cannot be bound by tradition—except where traditional approaches to education can be shown to be valid in meeting the problems of the future. Thus, the University will be an educational model as new in functions and design as it is in concept. Growing out of the Illinois Board of Higher Education’s Master Plan II, Governors State University was created by an act of the Illinois General Assembly in its 1969 session, and was signed into law by Governor Richard Ogilvie on July 17, 1969.

The Report on New Senior Institutions published by the Illinois Board of Higher Education charged that University programs commence at the junior level of instruction and lead to baccalaureate and masters degrees. The Board further charged the University to give explicit attention to the advanced educational needs of low and middle income students, especially minority students.

Its interim campus opened in 1971 with a capacity of 500 full-time equivalent (FTE). The permanent campus is planned for 2,000 FTE students in Phase I and 6,000 FTE students in Phase II. The University is planned for an ultimate indefinite enrollment, but the campus must always be perceived by students and staff as a viable, functional learning environment. Continually changing curricula, varying instructional modes and strategies, and implementation of plans for more efficient use of time and space, necessitate the design of flexible physical facilities. University facilities are planned to enable maximum mobility for students and others with special needs.

The location, beginnings, and planning of the University represent the combined efforts of hundreds of persons in the State of Illinois.
II. THE UNIVERSITY MISSION, OBJECTIVES AND CHARACTERISTICS

A. MISSION

In its educational services to the people of the State of Illinois, Governors State University functions within the parameters prescribed by the State and is governed by the Board of Governors of State Colleges and Universities.

Governors State University is to be a future-oriented, service-minded institution constantly seeking academic excellence. It will explore new dimensions and seek unique solutions to the concerns of society and higher education; develop and evaluate innovative programs keyed to the rapidly changing career demands of our technological society; and will be, in effect, an experimenting institution. Because of the primary urban/suburban population area it will serve and the characteristics of students of the junior colleges in the area, the need to be provoking, innovative, and unique creates a challenging and exciting situation charged with serious responsibilities. The need for academic excellence relevant to community service and future-oriented utilitarian programs demands an institution that will be open, humane, and efficient.

As an open university, it will be perceived by students, faculty, administration, and the general community as their responsible agency for the identification and resolution of their educational needs. Part of this responsibility is assured by the distribution of decision-making and policy-recommending authority throughout the University so that each person affected may have a direct or representative voice in these processes. In addition, openness is assured through the maintenance of flexible, operational administrative/academic structures that enhance the University’s involvement in new and pressing social issues. Finally, openness reflects programmatically in the continuous processes of curriculum appraisal with respect to its relevancy to mankind’s deepest concerns.

As a humane University, its programs will be developed in a manner that mitigates against depersonalization and dehumanization frequently characterizing contemporary institutional life. It will develop, maintain, and enhance the humanistic, artistic, and esthetic aspects of education within the limits imposed by quantification and budgeting. The learning environment of Governors State University will reflect a deep, abiding, and pervasive concern for unique individual human beings and their inter-relationships with others in the most technologically complex society mankind has yet evolved.

Governors State University will be a model of efficiency in individualized learning, group learning, in program planning and budgeting, evaluation techniques, and in demonstrating that a high order of accountability and responsibility can be attained and maintained. All instructional, research and community service systems, and the necessary management and support systems are defined in terms of inter-related objectives consonant with the major goals of the University and its constituencies. Program planned budgets are the basis for a constant systems analysis relating resource allocations to the most direct and functional operational levels. Excellence and efficiency are to be maintained through a major commitment to research and evaluation on a constant cycle/recycle feedback basis. Every effort is made to institutionalize change processes so that the University will be truly dynamic. The flexibility to initiate programs to answer society’s needs and contend with society’s problems is being created and protected. Obviously, freedom of inquiry is a prior condition for the true functioning of the University.

The concepts outlined above (open, experimental, flexible, humane, efficient, utilitarian, excellent) undergird the mission of Governors State University. They are the basis for development of an integrated urban/suburban,
future-oriented, community service-minded institution. Students are to profit from their University experience in demonstrable ways with experiences related to objectives which, in turn, are directly related to humane values and societal needs.

B. OBJECTIVES
The following action objectives guide the planning, development, and implementation of the instructional, research and community service programs, and internal support systems of Governors State University. The most specific objectives of administrative units within the University are directly related to the action objectives and, thus, to society's needs.

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

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

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

4. Cultural Expansion
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. The students and University serve each other and the community as culture carriers, studying and reflecting the intricacies, problems, joys, and expressions of all cultures and subcultures.

These objectives can best be achieved in a totally integrated University community.

C. CHARACTERISTICS
The primary descriptor of the University's characteristics is Options. The scope of some of those options follows.

1. Insofar as is possible, barriers will be removed. Neither students nor faculty should be constrained by artificial boundaries, such as scholarly disciplines; they will be free to create new areas of study or to specialize. Students and faculty will work in an interdisciplinary fashion in one, two, three, or all four collegiate areas unhindered by departmental constraints.

2. The threat imposed by grades will be removed. Students' records will reflect accomplishments and abilities; they will measure changes effected. Students will be encouraged to work at their pace and toward goals they work out with their faculty colleagues.

3. Faculty and students will be encouraged to work as colleagues. The relationship of faculty to student is best defined as one of mutual participation in the learning process.
4. Within the parameters of the total institution and its colleges, students and faculty will have the opportunity to begin a given investigation and work unit whenever it is appropriate to their goals and convenient to their schedule.

5. The key to success and achievement is motivation and self-direction. The student may alter her/his program if needed in consultation with advisors; hence, it is the student who must set and achieve satisfactory goals that can be approved by her/his student and faculty colleagues—on essentially a flexibly contract basis.

6. Research is encouraged in its broadest sense—methodologic development and evaluation; specialized research; self, peer, and community investigation; and so on. This goal will be facilitated through the University's cooperative education and work-study programs and through the on-site field work that will be relevant for some studies.

7. Emphasis on community relations will be reflected in the nature of cooperative education programs. The cooperative relationships will be real and functional, and every effort will be expended to remove the...
unnecessary distinction between the "real world" and the University.

8. Societal gains will far outweigh the high-per-student investment of dollars. Interdisciplinary programs in business, science, education, technology, arts, and health will lead to attainment of status as human beings; to acquisition of vocations, avocations, professions, interests, and skills; and to the necessary background for further graduate work. Further, continuing education programs will help the University to become integrated within its geographic area.

9. Modes of instruction will emphasize non-lecture situations such as audio-tutorial, colloquy, seminars, etc. Correlatively, a data bank is being developed to help expand the state-of-the-art in information storage and retrieval. Modern video interfaces, computer terminals, and the like will be commonplace in most instructional and research areas. Telecommunications linkages should exist between the community and the institution.

10. A systems view of education is envisioned, perhaps facilitated, by what can best be described as a loose-leaf catalogue.

11. A constant concern for open communications must exist so the University family and its constituencies have multiple channels for participation.

12. Automatic change mechanisms are being planned so as to insure persistent responsiveness to experience, varying perceptions of needs and dynamically altering conditions of life. For example, it is proposed that the initial collegial units split or combine into new units when reaching a finite size of 1500 headcount students. Also, for example, a finite life for courses is proposed.

