Governor's State
Designated University
of Monumental Art

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"The Sculptor, the Campus, and the Prairie" celebration feature works by seven of America's sculptors: Mark di Suvero, John Henry, Richard Hunt, Jerald Jacquard, John Payne, Jerry Pearl, and Edwin Straussman. Straussman's "Phoenix" was originally in the patio of the Cornell Arms apartment complex in Hyde Park, Chicago. Hunt has crafted a model called "Interaction," which the university plans to commission for display near its main entrance. Straussman's "Phoenix" has become university property.

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Individualized Experimental approach in University without walls program

Sharon Wallace

PARK FOREST SOUTH, Ill.—Applications are available for the University Without Walls B.A. degree program of Governors State University.

Applications or further information may be obtained from the director, Robert Press, at GSU, telephone 312/534-5000. A brochure will be available soon.

The first orientation session is scheduled for Saturday, September 18, from 9 a.m. to noon in the William E. Engbretson community conference center at the university.

Characterized by an individualized experimental approach, the University Without Walls program combines a competency-based liberal arts core with a major area of specialization.

The program provides an alternative system of attaining a B.A. degree that fits individual needs.

Professor Press' responsibilities include development and coordination of the UWW program and utilization of the experience of several UWW units already functioning. Also included are adaptation of the goals of UWW to the overall objectives of Governors State University, while considering the special cultural, occupational, and situational needs of the students and the communities served by GSU.

The Union for Experimenting Colleges and Universities, headquartered at Yellow Springs, Ohio, and the University Without Walls have received national recognition and acceptance. Governors State University became the 30th member of the Union in 1974. Member institutions are public and private, large and small, predominantly white, and predominantly non-white across the country. The Union for Experimenting Colleges and Universities was first established in 1964 as a research and experimentation group of small colleges.

Interdisciplinary Studies

Continued from page 1

Integrated Studies Program.

"It's really a struggle for faculty so disciplined in a certain direction," admitted Dr. Randolph Bohannon, a biology professor. "Their whole value system gets a jolt."

"This package could not be offered without faculty training," explains Dr. Curtis Huber, professor of philosophy and director of the program. They're working hard because they know that in addition to the teaching aspect, they have to achieve a level of professional communication with their colleagues.

A statement of dedication to determine reasons for the prominence shown by the initial interdisciplinary courses last semester have been made. From the student point of view there are two predominant conclusions:

1. They become aware of the many sides of an issue. They rapidly achieve a mature perspective through which they see that there isn't such a black-white answer to everything, and (2) overwhelmingly (4.6 on a 5.0 scale) the students find it more intellectually interesting, challenging and stimulating than the routine acquisition of data typical of a traditional course.

Reaction of the 45 students enrolled in the program during the fall semester has been "amazingly good," according to Dr. Bohannon. "It's extremely interesting, like nothing I've ever dealt with before," a student in a chemistry class reported, "but it's also a lot of work."

WANT TO SELL YOUR OLD TEXTBOOKS? BOOK BUY BACK. September 13, 1976. 8:30 a.m. - 8:30 p.m. G.S.U. BOOKSTORE.
Most of all this fall, the community welcomes all new and old students alike to GSU. We are here in hopes of showing you that we want you here, in fact, that we need you here, in order to fulfill our mission, that is, you. We also want to welcome our new president, Dr. Lowman Malamuth, and wish him the best of luck with the GSU challenge.

Governor's State is "state of the art" education — the best educators have to offer. GSU is also unique in its consideration of students on a humanistic level. Much work is being expended to this effort.

State of the art education is a new education in a new age. Traditionally, education centered on the intellectual aspects of knowledge, but science has shown the seat of knowledge is in the inside or intuitive mind. Which, potentially, is in synthesis with the outside or intellectual mind.

To think is, not necessarily, to know. Education in its true sense depends on much more than the memorization of facts accumulated in the past. The ability to use those facts in the present has been recognized as an important aspect of education. "We teach how, not necessarily, need consider and developed to a degree of competency never before achieved with his immediate environment and then with the greater whole with which he has to play his part."

GSU's competency based inter-disciplinary programs are designed to meet these objectives. In such a program the whole individual is taken into consideration and developed to a degree of competency never before achieved with traditional intellectual education. GSU is the idealistic dream of many thousands of academicians.

On the humanistic level, GSU has gone through considerable change. Some of these changes, however, have been in the wrong direction. Whether this direction is reversed or not depends on you, the GSU student.

Student participation in essentially a participatory governance system is called for now more than ever. A major flaw in "the system" is the lack of student participants on the various committees of the University Assembly and other areas of concern.

This lack of interest can have disastrous results — for example, the constitution committee of the University Assembly, charged with the responsibility of drafting a new constitution, which is to replace the present one, was rejected in a general election by the community last summer has been unable to discuss and propose changes because no students have signed up to help. Education at GSU differs from the traditional in that the focus is on the individual rather than on the blackboard, so to speak. This translates to an individualized learning experience fitted to suit the differences among students.

This is the reason for an individualized commitment on the part of everyone, but especially the serious student at GSU.

Work is what makes competency work! A total commitment to the learning process, part of the time, is an integral part of the learning experience. Traditionally, students only had to attend class to earn credits. At GSU, active participation in all aspects of competency based education is a must.

There are many avenues the student may take in executing "this thing." The opportunity to do something is designed into the system. Practical application of learned skills is one way to grow. The failure to function on this level is simply failure, at GSU.

Graduation, in the real sense, occurs when the student can and does assume his role in society. Be it at GSU or elsewhere. This is what GSU has to offer. What we do with it is your choice. If we choose to fail, then GSU will fail too. This is almost a truism. If we choose to succeed, then success will be ours. The best to all of you and good luck with the GSU experience.

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Editorial

Open letter to the Students of Governors State University

Dear Students:

While reading the August 16 issue of the Innovator, I believe I must take this opportunity to more accurately inform you about a number of recent personnel actions. It is especially important that this be done since the Innovator is the major source of information for many of our students; however, there were so many inaccuracies in the last issue that I can deal with only a few.

The overall impact of a number of stories was to imply or even to state explicitly that upon my leaving I am firing faculty and administrators... "in a deliberate design to get rid of any opinion or contrary opinions." I am bound by professional ethics, the law, and common courtesy not to discuss in a public forum the specific reasons for the actions taken, but I do wish to assure the students that for each action there was sufficient reason and cause to act. In the case of the faculty members in the College of Cultural Studies, the recommendations for non-reten- tion were made by the Faculty Affairs Committee and supported by the Dean of the College and the Acting Vice President for Academic Affairs. Furthermore, I am quite convinced that there was no breach of academic freedom.

Concerning the case of administrators, I wish it to be clearly understood that Dean Ruben Austin's decision to resign was completely his own. He was offered a one-year appointment as a visiting professor in an endowed chair at the University of South Carolina and decided that upon his return he would prefer to hold a full-time teaching position. His contributions over the past six years as Dean of the College of Business and Public Service have been greatly appreciated. Dr. Layzell has been tentatively offered a position with the Board of Governors, and has decided to accept it if it is formally made in late fall. This is a promotion for Dr. Layzell, and his service to the University has been outstanding, as it will continue to be in his new Bogue responsibility, not only for GSU but for our sister institutions as well. Dr. Pucci will remain as University Vice President for Research, and Innovation and R. Curtis will continue at the vice presidential level as Executive Associate.

There are two Acting Vice Presidents, Dr. Ted Andrews and Dr. Charles Milas. Only three administrators have received terminal contracts and two of them remain at GSU for an additional year in non-administrative positions.