13. Lastly, and especially in view of both the need for academic freedom for students and professional staff and the experimenting nature of the University and the communities it serves, protections are being built in. It is clear that this proposed educational system is not a panacea for everything and everyone; however, it is available to anyone who has two years of college with a "C" average or an Associate of Arts degree and a commitment to self-improvement.
III. UNIVERSITY EDUCATIONAL GUIDELINES

A. AN OVERVIEW: TEACHING, RESEARCH, AND COMMUNITY SERVICES

Governors State University is concerned with teaching, research, and service... the usual concepts for higher education. Its expression of these concerns is, however, expected to be unusually reflective of the Illinois Board of Higher Education recommendations, the University mission and goals, and initial and continuous assessment of educational and societal needs.

The University is concentrating its major human, physical, and fiscal resources on developing effective instructional programs. The basic goal of effective learning is aided by the recruitment of professional instructional personnel deeply committed to and primarily concerned with being learner-responders.

In addition, it is recognized that teaching-learning processes do not occur in a vacuum. Without a constant search for new knowledge and insights, they become sterile, archaic, and non-productive. Research of all kinds in all fields becomes, therefore, a corollary major thrust in planned patterns of faculty-student-community interchanges consonant with the University mission and goals. Governors State University postulates a major concentration of research and evaluation upon everything it is and does. Research resources will be allocated to all aspects of the University instructional and service programs. Priorities will be established within this frame of reference.

Universities have come under recent heavy criticism for a lack of responsiveness to perceptions of educational needs within the communities served by the institution. Governors State University postulates a stronger-than-usual commitment to community services to the State of Illinois in general, but specifically to the immediate region of the University and its multiple communities in the greater metropolitan area.

Within the limits imposed by its resources and its mandates, the University and its personnel will deliberately seek to aid in the identification and solution of educational and societal issues and problems in its service area. Governors State University proposes to be unusually responsive to citizens' requests for services it is competent and qualified to render. Priorities will be established in terms of mission, goals, and contributions to the academic and instructional programs. The variety and breadth of services in response to needs perceptions in the broad service area will increase as the University grows.

To summarize, the University expects to be essentially a teaching-learning institution with a strong commitment to research and community services that contributes to the needs of Illinois citizens. A wide range of reciprocal and cooperative relationships will result from the commitment.

B. POSTULATES

The academic programs and other components of the educational system of the University are based on the following postulates:

1. Any student who has successfully completed two years of collegiate study with a minimum grade of "C" or the equivalent can, if she/he has a personal commitment to do so, successfully complete instructional programs of study leading to a baccalaureate degree.

2. This university will provide a learning environment in which students will interact with faculty whose foremost concern is for the realization of the students' educational needs and goals.

3. The role of the faculty and administration of this University will be to involve the students meaningfully in the most stimulating, pleasant, and productive learning environment feasible.

4. Teaching, research, and community service are mutually compatible endeavors in which faculty members and students engage
themselves during undergraduate and graduate study.

5. The most effective education occurs when the student has a primary voice in determining her/his instructional program of studies, rate of progress through the program, and readiness to have his achievement evaluated.

6. Educational performance objectives, expressed in behavioral terms that are readily assessible, prepared by the professor (or both the professor and student), and made available to the student, enhance the probability that the learning experience will be meaningful and rewarding.

7. The audio-tutorial mode of instruction is one of the most effective ways to individualize the teaching-learning process and enable the student to have a voice in determining the rate at which she/he progresses through a unit of study.

8. The concepts and processes of inquiry common to all fields of scholarship are of prime importance to all liberally educated persons whether they plan to become artists, historians, scientists, or whatever.

9. All concerns of the University are inextricably interrelated to the real world; hence, the curriculum in which the student engages should clearly reflect these interdisciplinary relationships through relevant educational experiences.

10. Interdisciplinary programs of teaching and research are more easily formulated and more likely to prove viable in a collegiate unit that is structurally organized on an interdisciplinary basis rather than departmentalized according to fields of specialization.

11. An individual's ability to use the processes of inquiry, skills and competence in demonstrating a functional awareness of the conceptual structure of knowledge, attitudes and behavior patterns as she/he deals with the scientific, social and humanitarian aspects of life and society are more useful criteria to judge whether or not one should be awarded a baccalaureate degree than is the accumulation of so many semester hours of credit with a specialized major and minor area of study.

C. LIBERAL ARTS AND SCIENCES EMPHASIZES
The University will depend upon liberal arts and sciences with the triple purposes of developing humane concerns; of providing students with specific marketable skills, attitudes, and values essential for meaningful and successful living; and of providing community services. Consonant with the University's mandate to be a humane institution, liberal arts and science programs are expected to contribute to the educational process of preparing teachers, social workers, urban planning specialists, librarians, business and public administrators, institutional managers, systems analysts, applied scientists, nurses, allied health professionals, and other critical professionals and specialists needed in the modern urban/suburban community. Viewing the liberal arts and sciences programs as a vital pervasive mood for all University programs minimizes the tendency of many institutions of higher learning to produce narrowly educated specialists and technicians who are deficient in human-social understandings and adjustment.

A strong emphasis on the values obtained from liberal studies will prepare students for economic survival and it will provide the prerequisite knowledge, appreciation, and understandings for graduate study in either a specific discipline or in an allied profession. Excellence will be developed and maintained in the educational process through monitoring, evaluation, and systems analysis. These self-adjusting mechanisms will be geared to student needs and experience. The liberalizing arts and sciences will contribute to community services by being available to community residents who wish broadening experience, cultural expansion, and leisure time involvement.
D. RESEARCH
The University encourages students and faculty to engage in instructional, curricular, basic, and applied research which will be an integral component of the instructional program. A variety of media and many modes and strategies of instruction are needed to provide individually guided learning experiences. Faculty will cooperate with representatives of the University Research and Innovation support units to design, execute, and improve instructional research. Further, working in concert with the Research and Innovation units, they design, develop, implement, and evaluate instructional materials based on the results of their research. Long-ranged curricular research is a continuing process typified by a cycle of development, implementation, evaluation, and modification. Basic and applied research that may be disciplinary or interdisciplinary in nature will be conducted by those faculty members and students who have the expertise and inclination to do so. Ideally, the research will be related to the educational objectives of the instructional program.

E. CONTINUING EDUCATION AND GRADUATE STUDIES
The University conceives education to be a continuing process involving periods of varying activities, some theory-oriented and others practice-oriented, with the various types blending at any or all times. This concept, when considered with other educational guidelines of the University will lead to the development of programs creating enrichment within specific areas of interest of students and expansion of interest to other areas. These programs will be available to non-degree holders, as well as graduates of baccalaureate programs. They may or may not meet degree requirements and they will involve varying periods of time. Their development will be articulated with junior colleges to prevent duplication and to insure development of advanced professional programs that are beyond the scope of the junior colleges.

Graduate studies will include programs for those students who entered the University upon completion of 60 credits with a "C" average and who continue work at the University through completion of requirements for the masters degree. Other students will enter the University upon completing requirements for the baccalaureate degree at another institution. Both types of students may be involved in intercollegiate and interdisciplinary programs, some of which will be concerned with a specific field of knowledge and others with more general areas such as a program in social sciences. Both types of programs can be part of a continuum of studies extending beyond the masters level. Because of the unique nature of Governors State University and its close working relationships with area junior colleges, it is likely that as the University develops it can evolve innovative post-masters programs in fields such as preparation of junior college teaching and leadership personnel. Graduate programs will evolve from the collegial units; hence, no separate graduate school will be needed.

F. COOPERATIVE EDUCATION
Cooperative Education is an experimental program at Governors State University through which students are involved in the application of ideas, methodologies, and resources encountered in their programs of study. With the flexibility of sessions and learning modules, a variety of off-campus and on-campus cooperative education placement/study patterns are available and can be developed. Cooperative education is seen as an integral part of the educational offerings in each collegial unit as a means of supplementing income needed to meet educational expenses, as a means of extending and complementing the specific resources of the University, and as a means of assisting students in making wise vocational choices. Though centrally coordinated, the functional conduct of the cooperative education program will be decentralized into the colleges.
Given the commitment to individualized educational planning and development, student participation in cooperative education programs may vary. Many part time or working students as well as others may wish to forego the cooperative educational experience except when such experience is an integral part of given learning modules.

G. COMMUNITY INVOLVEMENT
The service orientation of the University demands involvement of the community in a variety of contexts. Specifically, the University must respond to the health, industrial, educational, and business needs expressed by the community through deliberate cooperative plans for service, through indirect contributions of academic programs, and through applied research efforts.

The traditional wall between the University and the world outside the University must be broken down. This is partially achieved through the development of lay advisory groups for curricular and instructional planning. The use of the community as an educational laboratory would further extend the University into community life by projecting the instructional program into the environment being studied. For example, in the study of human ecology, community neighborhoods of all types would be involved; school and other environments would be used for teacher preparation; hospital and community clinic environments would be
used for nursing and paramedical studies, and so forth.

Also, within the limits of resources and expertise, University personnel will be available on request to serve as consultants to community groups for development of specific projects.

Being a service-oriented University necessitates the development of all kinds of artistic, and cultural activities. One such venture, a cultural-educational center, might be the focal point for community-centered cultural-educational activities generated by the University and/or community groups. The planning and management of joint activities or facilities would be shared by the University and community.

The University will project itself into the community and remain accessible to the community through the development of inposts and outposts. University faculty and students will be involved with leaders in business, industry, government, hospitals, research laboratories, schools, junior colleges, and arts, music, and drama centers. To enhance this process, various education centers and mobile classrooms will be utilized.

In summary, the University, as a service-oriented institution, will be open to the total community. It will involve itself in dynamic communication and activity within a broad variety of contexts.

H. STUDENT INVOLVEMENT

The student will be deeply involved with University personnel in the identification of her/his academic goals and program. This is in keeping with the concept emphasized by the University that learning best occurs as a part of a process of joint inquiry between faculty and student. Faculty members will be regarded as more mature students having the responsibility for creating a learning environment. To this extent they will be instructional designers.

To implement this approach, faculty will continue their role as learners and students will assume some functions of the traditional role of the professor. This involves student participation in planning the instructional and research aspects of his program. Student involvement in this planning process will develop a self-directive mode of thinking relevant to post-university life. The flexibility and sensitivity of youth and adults will also encourage faculty identification and use of viable options that might not otherwise be considered. Students in upper-division and graduate studies are expected to be older, more mature, experienced, practical and more self-directed.

Governance of the University will involve students in the establishment of appropriate policies and procedures. This involvement, as integral a part of the education program as student participation in instructional activities, contributes to the viability of the University by introducing into the governance system a transitory element that will tend to sensitize the governing body to changing conditions that it might not otherwise recognize.

I. LEARNING AND TIME SEQUENCES

The University supports the thesis that educational programs should be available year-round. The calendar year has been divided into six eight-week sessions with ingress and egress possible at the beginning and end of each session. Such a calendar provides economic use of physical and human resources and ease of entrance, withdrawal and graduation of both full and part-time working commuter students.

J. INPOST AND OUTPOST CONCEPT

The inpost and outpost concepts in the delivery of educational services is an integral part of all Colleges of the University. The concepts are related directly to either the process of providing educational experiences and opportunities in new and innovative ways in locations separate and apart from the University or to providing flexibility in the development of unique types of programming within a specific College.
Through these programmatic approaches, the University will project itself into the community and increase its accessibility to the community. Faculty and students will be involved with leaders in business, industry, government, hospitals, research laboratories, schools, junior colleges, art, music, and drama. Also, the educational framework of inpost and outpost allows for a given number of students and faculty members, possessing a common interest, to develop modular sequences which will be unique to their specific concerns that are centered around crucial educational, social, and environmental problems.

The linking of instructional and research activity with the community served by the University will produce a synergism in the form of community service rendered by the physical presence of the University and in the form of spinoff created by instructional and research activities.

K. INTERDISCIPLINARY-INTERCOLLEGIATE CONCEPT

Interdisciplinary programs of study will prevail within the collegiate units. The University postulates an emphasis on programs of study that encourages the synthesis of knowledge from the disciplines within a collegiate unit. Less emphasis will be given to programs of study that are highly specialized and discipline-oriented.

Many programs of study will be intercollegiate, as well as interdisciplinary. Faculty and students in different collegiate units will plan, develop, and execute these programs. For instance, a program of studies to prepare high school social science teachers might involve faculty and students of all collegiate units working as a team.

L. FACULTY SYSTEMS

Criticisms of the way faculty conduct their multiple functions in American higher education, as well as criticisms of institutional faculty utilization, are observed with increasing frequency. Praise for the accomplishments of college and university faculty in all fields of human inquiry can also be found. It is the intent of Governors State University to develop new and changing systems (1) to support faculty growth, development and scholarly inquiry, and (2) to explore new dimensions of faculty interest, commitment to instruction, and realization of "self" as learner-respondent, researcher, and community resource agent. It is also the intent of the University to develop new patterns of faculty utilization in the service of students and citizenry and to evolve meaningful and acceptable criteria and procedures to establish accountability for accomplishments.

These changes are vital to the growth of individuals and the institutional health of this University. It is expected that Governors State University's commitment to research and evaluation will extend to all aspects of faculty functioning, student accomplishment, and public accountability. The following features of an evolving and transforming system are postulated:

1. Governors State University proposes to experiment by doing away with the customary faculty academic ranking system which has historically developed in this country for reasons no longer considered valid. For an initial operational period of five years, the University proposes to make all initial faculty appointments as University Professors or Community Professors, the former to be full-time faculty, the latter to be employees elsewhere but serving the University in part-time capacities in a variety of paid or unpaid roles. Initial salary decisions will be based on evaluation of prior training, experience, and demonstrable expertise. Subsequent salary decisions will relate to mutual and self-evaluation of the effectiveness of teaching, research, and community services rendered.

2. Governors State University proposes to develop with its University and Community Professors, administrators and students, internally functional reward systems that enable each individual faculty member, within the frames of reference of his
collegiate units and University needs, to select the proportion of the services he wishes to render (teaching, research and evaluation, or community service) and upon which he proposes to be evaluated. This will diminish the so-called "flight from the classroom" and the pressure to become solely and exclusively "educational entrepreneurs" concerned with grantsmanship. Rather, it places upon the individual, within the context of the institution, the primary choice of role and responsibility. The system that evolves will prescribe student evaluation, peer evaluation, community evaluation where appropriate, and administrative evaluation . . . all leading directly to the primary goal of individual faculty self-evaluation and self-redirection. The University's Research and Innovation unit will assist the faculty, students, administrators, and community personnel initially to develop and continuously to redevelop the criteria for and instrumentation necessary to such an evaluation program. This program will apply to all professional personnel.