There has been no mass house cleaning by me upon my exit from the University. There have been some terminations of people who were not performing adequately in their jobs. I believe their poor performance can be documented.

Other faculty and administrators have received specific recommendations for improvement, but are not being fired because the persons are not performing adequately, then I have an obligation to point out those deficiencies.

Each of these personnel actions was taken upon the recommendation of responsible University officials and in the best interests of the students and the University. One could easily get the impression from the August 16 issue of the Innovator that dire things have indeed been occurring. Let me assure you that is not the case.

I am devoted to this University and its ideals, both now and in the future. Indeed, I am the author of much that we embrace. I have convinced that the recent personnel actions, and there have been seven, (four professors and three administrators out of 55 professional personnel), are in the best interests of you and of the University.

Of 556 University employees, seven are being non-rentained. Of 456 minority employees, four are being non-retained. GSU has had, has now, and I trust will continue to have in the future the best AFFIRMATIVE ACTION/Equal Opportunity record of all the accomplishments of any senior institution in the nation except those historically predominately minority institutions that can compare favorably to GSU in accomplishing our goals as we know.

It will take all our continuing cooperative efforts to enhance our goals. On the other hand, I, or any other leader, would be remiss in our responsibilities if we demonstrated incompetence — regardless of the person's sex, race, or creed — were permitted to continue.

I thank you all for your dedication to our University and urge you to work hard to attain your goals as well as those of GSU.

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Governors State University is an experimenting upper-division and graduate university. It is based on a new concept in higher education -- the open university -- and is being developed on a new campus changing in northwestern Illinois. It is being planned to meet tomorrow's demands, and it is not bound by tradition. Traditional approaches to education may have to be shown to be valid in meeting the problems of the future. Thus, the University is an educational model as new in function and design as it is in concept.

Governors State University strives to be a future-oriented, service-minded institution constantly seeking academic excellence. It explores new dimensions and seeks unique solutions to the concerns of society and higher education; develops and evaluates innovative programs, keeping pace with the increasingly complex challenges of our technological society. It is an experimenting institution. Because of the primary metropolitan population area it serves and the characteristics of the junior colleges in the area, there is a need for provoking, innovative and unique creations. A challenging and exciting situation charged with serious responsibilities for staff, students and the community.

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 fact, an experimenting institution.

Because of the primary urban/suburban population area, it will serve and the characteristics of the students of the junior colleges in the area, the need to be provoking, innovative, and unique creates a critical concern for unique individual human beings and their inter-relationships, evolving in social settings, recognition of an omnipresent force to depersonalization and dehumanization frequently characterizing contemporary social life. It will develop, maintain, and enhance the humanistic, artistic, and aesthetic aspects of education within the limits imposed by quantification and budgeting. The learning environment in the 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 ever to have evolved.

Governors State University will be a model of efficiency in individualized learning, and systematic curriculum development and budgeting, evaluation techniques, and in overall concern for accountability and responsibility can be maintained.

Governors State University will be a model of efficiency in individualized learning, and systematic curriculum development and budgeting, evaluation techniques, and in overall concern for accountability and responsibility can be maintained. All instructional, research, and community service programs and activities will be responsive to experience, varying perspectives, and perceptions of needs and dynamically altering conditions of life. For example, it is experimenting nature of the University and it is not bound by tradition. Traditional approaches to education may have to be shown to be valid in meeting the problems of the future. Thus, the University is an educational model as new in function and design as it is in concept.

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THE UNIVERSITY MISSION, OBJECTIVES AND CHARACTERISTICS

The primary descriptor of the University's characteristics is Openness. The scope of some of those options follows:

1. Insofar as is possible, barriers will be removed. Neither students nor faculty shall be constrained by traditional boudaries, such as disciplinary scholars, they will be free to create new areas of study or to specialize. Students and faculty work in an interdisciplinary fashion in one, two, or three, and the faculty will have the opportunity to begin a data bank is being developed so as to insure persistent and continuous effort.

2. The threat imposed by grades will be removed. Students will have more control over their academic careers, and they 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 institutional and its colleges, students and faculty will have the opportunity to begin a given investigation and work unit wherever it is appropriate to their goals and research interests.

5. The key to success and achievement is the critical concern for unique individual human beings and their inter-relationships, evolving in social settings, recognition of an omnipresent force to depersonalization and dehumanization frequently characterizing contemporary social life. It will develop, maintain, and enhance the humanistic, artistic, and aesthetic aspects of education within the limits imposed by quantification and budgeting. The learning environment in the 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 ever to have evolved.

6. Research is encouraged in its broadest sense. Basic research, applied research, and evaluation; specialized research, self-oriented research, and applied research; theoretical research, self-oriented research, and applied research, needs to be more firmly established. The goal will be factuated through the University's cooperative education and research projects and programs. The project for further graduate work. Continued training education programs will help the University to become integrated within its geographic area.

7. Emphasis on community relations will be reflected in the nature of cooperative education. Programs will be directed toward creating new channels for participation. Community relations will be real and functional, and every effort will be expended to remove the unnecessary distinction between the "real world" and the University.

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

10. A constant concern is that open communication between the University and its communities exist so the University family and its constituencies have multiple channels for participation.

11. Automatic change mechanisms are being planned so as to keep the University responsive to experience, varying perceptions of needs and dynamically altering conditions of life. For example, it is experimenting nature of the University and it is not bound by tradition. Traditional approaches to education may have to be shown to be valid in meeting the problems of the future. Thus, the University is an educational model as new in function and design as it is in concept.
Innovative and Experimental Practices at Governors State University

In its Report on New Senior Institutions published in 1968, the Board of Higher Education declared that a new kind of university, especially adapted to the needs of students coming from junior and community colleges and to which society would look for all kinds of middle management and technological development. In the establishment of Governors State University and Sangamon State University, the Board of Higher Education was recognizing the need for the "liberal arts university" providing programs in the liberal arts and closely related fields, but not emphasizing basic research and discovery of new knowledge. The Report went on to say: "This kind of university is seen as a truly pioneering service... is one calling for real educational innovation and for thinking in bold new terms."

Further goals for Governors State University were set as a result of a Delphi-like survey of educational needs and objectives. Some 1200 persons in the Chicago area, in Illinois, and throughout the nation participated in that survey. These successive questionnaires provided information of what various publics thought GSU should be and should do. It placed its services to the people of the State of Illinois. In addition, representatives from the community have been closely involved in the development of the instructional program. Each college has had its advisory council which provides input and evaluation of the programs.

As a result of these surveys and input from the community, the staff, and board members, it has been determined that the University should be dedicated to community-oriented, future-minded, innovative and experimental posture, with individual and societal needs and values, flexible and able to attract and serve the educational needs of low- and middle-income youth and adults with particular stress placed upon being of service to minority students.

Much attention was given during the planning year to the development of the instructional delivery system. Currently, instruction is centered within four college units—the College of Cultural Studies, Environmental and Applied Science, Learning and Development, and Business and Public Service. Much of the support for instruction is decentralized within the colleges. Students, study, and evaluation, and cooperative education, though coordinated centrally, are decentralized in the respective Colleges to effect the most direct and functional relationships with students.

Direct faculty to student contact is provided by an instructional module which varies in form, time, and place. Classroom, laboratory, seminar, series of lectures, a project, an experiment, independent study, and combinations thereof. It may last a few days, a few weeks, or an entire year. It may have a value of one to eight units of credit. Modules are usually started at the beginning of a session but may start at other times depending on the students, type of module, and/or educational objective.