3. Academic freedom is an absolute necessity for the conduct of free inquiry in an open society. It is the intent of Governors State University to enhance individual freedom to inquire in appropriate teaching-learning settings.

4. As a publicly-supported State university, Governors State University is governed by the policies established by the Board of Governors of State Colleges and Universities within the frame of reference of the Constitution of the State of Illinois and the laws passed by the General Assembly. Some of the criticism of current higher education institutions relate directly and importantly to existing faculty ranking which has resulted in internally rigid status systems wherein control aspects of internal governance are vested in the hands of relatively few persons. Eliminating the customary ranking system and relating evaluated performance to the accomplishment of institutional goals and societal needs should enable GSU to be far more "open," responsive, and flexible in answering changing educational needs.

GSU further proposes to develop a system of cyclical tenure. The elements of this system will be developed during the five-year experimenting period and will contain the features of 1) annual evaluation (self, students, peers, administrators, and community personnel where appropriate) related to job efficiency and reward systems; 2) a probationary period following Board policies; 3) achievement of tenure in a period satisfying Board policies and AAUP recommendations; 4) continued annual evaluation related to job performance and reward systems; and 5) a five, six, or seven year cycle of full-scale tenure review. Consideration has been given to the "no tenure" concept such as the one adopted by Hampshire College or Evergreen College, but GSU feels a developed concept of cyclical tenure can utilize the best features of both tenure and non-tenure systems.

M. ADMINISTRATIVE SYSTEMS
GSU proposes to develop administrative performance evaluation systems which will be rooted in self-evaluation and re-direction based upon annual reviews. Components in this process will involve, where appropriate, student and community evaluation and, in all cases, will involve faculty and administration evaluation by those affected most directly by the administrator's job performance. Where administrators also serve as University Professors, they will be participants in the proposed faculty systems. Administrators who accept the University Professor designator will engage themselves in direct instruction annually in one context or another.
IV. THE COLLEGIATE APPROACH

The University as presently constituted has evolved an initial structure to facilitate the interrelatedness of the learning process. Pursuant to its mission and goals, as described earlier in this document, the University has initially developed for colleges:

- College of Environmental and Applied Sciences
- College of Cultural Studies
- College of Human Learning and Development
- College of Business and Public Service

A. COLLEGE OF ENVIRONMENTAL AND APPLIED SCIENCES

The following guidelines apply to this College:

1. Instruction will be aimed toward helping students attain two major goals—capability of life-long learning and capability of inquiry and action on problems related to improving environmental quality.

2. Instruction will be interdisciplinary, encompassing broad areas of the life, physical, earth and health sciences, mathematics and computer sciences, applied science and technology, and science education.

3. Instruction will be individualized, oriented toward helping students acquire mastery of knowledge, attitudes, skills, and techniques for effective learning, inquiry, and action.

4. A wide variety of instructional modes will be employed including:
   a. student-faculty problem-focused study groups
   b. laboratory and field work
   c. seminars
   d. audio-tutorial
   e. computer simulation
   f. independent study
   g. informal faculty-student and student-student interactions
   h. projects
   i. research problems
   j. cooperative education

5. Faculty and students will cooperate in the design, development, and evaluation of instruction.

6. Undergraduate and graduate students will be engaged in specified activities in instructional, research, and community service programs. They will be financially compensated when possible.

7. Educational experiences involving the expertise of the faculty, specialists in business and industry, and students will be regular components of the instructional programs.

8. Theory and practice will be interrelated through gainful employment of students in the world of work whenever feasible.

9. The instructional facilities will be open, flexible, and student-oriented so as to provide an inviting learning environment.

10. Field stations will be established in a variety of environments to be utilized by students in cooperation with faculty, civic leaders, and representatives of other agencies.

11. Mobile Learning Resource Centers will be developed and used extensively both in field and community programs of the College.

12. Education objectives, expressed in terms that can be evaluated, will be developed for each instructional experience, and each student will be evaluated in terms of her/his performance relative to stated educational objectives.

13. Development and evaluation of materials, modes, and strategies used in instruction will be a legitimate research activity and continuing process involving all instructional staff in cooperation with the Office of Research and Innovation.

14. The College organization and curriculum will be continually evaluated and changed as needed to insure that the interdisciplinary nature of science is obvious, that programs remain faithful to student needs, and that faculty and students deal with environmental and applied sciences in the real
world where science, technology, and man's society regularly and continuously influence each other.

Students desiring to establish their base for learning in the College of Environmental and Applied Sciences presumably are committed to or are considering a commitment to engage in programs of study weighted in one or more of the following academic areas: Life Science, Physical Science, Earth Science, Mathematics and Computer Science, Health Science, Applied Science and Technology, and Science Education. Each academic area will have programs of study that can lead to the acquisition of intellectual and technical skills for career development or for graduate study. Interdisciplinary environmental science will provide an overarching theme in all programs of study within the College.

1. Life Science
   Students whose primary interests are in Life Science will be able to engage in individualized general or specialized studies such as:
   a. General Biology
   b. Biological Education
   c. Population-Community Biology
   d. Sociobiology
   e. Biophysical Science
   f. Biochemical Science
   g. Urban Biology
   h. Animal Behavior

2. Physical Science
   Students whose primary interests are in Physical Science will be able to engage in individualized general or specialized studies such as:
   a. General Physical Science
   b. Environmental Science
   c. Physical Aquatic Science
   d. Cybernetic Systems
   e. Electromagnetic Systems
   f. Biogeophysical Science
   g. Physical Science Education

3. Earth Science
   Students whose primary interests are in Earth Science will be able to engage in individualized general or specialized studies such as:
   a. General Geology
   b. Geochemistry
   c. Aquatic Science
   d. Land Management
   e. Urban Planning
   f. Field Geology
   g. Environmental Geology
   h. Urban Geology
   i. Earth Science Education

4. Mathematics and Computer Science
   Students whose primary interests are in Mathematics and Computer Science will be able to engage in individualized general or specialized studies such as:
   a. Probability Theory
   b. Linear Algebra
   c. Stochastic Programming
   d. Analysis
   e. Logic
   f. Game and Queing Theory
   g. Computer Language
   h. Computer Programming
   i. Computer Simulation
   j. Systems Design
   k. Biostatistics

5. Health Science
   Students whose primary interests are in Health Science will be able to engage in individualized general or specialized studies such as:
   a. Environmental and Community Health
   b. Health Education
   c. Nursing
   d. Nursing Education
   e. Therapy
   f. Medical Library
   g. Technology
6. Applied Science and Technology
Students whose primary interests are in Applied Science and Technology will be able to engage in individualized general or specialized studies such as:
   a. Environmental Technology
   b. Computer Technology
   c. Electronic Technology
   d. Industrial Technology
   e. Transportation Specialist
   f. Pollution Control Technology
   g. Sanitary Specialist
   h. Geoscience Technology

7. Science Education
Students whose primary interests are in Science Education will be able to engage in professional level individualized general or specialized studies such as:
   a. Elementary Science Teaching
   b. Middle School Science Teaching
   c. High School Science Teaching
   d. Junior College Science Teaching
   e. Science Teacher Aides at various educational levels
   f. Science Community Service Aides at various educational levels

B. COLLEGE OF CULTURAL STUDIES
1. The following considerations have gone into the formulation of the mission of the College of Cultural Studies.
   a. Statement of Mission
      The mission of the College of Cultural Studies is to join faculty, students, and community in an educational program designed to produce free men and women. The College is equally concerned with intercultural and international understanding, with social responsibility and self-realization, with preparation for productive employment and productive leisure. The College is viewed as a liberalizing influence within the University and as a cultural expander. The College seeks to fulfill its mission through exploration of the nature of man and his cultures, the dynamics of community, and the liberalizing of a task-oriented life.