For the most part, the educational objectives of a learning module are expressed in behavioral, measurable terms. These objectives may be cooperatively developed by the student and the faculty teaching the module. A student receives credit on the basis of the quality and quantity of objectives mastered. Transcripts show the name of the learning module, units earned, and behaviors or competencies mastered. No listings are made of objectives not completed or in progress. Learning modules are interdisciplinary in nature. The interrelatedness of knowledge is stressed. Modules often are coordinated by a team of lecturers from a number of schools and from more than one college. The curriculum is generally conceived of as interdisciplinary or transdisciplinary.

Much of the work within a module is individualized and self-paced. A high level of support from the hardware and software of educational technology is provided by the Instructional Communications Center, making self-pacing possible.

A model is shown here of the ICC extension already under construction.

Most students complete some type of cooperative education program. This work-study experimental program is supported and supplement formal institutional instruction.

The University maintains a high level of commitment to the community at large. A mobile Environmental Science Laboratory has provided supplementary support to the scientific program in area elementary schools. A university choir, stage band, and theatre open to people in the community as well as university students have been organized. With the support of outside funds, research in human resources is being conducted. The University Teacher Education program is the first competency-based teacher education program certified in Illinois by the Office of the Superintendent of Public Instruction. Outpost centers are in operation in support of the program. The program has been well received and has reacted both to acute and chronic social problems which exist in the immediate area.

The University is experimenting with new faculty structures. It has obtained permission from the Board of Governors to dispense with the customary rank of professional staff for a five-year experimenting period. Because of the wealth of talent in the Chicago Metropolitan area, GSU expects to make use of part-time (community) professors who will be able to relate classroom theory and practical application. The University also has obtained permission and has implemented a cyclical tenure system which provides tenure on a cyclical period of 7 years between review. One year and two year appointments.

In the same manner that students accept a number of performance objectives to be completed when they register for a learning module, professional staff members develop, with their unit heads, professional performance objectives for the academic year. These professional work agreements, upon acceptance by the staff member, are used as one base for staff evaluation at the end of each year. Other bases include student, peer, community, administrative, and self-evaluation.

To maintain relevance and force evaluation, change mechanisms, or self-destruction, clauses are found in many GSU structures and procedures. The Professional ranking system and the GSU organizational structure must be reevaluated in five years. The internal governance system which involves people from the community, teachers, teaching staff, and administrators, is temporary for two years. The college are projected to expand and until they reach about 1500 in enrollment. At that point, two or more new colleges will be formed. A major wing of the university involves itself in research and methodology, providing constant feedback on the quality of the various operations of the university and stimulating constant innovation.

Governors State University has been in operation only a short time. Many concepts are still in a developmental stage because of restrictions of staff and budget. The University is committed, however, to the continuation of an experimental, innovating posture as it grows in student body, staff and community services.
Governance

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

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

Committee on Educational Policies and Programs
Generates policies on all educational matters that are University-wide in nature and reviews educational policies and programs referred to it by collegial, support, or other budgeted units.

Committee on Fiscal Resources
Generates policies on financial matters that are University-wide and review matters on fiscal policies developed by budgeted units.

Committee on the Future
Generates guidelines and policies to direct the University toward what it should be. Five-year and ten-year plans will be in continuous development.

Committee on Governance
Concerns itself with continual evaluation and modification of the present University governance system.

Committee on Human Services
Concerns itself with the generation of University-wide policies affecting any and all constituencies of the University, reviews policies generated by personnel in all budgeted units.

Committee on Physical Resources
Generates policies concerning University-wide physical facilities and reviews policies on physical facilities generated by budgeted units.

The governance system is completed with the addition of individual systems for each of the four Colleges. The collegial governance systems recommends policies related to that College and forwards them via the Dean to the University Assembly and its standing committees.

SSAC in Session

The Student Services Advisory Committee (SSAC) is a body of ten students (eight elected by the student body and two appointed by the Director of Student Services) who meet twice each month in Room D 1100. We are meeting on the first and third Friday of each month at 5:00 p.m. and 12:00 noon, respectively. The meetings are open and all students are invited to attend and give us input as to how you want to see your activity fee moneys spent.

Currently SSAC is supporting most clubs on campus, the Innovator, some financial aids emergency loan monies, clubs on campus, the Innovator, some financial aids emergency loan monies, clubs on campus, the Innovator, some financial aids emergency loan monies, clubs on campus, the Innovator, some financial aids emergency loan monies, clubs on campus, the Innovator, some financial aids emergency loan monies. All forms and information may be obtained through the offices of Student Services on the first floor, just off the Hall of Governors. Students wishing to obtain SSAC funds for travel to conventions are required to turn in the completed request forms at least three weeks in advance. Four weeks is recommended. This funding is being made available through the mandatory $7.50 activity fee charged to all students each session of enrollment.

A van is available for groups of students. All events must be occurring within the continental United States and must be not-for-college-credit. Further guidelines are available in the Student Services department.

As the only student organization on campus, SSAC is very much aware of the student's problems and grievances and would like to extend an open hand or ear to all students that so desire this service. We are truly out to serve the students we represent during our elected year. To do this we must have your input.
Good Standing Policy

FULL-TIME STUDENT - A student is classified as full-time who carries 12-16 units of credit. In addition a student enrolling for six (6) or more units in any eight (8) week block is classified as full-time.

NOT IN GOOD STANDING - A student is not in good standing (thereby not allowed to register for further modules) when he or she:

1. has not completed one-half of all units enrolled in previous trimester when the total number of units is sixteen (16) or less; or
2. has not completed one-fourth of all units enrolled during previous trimester when the total number of units is more than sixteen (16) units. (Units dropped during the add-drop period of the block do not count in this determination.)

MODULE OVERLOAD - A student is taking an overload when he or she carries any work beyond one trimester following initial enrollment. Extraordinary permission of the coordinator is required at least two weeks before the end of the trimester to carry uncompleted work beyond that deadline. Obtain "Uncompleted Module Carry-Over Request" forms in Student Records and Information (SRI) to request deadline extension.

Parking Cards

Fall session Parking Cards will be available for purchase at the Cashier's Office and the Bookstore. A Trimester card (Red) will cost $12.00 and Block 2 card (Black) will cost $7.00. The new cards will become valid on September 1, 1976, and will go on sale August 16th.

Parking Cards -

The color of the card is not what controls its validity. The card reader in the gates is designed to activate on the basis of the number code. For example, the Red #24 used during the spring and summer session will no longer activate the gates on September 1st but the Red #24 will.

PARK FOREST SOUTH - GSU SHUTTLE BUS

Arriving 8:25 a.m.

GSU Shuttle service

Leaving 5:10 p.m.

Direct bus service between GSU and the Park Forest South residential area will begin Monday, March 15, as a result of the survey conducted last week in FAZE-3. FFS Village Manager Charles Notarus has announced that the new shuttle service will be provided at a special low fare of $0.25 per ride. The run will be made twice daily, timed to arrive at GSU at 8:25 A.M., and leaving GSU at 5:10 P.M.

The morning bus will pick up riders anywhere along the route (see map), and in the evening will stop wherever requested. Time in transit will range from 10 minutes to 25 minutes, depending on where one is picked up or discharged.

"We hope this will prove to be a real benefit to GSU people who live in our village," says Notarus. "Certainly it should save them a bundle in gas and parking fees."