(1) The mission of the College of Cultural Studies includes the study of man, not simply as an object for analysis, but as a subject for understanding. The student is his subject matter in the development of this understanding and is encouraged to experiment with his biography and with his interpersonal transactions. He will learn the validity of diverse contexts by placing himself in diverse contexts; he will understand the nature of judgment by making judgments; he will experiment with the nature of community by participating in communities; he will be encouraged to take risks by being provided opportunities to formulate criteria out of which risk-taking may be made sensible.

(2) The mission of the College of Cultural Studies extends to the treatment of the community as an object for study. The requirement is for the development of a sane structure to tolerate the family of men. The structure includes approaches to life in the urban complex and in the international setting. Opportunities to experiment with international and urban settings must be extended to the student to enable him to understand and to find life in these two diversified contexts. The polarization of communities will be studied through participation in these communities in order that new understanding can be developed by which causes of polarization will be examined and possible new forms of community life generated.

(3) The mission of the College of Cultural Studies further extends to the liberalizing of a task-oriented life. The mission includes the development of the skills necessary for adequate task performance (on-the-job skills), the development of interdisciplinary involvements to enable the enrichment of the work experience, the exposure to criteria
by which new definitions of the nature of work may be generated, the provision of opportunities by which prerequisite knowledge is made available as a service to other professional aspirants, and the organization of curricula in ways that provide opportunities for the creation of new employment opportunities for those with unique experiences and talents.

b. Basic Assumptions
The assumptions within the mission of the College of Cultural Studies reflect the conviction that higher education must expand its responsiveness to the needs of the larger community it serves. The educational institution must meet the needs defined by and with the community, and also take an active role in defining those needs demanding response. These assumptions include:

1. there must be a commitment to the continuing discovery of the nature of man.
2. survival depends upon human beings understanding themselves and others.
3. community life needs new definitions and concepts of integrity.
4. problems having national and international dimensions must be seen as inseparable from local and regional problems.
5. problems resulting from urbanization and over population threaten the quality of human life.
6. independent judgment is necessary for responsible citizenship.
7. cultural and humanistic studies must become a concern of every individual since every individual is a culture carrier.
8. contemporary man must develop criteria for identifying his major goals, values, and life styles.
9. techniques and values must be developed to overcome social, racial, and economic polarization.
10. techniques and values must be developed which recognize the validity of pluralistic life styles and experience in urban areas.
11. higher education must develop new approaches to the understanding of ethnic, educational, economic, and technocratic problems.
12. higher education must demonstrate the relevancy of systems of inquiry and knowledge to the realization of individual needs and of societal goals.
13. higher education must recognize its role in insuring the distribution of more equitable employment opportunities.

c. Basic Objectives
The objectives of the educational programs of the College of Cultural Studies are implicit in the assumptions and mission of the College. They have also developed in the light of the University's goal of cultural expansion and the mandates to Governors State University to be open, humane, and efficient. The objectives are:

1. to provide sound preparation for employment services.
2. to promote personalization and individual realization.
3. to develop an understanding of the constructs and dynamics of community.
4. to develop an understanding of all men.
5. to recognize the nature both of work and of leisure.
6. to develop a useful service orientation.
7. to develop an understanding of the role of individual citizens in a free society.
2. The program of the College of Cultural Studies:

a. Statement of Program: Interdisciplinary Studies Contexts, Perspectives and Learning Modules

All learning and teaching within the College of Cultural Studies will be conducted in Interdisciplinary Studies Contexts (ISCs). The ISC is a context which creates an organic framework within which an individual interacts with ideas, issues, and resources. The following Interdisciplinary Studies Contexts have been identified and outlined:

1. Popular (Contemporary) Culture
2. Ethnic Studies
3. Invention and Creativity
4. Area Studies
5. Socio-Cultural Processes
6. Ideas in Culture
7. Language and the Human Condition

Educational responsibilities in the College include many of the disciplines usually located within language and literature, the fine and performing arts, and the social sciences. The resources of these disciplines are brought together in the ISC as a means for broadening and enriching their distinctive perspectives and for creating the possibility for more wholistic perspectives. Some interdisciplinary perspectives have been identified as potentially useful emphases within the ISC. They include the Perspectives of:

1. Identity
2. Milieu
3. Performance
4. Values
5. Futures

Learning modules in the College will be offered as components of one or more of the ISC. Within an ISC, modules may be identified with or grouped together in relation to the interdisciplinary Perspectives. Modules may be characterized as:

1. issue-centered
2. problem-oriented
3. inquiry-oriented
4. individualized
5. varying in completion time
6. varying in credit
7. performance-based (with stated objectives)
8. structured to emphasize mastery
9. involving more than one staff member
10. often being cross-collegial
11. open-ended
12. self-paced
13. laboratory and field-oriented
14. application (career)-oriented

b. Innovative Characteristics of the Program

The educational program of the College of Cultural Studies is innovative in that:

1. it is organized into primarily problem-oriented ISC and learning modules.
2. its entire program is interdisciplinary.
3. its methodologies of instruction are functionally derived. Modes of instruction will include individualized tutorial sessions, seminars, lectures, research and service experiences, workshops, institutes, and field experiences. Instructional materials will be used by and generated out of the collegiate unit. The production of such materials is considered an integral part of the total learning experience.
4. The program is student-transaction centered. Subject matters, professional skills, and disciplinary data are processed into the learning module in the ISC contingent upon student-faculty agreement. This introduces a programmatic flexibility not generally available in collegiate education.
(5) ISC orientation prepares students for professional life. However, there are no ISCs that are organized to prepare students directly for a particular professional life. Professional skills are programmed into the ISC’s at a point when the student is prepared to decide on her/his professional goals. A student may be participating in any one of a number of ISCs and at the same time consider herself/himself to be a pre-law, a sociology, or a theater student. Skill mastery will be measured by competency examinations appropriate to student aspirations.

This arrangement of curriculum will mitigate against the production of the specialist who possesses the skills of his trade, but lacks awareness of the social milieu within his trade and within which his trade exists. Emphasis is placed upon both the meanings (carried by the ISC) and the skills or techniques of the professional life. Because of this conscious effort to include both meanings and techniques of human behavior, the curriculum of the College of Cultural Studies is identified as a Transformational Curriculum.

C. COLLEGE OF HUMAN LEARNING AND DEVELOPMENT

1. OBJECTIVES
   The College of Human Learning and Development has as its major objective—the preparation of students who are self-actualizing and professionally oriented. That is, students who understand and can function within the present-day realities of society and the environment, and who develop the skills and competencies necessary to function in a “futuristic” society. Such individuals also have a practical understanding of self and one’s relation to others, as well as being concerned with a professionally oriented program producing competencies that result in practical skills useful to society.

   A second objective of the College is to provide a support system for students in other Colleges in the general areas of human relations, human growth and development, psychology, education, human services, and communications.

   A third objective is to devise individual programs for students which are specifically tailored in relationship to past experiences and future goals of the students. This includes developing learning experiences which center around modules utilizing performance objectives and terminal behaviors describing successful completion of the module and which include extensive laboratory and field experiences in a reality-based setting.

   A fourth objective is to create a collegial system which operates openly with concern for students, faculty, and community in a cooperative venture in new approaches to learning.

2. PROGRAMS
   Bachelor of Arts in Human Development
   Urban Teacher Education: Early Childhood and Elementary Urban Teacher Education
   Human Services: A Combination of Social Welfare, Special Education, Community Development Services, Mental Health Services, and Corrections.

   Communication Science
   Interpersonal and Organizational Communications, Media Communications, and Communication Disorders.

   Behavioral Studies (Psychology)
   Master of Arts in Human Development

   Communication Science
   Interpersonal and Organizational Communication
   Media Communication and Communication Disorders
Human Relations Services
Elementary School Counseling
School Psychology (elementary level)

D. COLLEGE OF BUSINESS AND PUBLIC SERVICE

1. The following purposes will be the basis for development of this College:
   a. To provide instructional programs for the needed leadership of a changing society, presently and in the future.
   b. To provide research, work, and study opportunities related to consumer education, societal concerns, economic developments, and governmental, business, labor, and industrial needs.
   c. To provide close working relationships with the major industrial and public service complexes by evolving a variety of cooperative education and internship possibilities.
   d. To provide multiple opportunities for the preparing of uniquely qualified leaders in areas such as urban and suburban community planning, data analyzing, municipal administration, governmental agencies, community organizations, and units, ranging from international to local, and metropolitan to rural.
   e. To provide through the social, behavioral, and administrative sciences opportunities for the understanding and applicability of the concepts of human and civil justice.

2. The purposes of this College will be attained by implementing programs in:
   a. Governmental Service - Government is one of the largest employers of a wide range of professionals today. The need for dynamic leadership in existing and future roles is evident. The University proposes to prepare students for professional careers in public service in all types of government units, with initial particular emphases upon urban/suburban governmental agencies. In addition, preparation for graduate study and functional graduate programs will evolve.
   b. Administration and Management - Students preparing for administrative and leadership roles in a variety of fields of human endeavor will have an opportunity to gain the necessary theoretical background and practical experience most reflective of society's needs for creative management. Behavioral sciences, administrative theory, quantitative analysis for business and public service, the basic areas of finance, law, accounting, marketing, business education, and the like, will contribute to multi-disciplinary approaches for undergraduates and graduates either beginning their study in administration and management or recycling and renewing their executive and leadership potential.
   c. Community Planning and Development - A flexible approach utilizing pertinent contributions from such areas as economics, transportation, architecture, engineering, systems analysis, communications, political and other social sciences will be used to provide opportunity for developing leadership roles and graduate study in the many-faceted area of urban/suburban community planning and development. Analogies for community development will be drawn from both domestic and international sources to implement this approach.
   d. Business, Business Education, Industry and Labor - The University will provide opportunities for students to prepare for the countless careers, present and evolving, in the broad areas of business, business education, labor, and industry. The contributions of many fields of human endeavor will be used to prepare students for careers, leadership roles, and graduate study in these areas.
   e. Research and Service Unit - A major function of the Research and Service unit of this College is to encourage the faculty and students to engage in instructional, curricular, basic, and applied re-
search relating to the needs of the community and College. It will serve governmental, labor, industrial, and business agencies by providing in-service training, consultive services and will function as an information clearinghouse with the publication of brochures, training aids and monographs.
V. INSTRUCTIONAL STRATEGIES AND GUIDELINES

A. INSTRUCTIONAL STRATEGIES
The University is committed to the use of a variety of strategies in its instructional programs. In keeping with its mission and goals, the following are proposed:

1. The basic instructional unit will be called a Learning Module. Learning Modules include at least these components:
   a. a statement of rationale
   b. performance objectives
   c. content
   d. study materials
   e. teaching modes
   f. evaluation

2. Learning Modules will include many characteristics. For the most part they will be:
   a. interdisciplinary
   b. individualized and student-paced
   c. variable in credit
   d. time for completion determined jointly by students and faculty
   e. performance based with emphasis on mastery
   f. involving more than one faculty member in planning, development and implementation
   g. involving students and faculty as colleagues in learning and inquiry
   h. designed to enhance students' learning from one another
   i. often inter-collegial in scope and involvement
   j. drawing on expertise outside the University to augment faculty expertise
   k. interrelating conceptual knowledge, and its social and human consequences
   l. centered on problems and issues of contemporary and future significance in the real world
   m. designed to help students learn how to inquire into and take action on problems and issues of contemporary and future significance
   n. designed to aid students in becoming life-long learners
   o. capable of being initiated on any topic, at any time, at the request of faculty and/or students

3. Any instructional mode may be used in Learning Modules provided that it is both effective and humane. Some currently being planned include:
   a. seminars, colloquies, and discussion groups
   b. laboratory and field work
   c. simulations and games
   d. computer assisted instruction
   e. role playing
   f. group dynamics and techniques
   g. independent study
   h. protocol materials
   i. audio-tutorial instruction
   j. cooperative education
   k. problem-focused group study
   l. community service projects
   m. research projects

4. Emphasis can be placed on student involvement in planning and developing Learning Modules. This experience will be considered to be an integral part of many programs for meeting degree requirements.

5. Learning Modules will utilize a variety of media to enhance individual learning patterns.

B. INSTRUCTIONAL GUIDELINES
The faculty of the University, whether working upon or planning curricula, will apply the following guidelines:

1. Educational objectives will be expressed in performance terms whenever practicable with the concurrent development of criteria related to objectives.

2. The conceptual structure of knowledge will be relevant to human endeavors.

3. Modes of instruction will include individual, small group, and large group activities.

4. Interdisciplinary relationships will include the interrelatedness of knowledge, contemporary and future problems of society,
and the overall educational goals of the University.

5. Evaluation of instructional materials will be in terms of their effectiveness in helping students attain stated educational objectives.

C. INSTRUCTIONAL RESEARCH AND EDUCATIONAL TECHNOLOGY SUPPORT
The University will utilize the best available educational technology and instructional communications and research support techniques. Instructional research and instructional support groups will be established to assist faculty, students, and others in developing performance objectives, related instructional programs and study materials, and achievement criteria. The instructional research group will help faculty members obtain and analyze data on student achievement that will be useful in improving instruction. The instructional communications support group will provide leadership in implementing instructional plans through creative use of educational technology. Constant cycling and recycling of data and information leading to the improvement of teaching/learning processes will occur. The University will attempt to reach the goal of one fourth of its curricula developed in individualized software learning packages during this decade.