To avoid confusion with the GSU bus to the train station, the Village buses will be clearly marked "GSU-FFS SHUTTLE."
Parking and Operating Regulations

1. The responsibility of finding legal parking spaces rests with the vehicle operator. Lack of space is not considered a valid reason for violation of regulations. All areas on campus are assumed to be "no parking" areas unless specifically marked to the contrary.

2. Vehicles in violation of any provision of the regulations are the responsibility of the person(s) whose name such vehicle is registered and this person will be held responsible for any such violation. In case of state-owned vehicles, responsibility lies with the person to whom the vehicle is assigned at the time of the violation.

3. Parking is prohibited at all times on grass plots or tree plots, or any other place where parking would mar the landscaping of the campus, create a safety hazard or interfere with the use of university parking in postal zones, yellow zones, fire hydrant zones, all crosswalks or sidewalks, and at all dock areas and driveways immediately adjacent to campus buildings.

4. Posted speed limits must be observed at all times; failure to observe will be a moving violation, and the University reserves the right to issue citations under the Illinois Vehicle Code for moving violations.

5. Where parking areas are clearly outlined, occupants must observe the confines of each space or will be deemed as "Obstructing Traffic."

6. Operators of motor vehicles on University facilities are expected to comply with the "Rules of the Road" as outlined in Chapter 11 of the Illinois Vehicle Code (Chapter 95/6, Illinois Statutes 1973), and appropriate provisions of these laws; failure to observe these laws will be a moving violation.

Vehicle Accidents - All Accidents Involving a Motor Vehicle on Campus Must be Reported to the Department of Public Safety Office within 24 hours.

Enforcement


2. The Department of Public Safety shall issue Park Forest South citations for all parking violations.

3. Operators of motor vehicles which are in violation of the University Motor Vehicle and Parking Regulations may be towed away at the owner’s expense.


5. Payment of parking citations will be made in person or by mail to the village of Park Forest South at the Village Police Station. Payment of other traffic citations will be made at the Circuit Court in Monee. Contests of all citations will be decided only by proceedings in the Circuit Court.

Parking Fee Regulations

Parking Cards - Fee Schedule

Parking Lots A, B, C, and D are equipped with parking gates which will permit access to the lots upon deposit of 50 cents or activation by a control card. Cards will be sold at the Cashier’s office, Y.M.C.A. and the Bookstore.

Exercise caution when entering parking lots. Much damage to cars has been caused by these posts.
The College of Environmental and Applied Sciences (CEAS) is located in the "A" section of university. The college is comprised of 3 programs: Science, Health Science, and Science Teaching.

The Science Program is designed to prepare a broad range of scientists capable of effecting solutions to complex environmental problems. This Program provides an excellent background for people planning careers in laboratory analysis, teaching, politics, law, public service, management, alcoholism counseling and administration, and other occupations where breadth of background is an asset.

The Health Science Program is designed to prepare professionals in a wide spectrum of health fields that emphasize human services. Offerings are designed to prepare people for careers in administration, education, and practice in nursing and allied health fields.

The Science Teaching Program is designed to meet the needs of:

a. teachers who are currently certified, but wish to improve their capabilities as teachers by adding to their knowledge;

b. those who wish to earn an Illinois certificate as a School Science Specialist; and

c. those who wish to gain competence in the theory and practice of environmental education outside of formal educational settings.

Further information can be obtained from the Program Coordinators, Faculty, or the Student Assistant Dean.

I would also like to inform new students of the Student Assistant Dean (S.A.D.).

The Student Assistant Dean functions as a liaison between students and the administration. He can also help by explaining University policies and operations. Other functions include directing students to the appropriate service areas and/or persons, and generally answering questions and helping with problems as they arise.

The present Student Assistant Dean for CEAS is Dennis Rodeghero. His office is located in rm. A101 - ext. 2468. Students are encouraged and welcome to drop in and get acquainted.

OFFICE HOURS ARE:

Monday: 12:00-1:00 & 4:00-7:00
Tuesday: 12:00-4:00
Wednesday: 2:00-4:30
Thursday: 12:00-1:30 & 4:30-5:30
Friday: 10:00-2:00

and by appointment.
The College of Cultural Studies joins students, faculty, and community in an effort to discover and address the problems and issues of contemporary life. This academic orientation has led to the development of the major innovating structure within the College—the Interdisciplinary Studies Context (ISC). Each of the five ISCs is neither anti-disciplinary nor non-disciplinary. Rather, disciplinary interests in language and literature, the social sciences, and the fine and performing arts are applied to broad contexts such as "Invention and Creativity," "Socio-Cultural Processes," and "Popular Culture." Within each context students develop individualized educational contracts. Each student negotiates with an advisor the particular competencies he wishes to gain. In this way his educational accomplishments reflect not only interdisciplinary program objectives but also personal academic and vocation-al goals. Such academic policies give students the flexibility to pursue specialized career interests from a variety of perspectives as well as the opportunity to learn a variety of approaches to problem delineation and solution. Removed are the artificial barriers that may be imposed by strict concentration on separate and distinct disciplines. In this way the College affirms its commitment to educational programs which elucidate the continuity in one's work, culture, and recreation.

The College of Cultural Studies is responsible for the disciplines within the areas of language and literature, the social sciences, and the fine and performing arts. Although these disciplines are a part of the liberal arts, the College has expanded the traditional definition of liberal arts so that it includes a study of culture in its artistic manifestations: art, theatre, literature, as well as in its regional, social group or ethnic aspects, such as Black Studies, Urban Studies, and Women's Studies.

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

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

**ETNIC STUDIES**
- Black Studies
- Latino Studies

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

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

**POPULAR CULTURE**
- Applied Studies - undergraduates only
- General Studies
- Musa Media - undergraduates only

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

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

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

Learning and Development

A word from the Student Assistant Dean:

Welcome to all students in the College of Human Learning and Development. As we begin the Fall '76 Trimester, it is my pleasure to meet and represent each and everyone of you as Student Assistant Dean. As an "umbrella person" for the students, I represent your interests and needs on SSAC, Media Board, SSAC Task Force for Good Standing Policy, and the Administrative Committee. I can be reached 5 days a week in Room CM63, ext. 206. I am here Monday through Friday.

Each week I will publish interesting articles for students and faculty, deadlines, and other news items of interest.

Importantly, I am the "ombuds person" for the student assistant dean's office. As an each and everyone news items of interest.

The College of Human Learning and Development is a collegial body of equals having a minimum of hierarchy and status difference. When hierarchy does exist, its purpose is to serve. The primary "closet counselors" in the College are students. The work of the faculty is to provide professional instructional services to meet the needs of students. The role of administration is to provide administrative services to both faculty and students. The Dean's role is that of coordinating administrative activities and facilitating faculty doing their professional work. In summary, while some kind of hierarchy is the most efficient way to get routine work done, "bottom-up" authority is necessary to maintain participation management--faculty serves students, the administration serves both faculty and students to facilitate the meeting of student, faculty, and community needs. The key to the total organizational process is shared decision making, clear accountability and responsibility.

Administrative positions in the College are: Dean, three Assistant Deans, Operations Officer, Secretary, Assistant Dean, and Director of Audio Visual Services.

This includes community service and/or research activities, development of individual faculty interest with accompanying facilities and resources provided by the College.

A thirty-three year old mother of three is the student assistant dean for HLD. Ms. Jo Ann Hollinsworth maintains an office near the Student Records Office in HLD.

Before entering GSEU, Jo Ann attended PSC and Purdue University. She has a B.G. in Corrections, and is presently working on her master's degree. Jo Ann is a divorcee with children ages 5, 6 and 7.