Instructional planning and research, along with more traditional forms of research, will be accompanied by faculty commitment to teaching and community service. Faculty members will be evaluated on the basis of criteria relating to teaching, research, and community service. They will have responsibility for selecting these criteria. This will introduce greater flexibility into faculty utilization. It will also mean a heavy faculty commitment to all aspects of evaluation and development of carefully delineated criteria for advance-
D. INSTRUCTIONAL FRAMEWORK
Although the prime responsibility for the instructional framework will reside with the faculty of each College, the following guidelines are suggested to insure philosophic consistency:

1. Admissions procedures will be developed by the University within the guidelines of the State Master Plan. The Colleges will develop their own instrument to assure the admission of students. These will be minimal in terms of traditional standards and will be designed to be facilitative rather than restrictive. Major emphasis on entrance will relate to student activities, interests, and desires. All areas of study will be open-ended and students will be encouraged to assist in the planning of their curricula. Subject matter lines will not be restrictive within individual Colleges or among the complex of Colleges.

2. Academic progress will be measured on an individual basis. Thus, the intrinsic value of progress for the learner becomes more important than external reward. This may best be accomplished with a transcript that reflects positive achievement rather than the traditional grading system. With the adoption of a positive achievement transcript the student's progress is measured on the basis of personal and academic gains.

3. Learning is an inquiring process. All available knowledge or information cannot possibly be presented to students—there is too much and it changes too rapidly. The purpose of the instructional program, therefore, is to equip students with the tools for inquiry that allow them to deal with change per se, and allow them to search out their own meanings of information in terms of their own interests.

4. The instructional program will become a learning process only when opportunity for change exists. Change occurs when communication is open and continuous. Therefore, it is imperative that internal and external communication be emphasized throughout the University program. Every effort will be made to provide a formal and informal environment for communication. Opportunities will be planned for student-student interaction, student-faculty interaction, student-community interaction, and faculty-community interaction. This kind of full participation endorses involvement and is concomitant to the growth of self-esteem.

E. CORE GROUPS
In an effort to overcome the depersonalization that characterizes much of campus life today, core groups consisting of students and faculty who care about each other, will be established. These groups will be part of Governors State University’s solution to the problem of isolation and excessive competitiveness. The exact nature of these core groups is still to be identified; however, it is felt that core groups will develop in relation to common curricular interests.

F. DEVELOPMENT OF CURRICULAR UNITY
Traditionally undergraduate curricula have been designed to give breadth and depth. Incongruous as it may seem, responsibility for developing breadth has usually rested in specialized departments. That is, students are assigned a group of courses in various specialized areas. This, when considered in light of the tremendous “knowledge explosion” following World War II, led to a bifurcation of courses and the intensive specialization characteristics of many programs. Evidence exists that this specialization does not produce the most effective education.

Governors State University will seek to escape the trap of the breadth-depth curricular concept. Instead of placing breadth and depth in opposition, it will develop a new model outside of that framework. The key to this approach is perhaps best exemplified in Alfred North Whitehead’s statement: “What we should aim at producing is men who possess both culture and expert knowledge.
in some special direction. Their expert knowledge will give them the ground to start from and their culture will lead them as deep as philosophy and high as art."
VI. STUDENT SERVICES AND THE INTEGRATION OF STUDENT LIFE

A. STUDENT SERVICES
The educational program of Governors State University consists of all the experiences available to the student while he or she is involved with the University. Student Services, as an integral part of the educational process, will provide opportunities for students to accumulate experiences that contribute to the realization of their educational purposes and the development of more rewarding life styles. Student Services is charged with a centralized major responsibility for the initiation and development of activities which promote the integration of the students' total educational experience. In a decentralized sense, all members of the University community will be integral parts of student experiences and student services with the most direct services being concentrated in the Colleges.

Specific processes and positions have been established to facilitate tasks necessary to the supportive functioning of Student Services. The skills of persons having general counseling abilities as well as specific competencies will be utilized to develop individualized and generalized student services. All members of Student Services will perform counseling services to assist students in establishing educational goals. This service will include personal, social, and career counseling supplementing that offered by other members of the University especially in the Colleges.

Student Services is responsible for the development and direction of student, non-academic activities such as supervising counseling services, health services, and general student activities. Student Services will serve in an advisory capacity on all matters of student concern and on University supported activities which influence the student's mind, body, and character thereby implementing the rules and regulations of the University, the Board of Governors, and the State which regulate student conduct, safety, and general welfare.

Centralized Student Services will coordinate the student personnel functions of the Student Services personnel in the collegiate units.

Counseling and Guidance will be charged with the responsibility of supervising student counselors in the Student Services and working in a consultative capacity on matters of counseling to Student Services and the University community. Counseling and Guidance will gather and diagnose information of concern to students.

The testing office will complement the work of Student Services and others in the University community with individual testing services thereby utilizing tests in such areas as interest, personality, personal problem survey, aptitude, study habits, and values to assist Student Services and the University community in the maximum development of students' potentialities. The office will work in a consultative and resource capacity to Student Services on matters of testing.

Student Activities will act in a supportive capacity to student generated activities encouraging a broad range of activities which enrich and extend student identification within the University environment. The office will provide assistance and counsel in the development of student participation in University governance and will play a key role in the recreation program, cultural activities program, special interest organizations, and the expenditure of Student Activity Fees.

B. HEALTH SERVICES
Health Services will have the general responsibility for collecting, recording, and transmitting data concerning the health of students, faculty, and staff. The Health Service will provide essential emergency, evaluative, and referral health delivery services within the capability of the Health Center and will establish procedures and sources for expedient services beyond its capacity.
Health Services will encourage cooperative relationships with Nursing Education and Administrative programs at Governors State University.

Health Services will consult with Student Services and the University community on matters of health. Health Services will supply pertinent information to Student Services to assist in counseling and will offer counseling services, individually and in groups, to students on matters of health concern to students.

C. SUPPORTIVE SERVICES

1. Admissions
   The admissions service will include, but not be limited to, general promulgation and interpretation of University programs and admissions criteria, development of application procedures and forms, coordination of the articulation of students into University programs, and provision for collection and distribution of student data elements into an integrated information system.

2. Financial Aid
   The financial aid service will minimize the possibility that the student will be forced to abandon her/his educational aspirations for lack of financial support. It will disseminate information concerning available financial assistance programs, generate and coordinate resources to fund such programs, and counsel with students concerning personal finances and budgeting. In addition,
it will distribute financial assistance to students, administer the University loan and work study programs, and arrange realistic loan repayment schedules.

3. Student Employment
The student employment service will establish cooperative relationships with employers and potential employers to increase opportunities for off-campus employment of students. It will also develop a student employment program within the University and provide students with information about these opportunities. Both of these programs will be closely coordinated with other agencies and offices.

Student employment experiences should contribute to, rather than detract from or interfere with, students' educational experiences. This work experience, as an integral part of the students' education, will include attitudinal as well as skills development. Cooperative education that is academically effective will be a primary responsibility of the collegial units as coordinated by the centralized office.

4. Registration and Records
The registration and records service will provide critical information for the student, all agencies of the University, and the broader communities associated with the University. It will be responsible for the creation and maintenance of appropriate student record systems, the coordination of student enrollment and progress records, and the generation of data for operational and research purposes.

5. Placement
The placement service will provide the student information regarding employment opportunities, both current and future, means for disseminating at his request his personal papers and records to prospective employers, and opportunities for visiting with prospective employers.