If you feel you can be of direct service to you, never hesitate to let me know. My only interest is that you receive the finest education available.

What's it all about in CHLD?

If you know about another university that understands itself and its role in higher education, you know the choice of alternatives it makes and recognizes the conditions to be considered in choosing options--then, maybe you should go there and not come to Governor's State University. Perhaps, you've found another kind of university. But, if my hunch is correct, you'll be much happier out here than a couple of the chaps you're considering.

Getting a Bachelor's or Master's Assistant Dean's Office, the College of Human Learning and Development is learning through an interdisciplinary approach and engaging in intercollegiate student programs. We are not just simple exhortations of collegiality, and they're much more than a couple of clumsy cuffs to the shabby barriers of discrete disciplines.

What's it All About? The College of Human Learning and Development. HLD.

It's YESTERDAY... TUESDAY... TUESDAY.

HLD is academic excellence. Relevance: HLD is able to deal with your individuality. We know that much of what we mean to you as a student here is wrapped up in what you bring to us. We really care about you as a person. Our programs are flexible, individualized, and innovative.

The College of Human Learning and Development (CHLD) prepares students to work in various social, behavioral, educational, and interpersonal settings. Graduates become qualified leaders in such areas as education, communication and media, psychology, and human relations services. Governors State University offers professional training in future-oriented programs.

CHLD is creating a collegial system primarily concerned with the behavioral study of people, which operates also as a model community-oriented college. Its students are involved in such activities as inner-city schools, broadcast and cable communications systems, family counseling centers, welfare agencies, and clinics for communication disorders.

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

Students, with faculty advisors, develop degree programs, described in terms of performance criteria. When these criteria are considered for certification (i.e., teacher education), they are established in advance through the cooperative effort of faculty, students, and community representatives.

Welcome to Governor's State University! I want to welcome you, on behalf of the faculty and students to take this opportunity to say a few things about our faculty and students.

First, our faculty, representing a wide spectrum of different races, sexes and religions, is highly educated and diverse. With over 70 percent holding the Ph.D from distinguished Universities across the country, they bring to you enthusiasm, esoteric knowledge, intellectual curiosity and academic stimulus, many of which are dedicated to teaching excellence, community service, and pure, applied and institutional research. The College of Human Learning and Development faculty is young, vibrant, caring and competent.

Second, our students are mature, studious and conscientious about their academic endeavors. They tend to be self-motivated, self-reliant and self-directed. At an average age of approximately 22 and heads of household, our students represent rich and varied backgrounds gained through many years of work and life experience, often reducible to academic value. CHLD's students, especially those who enjoy the equalitarian atmosphere extant between them, the faculty and the administration, which diminishes traditional barriers between the three entities.

Finally, I wish to challenge you to take advantage of our new facilities, human and physical resources and especially our Learning Resource Center. The approach to higher education on which we have embarked has led to full accreditation and recognition by regional and national professional bodies and promises an alternative to the more traditional modes of learning. In all, for all, we are a new institution developing and improving. You will never experience some frustration, disappointment and inconvenience, but on balance it has been our experience that the positive experiences of our students far out number the negative ones.

Dean Cogdell
The Cooperative Education Program is a means of allowing students to develop a better under­standing of their learning by combin­ing their on-campus studies with a work experience on a part-time basis. This enables the student to try out a vocation, explore a new situation, or simply engage in com­munity service as a citizen. The students earn credit toward their degree for the Co-op term. These Co-op terms are arranged with the professors of Cooperative Education who are located in each department and who supervise the Belief of the faculty that this com­bination of on-campus study and off-campus engagement in soc iety produces an excellence of education which cannot be achieved by either of the means alone.

Since there is a wide variety of skills, needs, goals and life situations found among the University students, the Co-op options are flexible and varied. In general, range, they are:

1. Full-time for specified periods. This pattern most often requires no adjustment of on-campus study and off-campus employment may be considered.

2. Half-time Coop and half-time on-campus study. This pattern is suitable for those in a continuing job. This option fits the needs of students with regular job from different aspects. Sometimes temporary reassignment in the employing organization may be worked out. For those who are enrolled in the University and are registered as full-time students with them.

3. A term in retailing before accounting firms, thus taking advantage of the peak needs of the field and office located near A-Office. Positions for new graduates are available at the U.S. The Placement Office at the University maintains a central Career Planning and Placement Office with the function of being the contact point for employers and to provide a helping service for students. The Placement Office is open to all currently registered students and alumni. Registering with the Placement Office provides you with the following:

1. A placement file containing your resume and recommenda­tions which can be sent to prospects employers or graduate admissions committees at their discretion.

2. Job opportunity information.

3. Career counseling.

4. Campus interviews with representatives from business, industry, government, etc.

Current openings are posted on the four collegial Co-op EG/Placement bulletin boards located near each of the collegial Co-op EG/Placement offices and the main Co-op EG/Placement bulletin board located near A & R. A representative sample of current open­ings is "by permission of the instructor" and the above placement office must take place.

As one of the instructional strategies of the University, the Co-op term is managed the same as any other trimester in which credits are awarded in the University. Time spans will vary widely. A term in retaining before Christmas may be for eight weeks and coincide with Block 3 work. A term for an accounting student may run from January through April to coincide with the peak needs of accounting firms, thus taking up the whole of the Winter Trimester. If a science correctional experiment may need to be plan­ned for six to nine months. Each individual case needs to be worked out before the beginning of the Co-op term. Changes in plans during the term are worked out as they become desirable and necessary.

COORDINATORS:

Robert Kelley, BPS
Marshall W. Reavis, BPS
James J. H., CCS
Leon Effroy, EAS
Russell Hollister, EAS
Carroll Tabor, EAS

Placement Officer:

Tom Collins in the Placement Office.

The student should apply directly to the organization and indicate that the Placement Office has been asked to forward credentials to them. Except during extremely busy periods, placement files are usually sent within 24 hours of the student's request.

To sign up for on-campus interviews:

1. The student must be registered with the Placement Office.

2. The student must verify that the employer is seeking the type of position advertised.

3. Sign up for the interview in the Placement Office.

The student must bring her/his most recent resume to the interview.

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To cancel an appointment, give the Placement Office at least 24 hours notice. Failure to "show" may deprive another student of the opportunity to interview. If an interview appointment is missed without notifying the Placement Office, the student must write a letter of apology to the interviewing organization with a carbon copy to the Placement Office and meet with the Director or Placement Officer. Failure to do this will result in the student's name being removed from future interview schedules.

BURTON A. COLLINS,
Director of University Placement
SANDRA CUNELY,
Graduate Placement Officer

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BURTON A. COLLINS,
Director of University Placement
SANDRA CUNELY,
Graduate Placement Officer
The Resources Center of over 150,000 volumes; over 3,000 periodicals and newspapers; and over 30,000 non-print materials such as films and filmstrips, audio and video cassettes, records, slides, kits and games along with the equipment necessary to use them.

An extensive microfiche collection includes ERIC documents on education, Environment, Disclosure, The Human Relations Area Files, and a New York Times Supplement with news items from throughout urban areas of the country. A current college catalog collection of over 3,000 schools is also on microfilm.

The Schomburg Collection of Black literature from the New York Public Library and History, the Women's History Collection from the International Women's History Archives, Berkeley, Calif., and the New York Times and Chicago Tribune dating back to the first issues. Many other journals and newspapers are also on microfilm.

The LRC is a depository for both federal and state documents and includes such publications as the Congressional Record and the Federal Register. Both this document collection, and the excellent law collection are used frequently by the community as well as GSU students and staff.

The Materials Center provides a large selection of children's literature, both fiction and non-fiction, sample elementary and secondary textbooks, curriculum guides for all grades and subjects, and a wide variety of non-print materials to supplement the HILD Urban Teacher Education program among others.

A balcony off the periodicals room contains current magazines and newspapers and the paperback exchange rack. Smoking is permitted in this area. Recent best sellers are located in a comfortable reading lounge under the skylight.

Most items in the LRC are checked out and returned at the Circulation Desk including the Reserve Books. It is necessary to present an ID card when checking out materials. Further rules and regulations are described in the LRC Guide which may be picked up at either the Circulation Desk or the Reference Desk.

The Media/SIM Center has a staff on duty to provide help in using the equipment necessary to view or listen to the large non-print collection in the LRC. SIM offers self-instructional modules, 16 mm., videotapes and records are all shelved in this area as well as AV materials on reserve. SIM testing is also administered here. Computer terminals are situated in the Center as well as microfiche/microfilm reader-printers at 10 cents per page. Photocopy machines (5 cents per page) and microfiche and microfilm readers are found in other areas of the LRC.

A librarian is available at the Reference Desk or Serials Desk to offer assistance in using the library's resources or in locating other materials not available in the LRC collection through Interlibrary Loan, the Reciprocal Borrowing Program, the Illinois State Borrower's Card, or the Inmagis Program. For more specialized information and assistance, ask for the Liaison Librarian assigned to each college.

**Technical Services**

Jean Singer .... Head of Technical Services .... 2231
Mary Schelthorn .... Media Cataloger .... 2226
Sue Harrington .... Catalog Librarian .... 2233
Ann Glassoff .... Documents Librarian .... 2253
Shannon Troy .... Serials Librarian/HILD Liaison .... 2236

**LRC Schedule**

When Classes are in session:

Monday-Friday 8:30 A.M. - 11:00 P.M.
Saturday 8:30 A.M. - 4:00 P.M.

When classes are not in session:

Monday-Friday 8:30 A.M. - 5:00 P.M.
Child Care

The GSU Child Care Center is professionally staffed and equipped to provide quality care for 3-12 year-old children of the community. We strive to promote each child's physical, social, intellectual, emotional, and creative growth while providing a warm and accepting atmosphere in which quality education and care can be provided.

The curricula offered at the Center includes the following types of child-oriented experiential activities:

- LANGUAGE ARTS
- DRAMA/PLAY
- MUSIC and RHYTHM
- CREATIVE ART and HANDICRAFTS
- SCIENCE
- MATH
- GAMES
- MUSIC
- TRAVEL
- HOMEWORK - TUTORING
- BASIC DAILY SCHEDULE

MAY - FRIDAY
8:00am Center opens
9:00am Morning snack
11:30am Lunch
12:15pm Rest
4:00pm Snack
5:30pm End of full time day

In September, we will remain open, if the need arises until 5:30pm.

The Center is closed Saturday, Sunday and the following holidays: Thanksgiving, Christmas Eve and Day, New Years Eve and Day, Memorial Day, Independence Day and Labor Day.

ENROLLMENT PLANS - We're Flexible

FULL TIME
8:00am - 5:30pm Monday - Friday
Hot Lunch and snacks provided.

PART TIME
30 hours per week, 4 days per week
Hot lunch and snacks provided.

DROP IN
Please call Center for space confirmation before dropping off children.

8:00am - 4:30pm, Monday - Friday
Snacks provided - Please pack lunch if needed.

If your child will not be in, please call the Center to notify us that the child will be absent. We are open for calls regarding schedule changes every morning before 11:00 a.m. All bills must be paid to the Center in advance.

FEES

Fees are placed on a sliding scale according to income and individual family circumstance. If a parent is unable to pay the established fee, a petition may be presented to the Center asking for a reduction in keeping with ability to pay. REDUCTION IN FEE FOR MORE THAN ONE ENROLLMENT PER FAMILY.

FULL TIME:
- Includes hot lunch and snacks
- Gross total income under $7,000: $30/week
- Gross total income $7,000 - $14,000: $35/week
- Gross total income over $14,000: $40/week

PART TIME:
- Includes hot lunch and snacks
- Gross total income under $7,000: $15/week
- Gross total income $7,000 - $14,000: $20/week
- Gross total income over $14,000: $25/week

DROP IN:
- Includes snacks
- 75 cents/hour

We play at GSU
The University Advocate Program is an auxiliary service program which contributes to the spectrum of avenues from which University-related persons may receive relief when they are aggrieved. The University Advocate is an independent agent with investigative, mediatory, and recommending powers. The Office was established to facilitate the discreet and confidential resolution of grievances of students and other University-related persons. A major area of concern are situations involving perceived unfair treatment from a University unit or member of the University community.

The University Advocate reports to and is responsible only to the President of the University and the individual whose cause is being presented. The Advocate pleads, argues, defends, or supports the cause of any University-related citizen, and may recommend adjudicatory action or policy changes. The Advocate does not make, overrule, or control University policy and actions. The basic functions of the University Advocate are:

1. The promotion of the University and its mandates and objectives.
2. The facilitation of communication.
3. The acceptance and handling of proper and justifiable cases.
4. The conduct of appropriate and discreet investigation.
5. The referring of grievances to other channels when deemed necessary.
6. The making of general and/or specific recommendations to individuals, organizations, offices, units, the University Assembly, and ultimately to the President.

It is the mission of the Advocate to work to ensure the establishment and equitable application of fair institutional policies and practices. The Office of the University Advocate is created to unobtrusively handle grievances emerging from University-related policies, practices and/or persons. Therefore the University Advocate shall discreetly and confidentially investigate complaints, and grievances of any individual problem or grievance. The University Advocate consistent with the mission shall identify improper, discriminatory conflicting, or insured policies and practices and make recommendation to various and appropriate University units and personnel.

**Implementation of the Program**

1. Complaints should be registered on an uncomplicated standardized form by the individual involved.
2. When other appropriate University avenues and offices have not previously been contacted, the individual will be referred to them for satisfaction.
3. If satisfaction is not received, the individual may return to the University Advocate’s Office for assistance. The Advocate supplements, rather than supplants the normal avenues and modes of redress.
4. If other appropriate avenues have been attempted, and the Advocate decides the complaint merits his investigation, and relates to University business, action on the complaint will begin as soon as possible.
5. Generally, cases will be handled in the order in which they are received.
6. The grievant will be asked what relief is sought, and whether or not he wishes his name to be used.
7. The Advocate will have access to any University records pertinent to the case, given the permission of the party involved. The Advocate’s records are privileged and private.
8. When no remedy is found, the Advocate will report the complaint directly to the President along with any recommendation he may wish to make.
9. In all cases, the grievant will be notified of action taken. A private or public statement may be made. A written record of all cases will be kept.
10. A semi-annual report will be submitted by the Advocate to the President and the University Advocate Advisory Committee.

**The Office**

The personnel of the University Advocate’s Office consists of the University Advocate, the Head Secretary, and two (2) student assistants. The University Advocate has formal degrees in Social Science (Political Science Emphasis), Spanish, and Educational Administration and Supervision. Paul Hill also possesses the doctorate of philosophy degree in Guidance and Psychological Services. Kim Maaza, who has been with the office for approximately two years, is Head Secretary. She came to the Office with considerable college training and work experience with industrial and commercial agencies. Her most recent position was with a community-based health services center. In addition to managing the clerical aspects of the Office, she maintains the Office’s files and enforces the Office’s policy of confidentiality. Assisting the University Advocate and the Head Secretary with office coverage, research, and general office duties are the two student assistants, Colette Thomas and Nina Graham.