6. Environmental Support Services
These services include, but are not limited to, the development and coordination of the food service system, lounges, and other general recreational facilities, the bookstore, the transportation system, parking arrangements, and the systematic protection of life and property of the University and its constituents. Safety services are viewed as both individually facilitative and humane as well as protective of the rights and responsibilities of individuals and groups under the law.

D. THE INTEGRATION OF STUDENT LIFE
1. Divisive Influence of the Commuter Environment
The problems created by living at home while attending a commuter university cannot be ignored in the planning of Governors State University. There are many related problems such as commuter transportation, lack of study facilities at home, familial comprehension and understanding of the student's academic efforts.

A commuter campus has a built-in element of separateness and sometimes even alienation which some students feel toward institutions of this type. This does not assume that commuter institutions cannot produce top-flight students. Nor does it assume that the residential college is the only viable model. Rather, it points out that the residential college has a built-in "sense of place" through which students may more readily identify with "their" college, and thus, tend to care more about what goes on at the college. Such concern may, of course, express itself as much in terms of social life and athletic rallies as in scholarly endeavor. But the important point is that the potential for desirable involvement in the academic process is enhanced if each student feels that she/he belongs to the institution and that she or he has a place in it.

2. Physical Provisions for Integration of Student Life
The decisive influence of the commuter campus will be overcome in part by the provision of facilities which enhance op-
opportunities for students to identify psychologically with the University environment. Governors State University will provide a physical attraction for its students which will immediately predispose them to spending increasing portions of their time on the campus. As in the provision for the several climates for instruction (i.e., individual, small groups, large group areas), spaces must be designed for student-student and faculty-student communication in a variety of climates:

a. Individual study areas strategically placed throughout the campus.
b. Locker and storage areas, central and dispersed.
c. Lounge and food service areas deliberately dispersed in relationship to instructional areas and time spent in such areas.
d. The campus center - food services, recreational facilities, lounges, work areas, and offices for student activities. The University library might well be located to relate to this center.
e. Commercial shops and services contiguous to the campus.
f. Outside recreational, study, and socializing areas.
g. Commons and study areas related to the instructional outposts which extend the University program into the community.

3. Psychological Provision for Student Identification

The provision of attractive and well-designed commuter commons space has failed, in and of itself, to solve the problem of student isolation in commuter environments. Governors State University has a unique opportunity to develop and exploit the basic ingredient of student identification — that of an integrated educational environment wherein instructional programs, student services, and learning support systems are combined in the perception of the student and psychologically possessed by him as a consequence of student involvement in the educational process.

The realization of its desire to be an open and humane University will greatly resolve the identification problem. To assure the integration of student life into the total education program, Governors State University will take the following steps:

a. Full integration of student services and the instructional program by:
   (1) Deliberate involvement of all members of the University community in the needs of student life.
   (2) Assignment of personnel in each college to coordinate academic advisement and college student services and to serve as liaison with centralized student services.
   (3) Establishment of a vital Student Services Committee composed of students, faculty, college personnel officers, and central service officers to develop policy recommendations for improvement of student life.

b. Physical location of the offices of the necessary officers in such a manner that will provide direct, easy access by students.

c. Maintenance of an open house policy and security for students to use University facilities for their approved activities.
VII. LEARNING SUPPORT SERVICES

To enable the University to maximize its effectiveness as an open experimenting institution, specialized facilities will be required. These include the following:

A. LEARNING RESOURCES CENTER
The Learning Resources Center will be the main repository and distributor of all forms of instructional materials and information—books, pamphlets, periodicals, and graphics as well as newer forms. All resources will be housed in and distributed by the Center. While these materials and information will be primarily housed in the Center, it will have collegiate sub-centers and will have the capacity of distributing the materials and information to all parts of the campus including its outposts. The Learning Resources Center will be designed to support instructional strategies and educational programs developed by the collegial units. Planning for the Center will be done in cognizance of current and anticipated technological developments in acquisition, processing, circulation, retrieval, and distribution of instructional materials and information. Contracted services will be employed wherever practicable so the bulk of resources will be used for acquisitions rather than personnel.

B. INSTRUCTIONAL COMMUNICATIONS CENTER
The purpose of the Instructional Communications Center is to provide those resources—personnel, equipment, facilities—necessary to produce instructional materials needed by faculty and students to enhance and individualize the learning process. The Center will have the capacity to produce faculty and student developed concepts utilizing the most appropriate media or multi-media mode. Facilities for producing audio-visual and videotape materials, the distribution center for transmission of signals from dial and/or random access information systems and computer assisted instruction systems, among others, will be included in this Center. Instructional materials produced by the Instructional Communications Center will be catalogued and circulated by the Learning Resources Center with the exception of online information and computer based systems. Small scale, faculty or student operated devices for preparing instructional materials will be located in college subcenters.

C. COLLEGIAL AND OUTPOST LEARNING SUPPORT SERVICES
Special work and study-oriented services are required by the University because of the inherent nature of a commuter college. The services provided will, in many cases, be used by faculty as well as students.

The special services required will be located in:

1. Laboratories, classrooms, and other campus areas where individual problem-oriented work will be carried out.
2. Collegial areas such as seminar and lounge facilities, where students will congregate.
3. On-campus outposts, special non-collegiate related centers where several students will congregate for the expressed purpose only of using those services.
4. Off-campus outposts, such as mobile facilities and in-town (e.g., Chicago or elsewhere) work and study areas. Some study areas may be similar to existing student carrels.

The kinds of special services and facilities that will be available will be pushing the state-of-the-art in several areas, but will be entirely consistent with the notions of a future-oriented, humane, open, flexible and experimenting institution. Students will have access to a variety of the following:

Movie and slide projectors, time sharing computer terminals, audio-tutorial and computer assisted programs, coffee pots, lounge and rest areas, a video interface for data bank access to libraries or the Learning Resources Center, audio playback devices, hand-out journals, microform reader/printer units, typewriters, copiers, telephones, utilities (air, gas, electricity, water, exhaust), special laboratory equipment, and the like.
D. CULTURAL-EDUCATION CENTER
This facility will be designed to accommodate those functions that contribute to the expansion of life, the redefinitions of life-style, and the distribution and display of the products of the plastic and performing arts. It can include an auditorium, theatre, and open galleries for the display of all forms of natural and man-made art representing multiple racial and ethnic cultural groups. It is the focal point for student and community-oriented performing arts. It will, therefore, provide a focus of cultural activity supporting the relationship between the University and the local community. The Center can serve as a focal point for cultural expansion and the study and enjoyment of the cultural arts and heritages of all peoples.

The Center will be planned to combine rehearsal rooms, art studios, lounge areas, ceramic studios, and seminar study facilities with actual performance and display functions. The multi-purpose function of the facility in terms of its instructional-display-service use assures efficient utilization of the facility.

E. COMMUNITY ORIENTATION
As with its educational and community service programs the support services and centers are intended to serve multiple community constituencies above and beyond the staff and student groups. Support of community groups will be sought. The extensive use of University facilities will require external support for construction and programs. Appropriate interfaces are being planned between groups, agencies, institutions, municipalities, etc. For example, the Learning Resources Center interacts with area libraries, telecommunications linkages are planned between the Instructional Communications Center and cable TV systems. Our only limits are those of imagination.
learning resource center