The Office is characterized by openness, warmth, informality, and confidentiality. It is located right of the entrance to the Admissions area. Hours are from 8:30 am to 5:00 pm (exceptions for emergencies only).
The U.S. Office of Education supports the five programs described on this page. They are:

1. Basic Educational Opportunity Grants
2. Supplemental Educational Opportunity Grants
3. College Work-Study Program
4. National Direct Student Loan Program
5. Guaranteed Student Loan Program

The Basic Educational Opportunity Grant Program (Basic Grants) makes funds available to eligible students attending approved colleges, community junior colleges, vocational schools, and other post-high school institutions. In accordance with the guidelines, you may apply for a Basic Grant if you did not attend a postsecondary school before ninth grade.

To apply for a Basic Grant, you must complete a form called "Application for Determination of Basic Grant Eligibility." You may get copies of the application from POSTSECONDARY EDUCATIONAL INSTITUTIONS, HIGH SCHOOLS, TALENT SEARCH, UPWARD BOUND PROJECTS, and PUBLIC LIBRARIES, or by writing to P.O. Box 48, Washington, D.C. 20044. Send the completed form in accordance with the instructions on the application. Within four weeks you will receive a notice of your eligibility.

SUBMIT the Notification to your school which will calculate the amount of the Basic Grant you are eligible to receive. (This Federal Guarantee Agency will notify you if you are not an eligible student.) The amount of your award will be based on your determination of eligibility, the cost of your attendance to your school, and a notification to more than one school. The amount of eligibility, the cost of attendance to your school, and a notification to more than one school. The amount of eligibility, the cost of attendance to your school, and a notification to more than one school.

The Supplemental Educational Opportunity Grant Program (SEOG) is for students who have completed less than two years of a program leading to a bachelor's degree. SEOG funds are awarded toward a bachelor's degree. This total includes any amount you borrowed under NDSL for your undergraduate study.

You may be required to apply if you are enrolled at least half-time as an undergraduate or professional student in an educational institution participating in the program. Graduate students are not eligible.

If you receive an SEOG, it cannot be less than $200 or more than $1,500 a year. Normally, an SEOG may be received for up to four years. However, the grant may be received for five years when the course of study requires the extra time. The total that may be awarded is $4,000 for a four-year course of study or $5,000 for a five-year course.

If you are selected for an SEOG, your educational institution must provide you with ADDITIONAL FINANCIAL ASSISTANCE at least equal to the amount of the grant.

APPLY THROUGH YOUR FINANCIAL AID OFFICER. You are responsible for determining who will receive an SEOG or the amount.

The National Direct Student Loan (NDSL) Program is for students who are enrolled at least half-time as a full-time postsecondary institution and who need a loan to meet their educational expenses.

You may borrow up to a total of: (a) $2,500 if you are enrolled in a vocational program or if you have completed less than two years of a program leading to a bachelor's degree; (b) $5,000 if you are an UNDERGRADUATE student who has already completed 2 years of study toward a bachelor's degree. (This total INCLUDES any amount you borrowed under NDSL for your undergraduate study.)

REPAYMENT begins 9 months after you graduate or leave school for other reasons. You may be allowed up to 10 years to repay the loan. During the repayment period you will be charged 3 percent interest on the unpaid balance of the loan principal.

No payments are required for up to three years while you serve in the Armed Forces, Peace Corps, or VISTA.

APPLY THROUGH THE FINANCIAL AID OFFICER AT YOUR SCHOOL. You are responsible for determining your eligibility and arranging the job.

The Guaranteed Student Loan Program enables you to borrow directly from a bank, credit union, savings and loan association, or other participating lender who is willing to make the educational loan to you. The loan is guaranteed by a State or nonprofit agency or insured by the Federal Government.

You may APPLY for a loan if you are enrolled or have been accepted for enrollment at least half-time in an eligible college or university, a school of nursing, or a vocational, trade, business, or home study school. You do not need a high school diploma in order to borrow.

The maximum you may borrow is $2,500 a year (some States is less). Your INTEREST cannot be more than 7 percent.

The total amount you may borrow for undergraduate or vocational study is $7,500. The total is $10,000 for graduate study alone or in combination with graduate study.

Many students are eligible for Federal Interest Benefits. If you qualify for these benefits, the Federal Government will pay the interest for you until you must begin repaying the loan.

You are eligible if your adjusted family income is less than $15,000, you automatically qualify for the interest subsidy on loans up to $2,000 per academic year.

You are eligible if your adjusted family income is less than $15,000 and you wish to apply for the interest subsidy on a loan that is larger than $2,000, you must submit to the lender a RECOMMENDATION from your school. The recommendation is based on an analysis of your need.

If your adjusted family income is larger or more, and you wish to apply for the interest subsidy on a loan, an amount you must submit to the lender a RECOMMENDATION from your school. This recommendation is based on an analysis of your need.

The amount of your payments depends upon the size of your debt and the lender's willingness to make the loan.

In addition, deferment is available for any time you return to full-time study at an eligible institution.

Information and application forms are available from schools, lenders, State Guarantee Agencies, and Regional Offices of the U.S. Office of Education. Please use the address listed for your state of residence.

The Big Payback

The Loan MUST BE REPAID. Payments begin between 9 and 12 months after you graduate or leave school and you may be allowed to take up to 10 years to pay it off. The AMOUNT of your payments depends upon the size of your debt. You may pay at least $360 a year.

You do not have to make payments for 3 years while you serve in the Armed Forces. Peace Corps, VISTA (which has been expanded to include other programs, such as University Extension Action, ACTION Cooperative Volunteer Programs, Volunteers in Justice, and Program for Local Service). In addition, deferment is available for up to 3 years as you return to full-time study at an eligible institution.

Information and application forms are available from schools, lenders, State Guarantee Agencies, and Regional Offices of the U.S. Office of Education. Please use the address listed for your state of residence.
The GSU Quickie; our answer to many tastes

The process of providing food services to a burgeoning, new, commuter institution is a touchy business. Essentially, it means trying to satisfy the erratic appetites of people caught-up in the "Pepsi Generation"—everything is on the go! Among them are the health food activists, the vegetarians, the weight watchers, and just the plain ol' finicky eaters.

Not a day goes by that food services director, Frank Grebas does not hear some kind of complaint. If there are 250 seats, there are 250 opinions on how and what to serve he said.

"It's the same old story, 'you're damned if you do and damned if you don't.' After 16 years in the business, you develop a kind of tact," he said. "You try to please those that it makes a difference to. It's part of my job to know the difference." He added.

Aside from the Normal duties special occasions a GSU, he has laid out some "top flight" spreads for faculty and VP's. He has provided services for all student functions held here.

Frank attributes a lot of his success to his first rate Cook Marge Barber. She has been with him now over five years.

Marge said she has prepared food for some of the "big boys," among them Ralph Metcalf. Recently she did a successful wedding dinner for the son of the owner of Sara Lee Bakeries. She has been chief cook at Morton's Restaurant in Chicago for five years. She worked at Eddies and Arnolds on West Street where you had to have a key to get in.

Interestingly enough, Marge is perhaps the only employee at GSU who comes in at the wee small hours of the morning, and is here until the job is done. (Around 1 p.m.)

For those who suffer from arthritis, Marge has her own special Home remedy, Marijuana mixed with rubbing alcohol. You don't drink it; you rub it on sore joints.

Frank says that the biggest problem the cafeteria runs into is the disappearance of serving utensils, particularly yellow trays. If there are any laying about, he said, he would appreciate the cooperation of everyone in seeing that they are returned.

For those who eat for "better health," you might be interested to know that no food is brought in cans. Everything is fresh or bought frozen. Even the soup is home made.

Frank says, "did you know you can get a double-meat ham-burger, fries, and coke for $1.00 plus tax under a new program called "the GSU quickie?" He said they haven't sold a billion yet but urges everyone to help sell at least a "million"! Frank is open for suggestions on how to improve service.

Mr. & Mrs. Frank Grebas

Marge Barber - the chief cook.

Mr. & Mrs. Frank Grebas

The crew

BLACK & WHITE DISCO BASH

Jimmy D's

Sept. 23, 1976

FOOD SERVED

one drink
chicken
roast beef gyro

MUSIC

$2.00 student
4.00 community

GEMINI, SCORPIO

AFFAIR

And that since July of 1973 there has not been a price increase in the cafeteria.

Frank says, "did you know you

Mr. & Mrs. Frank Grebas

The crew

sell at least a "million"! Frank

is open for suggestions on how to

improve service.
ATTENTION STUDENTS

Central duplicating, located in the central receiving building, provides reproduction facilities to Governors State Colleges, faculty, student and support units. Services include:

- Duplicating
- For-Module Materials
  - Resumes
  - Forms
  - Notices
  - Newsletters
  - Flyers
- Offset Printing
  - For-One/Two Color
    - Newsletters
    - Envelopes
    - Letterheads
    - Brochures
    - Multiple Part Forms

Collateral Services
- Collating
- Stapling
- Padding
- Drilling
- Book Binding
- Saddle Stitching
- Folding
- Cutting
- Photo Stats

For additional information: Call Extension 2191 or 2198

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Veterans

Vets are very important. People here at GSU. Over 900 are now part of our student community. We'd like to make your stay as productive and pleasant as possible.

The Officers of Veterans' Affairs operates in conjunction with the Office of Student Services, as acting liaison between vets and governmental agencies concerned with educational benefits.

The GSU Officers of Veterans' Affairs can help:
- Plan your future
- Answer questions about VA educational opportunities
- Here are a few of the many areas where we can assist:
  - Check Problems
  - VA Educational Loans
  - Dependent Changes
  - Certification of Enrollment
  - School Transfers
  - Program Changes
  - Address Changes
  - Military Scholarships
  - Tutorial Assistance
  - VA Work-Study Program

Our Counselors are experienced vets familiar with all the problems of student veterans.

Office of Veteran Affairs... Leo Kelly
Veterans' Training and Education Representative... John Heinze

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Instructional Communications Center (ICC)

ICC is the place to check out all types of instructional material such as projectors, tape recorders, televisions, recordings and playback equipment.

ICC also produces films, graphics, audio recordings, photography, video recordings.

ICC is open from 8:30 a.m. to 5 p.m. Monday through Friday.

Equipment distribution is from 8:30 a.m. to 10:30 a.m. Monday through Friday, and 9 a.m. to 2 p.m. Saturday. Ext. 2299.

As of September 1, 1976, no item may be checked without presentation of at least two of the following:
1. Student I.D. card
2. Social Security Card
3. Drivers License
4. Proof of address other than drivers license

Thank you for your cooperation.

Equipment Distribution Staff

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ANAKAR

• Classes: Oct. 6, 7 - 1976
  10 weeks... $5.00

• Time: 7:30 - 9:00 p.m.
  * closed circuit Mediation*

• Program:
  7:30 - 8:00 Review
    8:00 - 8:30 Trance discussion

• Registration Deadline: Sept. 22, 1976
  Late reg. fee $5.00

• 18044 Martin St. Homewood III.

• Phone: 312-798-3335 for in lo.
GSU is another kind of university—no GSU uses another kind of terminology. The new terms create an environment that is individualized, has a dynamic and changing equality, and allows for maximum personal growth. We think
our environment is responsive to the educational needs of the many publics
and changing equality, and allows for maximum personal growth. We think
The new terms create an environment
the colleges. In order to provide the widest number of lean-
denomination in the University. At the
date of this report, there are four relatively autonomous
colleges, each to be limited in size to ap-
proximately 1500 students. The
absence of departments is intended to
promote interdisciplinary studies
within and between the colleges.
Each college is defined in terms of a
unique set of College-Level Ob-
jectives.

COMPETENCY - A behavior or pattern of
behavior related to real world
knowledge, skills, and/or attitudes
that the student will demonstrate
he has acquired. The specificity and
breadth of a competency statement
depends on whether it is for an
Instructional Program, Area of
Emphasis, or Learning Module. Examples of competency
statements on each level of
specificity are contained in Appendix C.

COLLEGE - The only academic
division in the University. At the
date of this report, there are four
relatively autonomous colleges,
each to be limited in size to ap-
proximately 1500 students. The
absence of departments is intended to
promote interdisciplinary studies
within and between the colleges.
Each college is defined in terms of a
unique set of College-Level Ob-
jectives.

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

INSTRUCTIONAL SYSTEM - A set of
learning experiences designed to
enable a specified population to
attain stated competencies. It is
developed according to the in-
structional development process
outlined in this ISP.

INTERCOLLEGIAL - The concept
whereby students are encouraged to
register for Learning Modules
across Collegial Lines. The
Educational Planning Guidelines
state that faculty and students in
different collegiate units will
cooperaively plan, develop, and
execute learning experiences of this
type.

INTERDISCIPLINARY - The concept
of organization that prevails within
the Colleges. This approach does not
recognize the departmental system
nor rank faculty according to the
academic discipline. The
Educational Planning Guidelines
refer to "interdisciplinary" as an
emphasis on programs of study that
encourages the synthesis of
knowledge from the disciplines
within a collegiate unit.

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

LEARNING MODULE - A Learning
Module is a set of experiences which
brings the student to the
achievement of one or more specific
and discrete competencies. Ideally,
it is the smallest "package" of in-
structional strategies and materials
in which all aspects of an indi-
vidualized, performance-based
model referred to an instructional
material can be identified. Such a
model will include instructional
objectives, materials, and
strategies for instruction and
evaluation. A Learning Module will
include topics or concepts belonging
to a larger subject-matter context.
A Learning Module at GSU, under
current administrative procedures,
will yield one or more GSU units of
credit. Learning Modules may
include Self-Instructional Materials.

SELF-INSTRUCTIONAL MATERIALS
(SIM) - A set of learning experi-
ences designed to enable a
specified population to attain stated
competencies. They employ self-
instructional strategies (under the
guidance of a Coordinator) that
enable students to learn through the
use of pre-programmed materials
and tests and that provides feed-
back as to whether or not the ob-
jectives are being met. The
materials enable students to attain
module competencies at their own
pace, and at flexible times and
places. (These materials may be
part of a Learning Module.)
The Veterans Club of GSU held a Christmas Party Dec. 18 at the Ground Round Restaurant in Olympia Fields. More than 200 people attended the party, with Nebula providing the musical entertainment.

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

The Student Services Activities Committee sponsored a Christmas Potluck dinner on Dec. 16 in the Hall of Governors. Frankie Barnes, coordinator of student activities planned the event, which featured the Bradley-Bourbonnais High School Choir. The dinner was open to all students.
We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time

T.S. Eliot

1976

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We Welcome You to

GSU

The Place to Start
Something Worth Finishing

by car
by bus
by train